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Trabajo Fin de Máster

The role of motivation in the EFL classroom

La función de la motivación en el aula de inglés

Autor/es

ADRIANA BARCOS CASADO

Director/es

Mª CARMEN PÉREZ-LLANTADA AURÍA

Facultad de Educación
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Table of contents

1. Introduction

The Master's Degree in Education has enlightened me with respect to the teaching profession in a variety of issues and viewpoints. It has also inspired and guided me in the reflection on the procedural decisions a teacher must take, providing me with critical thinking perspective as well as with key knowledge of the different subjects.

The Aragonese Curriculum, which has been the cornerstone for many of our course essays (Orden, 9 de mayo 2007, BOA 01/06/2007) is regulated by the Ley Orgánica de Educación (LOE, Ley 2/2006 de 3 de mayo, BOE, 04/05/2006). This Curriculum is developed in accordance with an educational background in which memorization is no longer considered a synonym of accomplishment in education. Therefore, it introduces a view of English Foreign Language teaching in which teachers must abandon their role as instructors and embrace the profile of facilitators. That is to say, teachers should not only provide instruction on the application of grammar rules and lists of vocabulary. They should be able to create learning opportunities aiming at a real use of the language as a tool for communication, being students themselves those who take the active role on their learning.

The LOMCE Curriculum, which is approved nationally but paralyzed in our region (Orden, 15 de mayo 2015, BOA 29/05/2015) is regulated by the Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE, Ley 8/2013, de 9 de diciembre, BOE, 10/12/2013). It takes the viewpoint of a globalized society and therefore claims that the command of at least one foreign language is essential for what the Council of Europe calls a global, intercultural and multilingual education. In addition, it is also worth taking into consideration that a new Curriculum was approved during the academic year (Orden, 26 de mayo 2016, BOA 02/06/2016). In a period of time which is characterized by political instability, and hence educational uncertainty, one of the main challenges that current teachers need to confront is the necessity to be alert to changes and to make the most out of every particular situation. Not to mention the specific background of each education centre and students groups, which every teacher should go in consonance with.

Living in the era of information and communication, globalization is, doubtlessly, the key characteristic of today's society. English as a lingua franca is known to be the key medium to communicate worldwide and the access to most of the information related to any field. Because of that, English Language Teaching has become an area of particular interest in our country during the last years. It cannot be denied that the use of English has proved to be more and more essential to meet the requirements in almost every type of job. This implies, therefore, that the role of English teachers in our country has been challenged and become very demanding. The purpose of future workers is to be able to make a real use of the English language has never been so urgent. Today students should not only be taught to express their ideas and thoughts in an effective way, but also to be aware of, comprehend and respect the different cultures of the world.

This Master's Degree has guided me to become aware of the previously mentioned background and helped me to take my own decisions as a future teacher based on solid facts rather than on mere intuition or repetition. As Dörnyei (1994) states, "the exact nature of the social and pragmatic dimensions of L2 motivation is always dependent on who learns what languages where" (p. 275). Consequently, since the specific features under which a teacher can practise his or her job are infinite, this judgment will be necessarily grounded not only in the legal framework but also in the characteristics and needs of the school and students.

Teachers also need to confront the challenge of being able to critically reflect on their own professional performance and professional development, aiming at progressing and adapting to changes. The European Profiling Grid states that "[t]eachers are empowered to judge their own performance in a more informed and objective way. They become motivated to carry out self-assessment in order to monitor and enhance their own development" (EPG | European Profiling Grid, 2016). The ability to rethink and reshape is a key characteristic for teachers to grow professionally as well as an opportunity to contribute to the educational background.

In order to meet all these requirements, I have learnt in different courses the crucial literature on Second Language Acquisition along with the teaching-learning process and the different factors that can have an effect on such process. Among these factors there is one that has been repeatedly emphasized in both the non-specific and the specific

subjects, motivation. Awareness of lack of motivation in teenagers in our country and the necessity to prevent has become an issue of particular concern to secondary school teachers the reason being, as Dörnyei (1994) claims, that "L2 learning presents a unique situation due to the multifaceted nature and role of language" (p. 274). In other words, the use of a language for communication in the classroom provides teachers with countless opportunities from which we can decide which ones could motivate their students.

The highlighted relevance given to the issue of motivation during this Master's degree was the reason why I chose the topic of motivation for my dissertation essay. Therefore, the main purpose of it is to connect and critically reflect on the knowledge that I have been instructed during this master, taking as a unifying thread the topic of motivation. The two essays that I have chosen are the following: *Practicum III. Design and application of an observation tool* and *Learning unit: The British Isles* (for Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés). In order to carry out this task, firstly I will offer a theoretical framework along with a justification for the relevance of the topic in our specific background. Secondly, my analysis on the essays will be developed, where I will discuss the key aspects on motivation that I have learned connecting it with the essential literature on the topic. The analysis will be developed according to Dörnyei's construct (1994), on account of its general view on EFL motivation, which will allow me to explore with more clarity its different elements. After that, a conclusion will be provided, summarizing the main points of my analysis. Finally, I will discuss my proposal, which intends to boost and maintain the motivation of secondary school students in the English Foreign Language classroom.

2. Justification and theoretical framework

2.1. Legal framework

Regarding the legal framework, the LOMCE Curriculum (Orden, 15 de mayo 2015, BOA 29/05/2015) in its fourth article, states that there is a necessity to pay attention to students' personal needs, including their interests and motivations. In other words, it promotes differentiation among our students, who will undoubtedly feel stimulated by different types of learning.

On the other hand, taking into account the new Curriculum (Orden, 26 de mayo 2016, BOA 02/06/2016) in its twelfth article, details the methodological principles and observes that the educational community must be involved with the promotion of the students' intrinsic motivation. That is to say, qualities such as autonomy, responsibility and motivation need to be encouraged in the classroom, favouring the control of the student over his or her learning.

2.2. Motivation in the educational background

When speaking about motivation, several divisions have been made so as to understand the different meanings and applications of this word. In his work, Maslow (1943) considered that human beings are primarily motivated to satisfy five basic needs. Physiological and safety needs would be, without any doubt, the most primary and urgent to fulfil. However, he also considers socialization, self-esteem and self-actualisation as fundamental. As it is known for the characteristics of the adolescence period, these three needs are more difficult to maintain. Thus, it is crucial that teachers are aware of the impact that the satisfaction or not of these needs will have on the students' attitudes and behaviours.

Taking a more educational orientation, Alonso Tapia (1992) established a classification of the goals that students confront during their academic development. He made a distinction among: task-oriented goals, liberty of choosing-oriented goals, self-esteem-oriented goals, social-oriented goals and external-oriented goals. The first four categories

respond to an *intrinsic* motivation, which refers to the internal and non-material incentives to achieve an aim. This way, students would feel motivated by the challenge and the control they exercise over the task, the freedom of being able to carry out the task that they have chosen, the certainty that they can perform the task, and the acceptance of others respectively. On the other hand, the external-oriented goals refer to an *extrinsic* motivation, which does not focus on internal will but on external rewards a person wants to attain such as money or prizes.

According to Niemiec and Ryan (2009), intrinsic motivation gets people to explore and enjoy the development of the task itself. DeCharms claimed that "such behaviors have an internal perceived *locus of causality*" (as cited in Niemiec and Ryan, 2009, p. 135), "which means they are experienced as emanating from the self rather than from external sources" (Niemiec and Ryan, 2009, p. 135) and they conclude that learners normally learn in a better way and use more their imagination when they are intrinsically motivated. Such ideas as taking control over the task and experiencing autonomy are those that have been previously mentioned in the legal framework. Therefore, taking these assertions into consideration, what teachers are expected to do is to encourage their students to develop an intrinsic motivation in relation to the subject given.

In order to put this idea into practise, Alonso Tapia (1992) recommends to make a previous analysis and recognise different elements such as the characteristic goals of the adolescence period and how they influence their performance, or what makes some students follow certain goals. Then, teachers should proceed to establish which standards they should apply to their teaching.

2.3. Motivating learners in the Foreign Language classroom

Regarding the research that has been carried out on the issue of motivation in the context of English as a Foreign Language, it is paramount to discuss the work of Zoltán Dörnyei. Dörnyei (1994) states that:

> L2 learning is more complex than simply mastering new information and knowledge […] it involves various personality traits and social components. For this reason, an adequate L2 motivation construct is bound to be eclectic, bringing together factors from different psychological fields. (p. 274)

In other words, it is important to be aware of the singular complexity of language learning, which reaches a wide range of factors that need to be taken into account. After all, language is a social tool, and it implies that everything to do with society will affect it, and hence, its teaching-learning process.

In his L2 motivation construct, Dörnyei (1994) established three different components which go in consonance with the three participants of the learning process: the *language level*, the *learner level* and the *learning situation level*.

The first one deals with the characteristics of the language itself. Aspects such as the community of the language or the possibility to use it in the future will indeed affect the motivation of the students to learn it. It will depend on their predisposition to like foreign languages, or English in particular, and the personal goals they establish in their lives. For instance, a learner who wants to live in the USA in the future or that wishes to travel around the world will be more intrinsically motivated to learn English than one who is not interested in leaving his or her country at all.

This construct resembles Gardner's approach (1985), which raises the concepts of *integrativeness* and *instrumentality*. The first concept refers to the acceptance and interest of the student in the context that surrounds the language, including its cultural and social background. For example, a student may be engaged in English literature, which will lead him or her to wish to know more about the language. Meanwhile, *instrumentality* involves the extrinsic rewards students can encounter during the attainment of their academic goals. As an example, the parents of some students may allow them to go abroad on holidays with their friends if they prove to be able to manage in a foreign language. These factors can be of great importance for teachers to make the most out of the students learning, guiding and showing them that they are building their way to achieve their personal goals. This will help us not only so that they have motivation, but also to maintain it.

The next level that Dörnyei determines is the *learner level*. This category deals with the personality of the learner and the experiences that he or her has had when in contact with the foreign language. The author introduces here two components: *need for achievement* and *self-confidence*. As previously mentioned in Maslow's hierarchy of basic needs (1943), human beings have a necessity to feel valuable to themselves and others, and that can be a trigger to feel motivated to achieve goals. However, it must not be forgotten that

the perspective of a challenge will not always result in motivation, especially when involving teenagers, whose personality and attitude are particularly changeable. A student with a low self-esteem and negative past experiences is more likely to develop a *language use anxiety* or a *learned helplessness* (Dörnyei, 1994) attitude. The first one will lead the learner to feel uneasy and blocked, and the second to believe that they are unable to succeed in the tasks because of past failures. Teachers play an important role here, where the attitude of the teacher after unsuccessful attempts have a considerable impact.

The third level of the construct is the *learning situation level*. It deals with the context of the classroom and it is divided into three components: *course-specific, teacher-specific* and *group-specific*. The first one has to do with the methodology followed, the materials given, the tasks to fulfil, even the assessment process. For a course to be motivating, it must arouse interest among students, and they need to be certain of the usefulness of learning. The *teacher-specific* components involve the type of role the teacher decides to take, how to socialize with students and the action plan to follow when giving them feedback. Finally, *group-specific components* refer to the classroom as a group and the general atmosphere when students work together. It is undeniable how these components affect the teaching-learning process. Motivation is evidently not the same when teaching using a grammar-translation methodology as when applying a project-based approach. Equally, students will be affected by the attitudes of everyone in the classroom, both the teacher and their classmates. They will show a comfortable and self-confident attitude if the role taken by the teacher allows to do it, but also if they feel confident enough to express themselves freely in front of the classroom.

All things considered, it can be stated that motivation in the foreign language classroom is complex and multifaceted, presenting a considerable amount of issues to take into consideration. Shall I need to mention any personal skills that teachers must have to deal with students' motivation, I would have to highlight passion, versatility, and ability to reinvent.

3. Analysis

After having contextualised the topic of motivation and having related it to the context of English as a Foreign Language, I will continue with the core of the dissertation. In this section, I will proceed with the analysis of the essays chosen grounding my argumentations on the theoretical framework that I have been provided with and that I have researched on regarding the topic of motivation. From the analysis, the essays will be critically examined set against the legal and the theoretical frameworks. It is also my aim to highlight those elements which are key to boost the motivation of secondary school students.

3.1. Learning Unit: The British Isles

The first essay I will comment on was written for the subject *Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés.* It consisted in a learning unit which included six lesson plans. The lesson plans were designed not individually but as a whole, and complementing each other with the purpose of achieving the academic aims assigned, which had been drafted beforehand. Equally, the activities included in the lesson plans/in the learning unit were carefully designed and planned and aimed at meeting the learning requirements stated in the Curriculum and instructed during the Master's Degree, in which motivation is certainly included. In addition to the learning unit, the arguments on the decisions of our activities were detailed in the sections of *Contributions to the key competences, Objectives, Contents, Methodology, Evaluation of the teaching-learning process* and *Assessment criteria and tools.*

In order to accomplish the analysis of the learning unit, I will use Dörnyei's construct (1994) of motivation, developed in the theoretical section as a foundation for the analysis of this construct and covering motivation strategies across three levels: language level, learner level, and learning situation level. To help me reassure the study, the ideas of more relevant authors will be considered likewise.

Firstly, I will consider the learning situation level. According to Dörnyei (1994), this level is "made up of intrinsic and extrinsic motives and motivational conditions concerning

three areas" (p. 280). These areas, which I will develop below, are *course-specific*, *group-specific* and *teacher-specific*. Focusing on the course-specific area, the learning unit designed was aimed at learners belonging to the second year of secondary education, in a classroom with around twenty-five students. The methodology we decided to implement was the communicative approach, putting into practice Collaborative Work and Project-Based Learning which "is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge" ("What is PBL? | Project Based Learning | BIE", 2016). The LOMCE curriculum (Orden, 15 de mayo 2015, BOA 29/05/2015) in its twelfth article, section n, stresses that working in heterogeneous groups improves not only the quality of teaching but also the education on moral standards. If we look into it more deeply, in the section devoted to methodological guidance for English as a Foreign Language, the Curriculum further states that the tasks a teacher provides his or her students must involve the use of communicative functions and strategies, giving language use a meaningful context rather than providing de-contextualized, isolated situations. In Dörnyei's (1994) words, "facilitate student satisfaction by allowing students to create finished products that they can perform or display, encouraging them to be proud of themselves after accomplishing a task" (p. 282). In consequence, we decided to apply the Project-Based approach, leading the unit lessons to a final project where students were asked to put into practice the strategies and contents that they had learned in the different lessons.

A recognized course-specific strategy, which was taken into account in this learning unit, was to make use of *realia,* as detailed below, and of a range of different teaching materials and learning resources. Many students tend to believe that schools separate them from the real world. However, contact with resources that they use on a daily basis increases the students' perception that what they are being instructed is worth being learnt for their future personal and professional life. In addition, the use of different resources along with a textbook will assist their personal needs and multiple intelligences. Dörnyei (1994) already believed in this conception when he suggested the importance of "[i]ncreas[ing] the attractiveness of the course content by using authentic materials that are within students' grasp; and unusual and exotic supplementary materials, recordings, and visual aids" (p. 281). More than two decades later, it can be stated that the opportunities have increased exponentially. On the strength of this view, diverse materials were used in every

lesson of the learning unit with the aim of reaching and maintaining such motivation. *Realia* were introduced in the first lesson (see Appendix I, p. 43), when the students were required to work with some brochures describing activities to do in an Irish region. Realia was also present on the viewing of a scene of the film "V for Vendetta" in its original version during lesson three (see Appendix I, p. 51). Along with *realia*, other materials and resources were included, for example, a map, different computer applications such as YouTube or Voki, mobile phones and games (see Appendix I, pp. 46, 47, 48, 49, 51, 52, 54 and 56). It should be noted that the students were not only exposed to these resources but also encouraged to use them for their final projects. According to Hedge (2000),

> […] if the goal of teaching is to equip students to deal ultimately with the authentic language of the real world, they should be given opportunities to cope with this in the classroom. […] If students hear only unnatural language in the classroom, their first experience of hearing authentic spoken English in the real world can be demoralizing. The classroom, it is argued, can provide supported conditions of learning in which authentic texts can gradually be introduced and exploited in ways which build confidence. (p. 67)

Teachers should not forget that using and exploring all these materials increases students' awareness of the potential usefulness of learning a foreign language.

To conclude with the course-specific components, in his record of motivation strategies, Dörnyei (1994) proposes to "arouse and sustain curiosity and attention by introducing unexpected, novel, unfamiliar, and even paradoxical events; not allowing lessons to settle into too regular a routine […]" (p. 281). In Lesson five of the learning unit (see Appendix I, p. 56) during the pronunciation practice, a game was designed so that the students could stand up and move, breaking the routine of a regular classroom and providing learning opportunities to those students who learn better through movement. Gardner (1993) pointed out that kinaesthetic learning is carried out while the learner is performing a physical activity.

Another element of the learning situation level is the group-specific area. Still nowadays, in some situations group work is still ignored in the classroom, even if research has proved its benefits. According to Johnson and Johnson (1994), collaborative work should not be disregarded for the simple reason that it is a crucial and inherent part of our lives. The

role taken by cooperative work is an important aspect of the Project-Based approach, which was chosen for the learning unit, and as previously mentioned, it is supported by the Curriculum. For Kagan (1995), those students who learn in cooperative groups increase their motivation to speak and participate during the task. The author considers that it is a consequence of various aspects such as the fact that they need to communicate to reach common aims and that they feel supported by their peers. As to the learning unit, cooperative work is introduced in many tasks. One of the tasks aims at students making use of the language in real-life situations, which in this case is interacting with peers to fill in an information gap exercise. This task can be seen in Appendix I (p. 45). Using a game the learners must interact so that one of them is able to guess a word. Dörnyei (1994) also appraises its use and strongly recommends the "use cooperative learning techniques by frequently including group work in the classes in which the group's —rather than the individual's— achievement is evaluated" (p. 282). Cooperative work was a recurrent strategy in the creation of the learning unit, where the final projects are assessed in regard to the whole group. Slavin (2014) analyses cooperative work in relation to learners' motivation and explains that

> […] the relationships are conceived to be reciprocal, such that as task motivation leads to the development of group cohesion, that development may reinforce and enhance task motivation. By the same token, the cognitive processes may become intrinsically rewarding and lead to increased task motivation and group cohesion. (p. 786)

The author raises the issue of a cyclical process in which group cohesion works as the engine of the task. Certainly, group cohesion is complex to develop and it is difficult to do it just in the process of a learning unit. It is true, however, that some signs of continuity could have been shown, such as assigned roles for each member of the group. Yet, in order to favour this process, elements to catch students' interest in the group tasks are used in the learning unit, such as authentic materials, games, or engaging tasks.

Finally, in the learning situation level we find the teacher-specific component, whose role is fundamental in bringing motivation to the classroom. Dörnyei (1994) emphasizes that the three personal characteristics that teachers must have in order to boost learning are "to be emphatic, congruent and accepting" (p. 282). These qualities are desirable to

remain unfluctuating, to establish the appropriate atmosphere in the classroom to enhance and maximize the teaching-learning process. However, numerous strategies can be applied to promote motivation while learning. For example, according to Niemic and Ryan (2009), "the way in which teachers introduce learning tasks impacts students' satisfaction with the basic psychological needs for autonomy and competence, thereby either allowing intrinsic motivation to flourish and deeper learning to occur, or thwarting those processes" (p. 136). When the lessons of the learning unit were created, the role of the teacher was that of a facilitator. That is to say, the teacher was not simply the provider of the information and let the students carry out the tasks. On the contrary, contents were introduced in a meaningful way, letting students guess and comment on the topic. An example of this procedure and teacher's role can be seen in Lesson two (see Appendix I, p. 47). In this lesson, students are taught the passive voice. In order to introduce this language feature, the teacher supports the explanation of the feature with a PowerPoint showing several British inventions with some sentences in the passive behind the pictures. Then, he/she starts a conversation where the learners interact with the teacher and show their knowledge of the topic. This warm-up activity is meant to be participative, and the students are introduced little by little, noticing the grammar patterns and inferring the rules. This process was aimed at setting students in a real context of the use of the passive voice. At the same time, it increases their interest linking its use to a specific topic of their knowledge where they can participate orally and infer the rules by themselves, with the teacher's guidance. This procedure also aligns with Niemic and Ryan's claim (2009) that "both teachers' orientations and specific aspects of learning tasks that are perceived as autonomy supportive are conducive to students' intrinsic motivation, whereas controlling educational climates undermine intrinsic motivation" (p. 136).

A technique that teachers can introduce in the classroom with the aim of raising and increasing students' motivation, and which is included in the learning unit, is the use of *differentiation*. Differentiation refers to "a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment" (Concepts, 2013). When we consider motivation, it is important to bear in mind that each learner is different and that individual differences are a determining factor in second language learning processes. As Ellis (2012) states, "individual learner factors mediate the effect that instruction has on the cognitive and social processes and via

these on second language (L2) learning" (p. 307). Therefore, not all students will be motivated by the same activities or techniques. Differentiation was applied in the lessons of the learning unit (see Appendix I, p. 45, ACTIVITY 2). In this task, students are given a picture or a text that they need to describe, drawing on their memory, depending on whether it is more visual or more conceptual. This is certainly only a mere differentiation on one activity. However, it can highly influence the students' interest and motivation. One of Dörnyei's (1994) recommendations to motivate students is to "[p]romote learner autonomy by allowing real choices about alternative ways to goal attainment" (p. 282). By the same token, the more alternatives teachers give their students in order to carry out a task, the more engaged the students will be. And equally, the more possibilities there will be that they succeed. We should not forget that the repetition of failures is likely to lead a student to a *learned helplessness* attitude. As Niemic and Ryan (2009) conclude, "satisfaction of both autonomy and competence needs is essential to maintain intrinsic motivation" (p. 135).

On the other hand, the best example of differentiation that the learning unit provides is the oral project that learners must perform at the end of the unit. The project does need to meet a number of requirements with respect to the content, but the means to develop it are completely at their choice, depending on their talents and personalities, which would make the students feel more comfortable and confident.

Following this idea, we encounter the learner level, which deals with techniques precisely aimed at motivating the learners and helping them to build their confidence in relation to the foreign language. As Dörnyei (1994) recommends, it is important to "[d]ecrease student anxiety by creating a supportive and accepting learning environment in the L2 classroom" (p. 281). An example of this can be seen in the oral project, where more options are given to those students who are afraid of speaking in the foreign language in front of their classmates, which is a repeated situation. As they are free to choose the way to perform it, this student might decide to record his or her voice and play it during the presentation and perform a *playback*. Showing comprehension and making these sort of allowances aid learners to gain confidence until they are ready to speak in front of the others. As stated in the theoretical section, Alonso Tapia (1992) claims that the freedom to choose is linked to intrinsic motivation.

Another technique applied in the learning unit to foster motivation is also recommended by Dörnyei (1994), namely, to "[e]ncourage students to set attainable subgoals for themselves that are proximal and specific" (p. 281). The introduction of mini-tasks related to the content given each day was introduced in most of the lessons of the learning unit. This was applied not only with the aim of promoting a continuous effort and guiding students' learning, but also for them to become aware of their progress and feel supported with the help of feedback. The role of the teacher would be essential during this guidance, providing students with the appropriate academic resources to reach the aims, but also with moral support. Dörnyei (1994) recommends to "develop students' self-confidence by trusting them and projecting the belief that they will achieve their goal; regularly providing praise, encouragement, and reinforcement; making sure that students regularly experience success and a sense of achievement" (p. 281).

Finally, I will take into consideration the language level, which involves the features of the language itself as well as its cultural and historical background of the foreign language. In this case, one of Dörnyei's (1994) suggestions refers to the importance of "including a sociocultural component in the L2 syllabus by sharing positive L2-related experiences in class, showing films or TV recordings, playing relevant music, and inviting interesting native speaking guests" (p. 281). In the learning unit, several activities concerning English history and culture are developed. To start with, the projects the students are required to develop are about an English-speaking country (see Appendix I, p. 43). In order to activate their previous knowledge and boost their motivation, the teacher describes one of the countries (see Appendix I, p. 44). In lesson two, students discuss about British inventions (see Appendix I, p. 50). And in lesson four (see Appendix I, p. 51) students watch a clip from the film *V for Vendetta* and are instructed about the historical and cultural background that surrounds the film. The reason for introducing these elements is that learning a language conveys approaching a different culture, Brown (2012) states that, "[w]henever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting." (p. 13). And by knowing it there is an opportunity to create bonds, enhancing the similarities and arousing in the students' curiosity to know other cultures.

3.2. Practicum III. Activity 2: Design and application of an observation tool.

The essay analyzed in this section is based on my experiences during the practice period which took place in a public secondary school, IES Parque Goya. It is paramount to mention that this school counts on some groups of students that have been applied the bilingual program Integrated Curriculum British Council. During my observation, I could largely observe the differences that the different methodologies provided in the EFL lessons, not forgetting the behaviour patterns of the students, which were widely different. Being so astounded by the dissimilarities, I decided to carry out an observation aiming at discovering the reasons for this fact.

One of the situations that surprised me most was the fact that collaborative work was the basis of every lesson in the British Council groups, meanwhile, in the rest of the groups, it was not usually introduced. Consequently, I decided to observe the performance of collaborative work in the different groups and I elaborated a checklist in order to evaluate aspects about while working in a collaborative way. Later on, I established the differences between the groups and considered what the reasons could be. During my reflection I became aware that interest and engagement in the tasks played an important role.

Taking into account the length of the essay, which was much more limited in number of words than the previous one, it is expected that the information found in it in relation with the topic of motivation will be scarcer. Besides, due to limitations of various types, my research could only be based on observation, which means that the conclusions were very general. However, it contains information about my experience during the practice period, which I believe was relevant for the topic of this dissertation. The essay will be analysed with the aim of commenting on its main aspects, highlighting the relevance of the topic of motivation. As previously, I will consider Dörnyei's construct (1994) in order to carry out this analysis from different perspectives. Other authors will also be considered and used to support my ideas.

To begin with, it is worth noting regarding the essay that the British Council group was following a communicative methodology applying the Project-Based approach. According to Krajcik and Blumenfeld (2006), "[p]roject-based learning is a form of situated learning and it is based on the constructivist finding that students gain a deeper understanding of material when they actively construct their understanding by working with and using ideas" (n.p.). In this approach, students need to take an active role in their

learning process. The learning tasks do not involve memorizing, summarizing or applying rules. The students need to learn skills and strategies in order to overcome the obstacles. The teaching-learning process becomes much more complex. Here, the teacher acts as a facilitator, guiding students but letting them explore for themselves during their learning process. Brown (2002) created a questions list for teachers in order to guess if a task is intrinsically motivating. One of them states, "Does the technique encourage students to discover for themselves certain principles or rules (rather than simply being "told")? (p. 15). The author, hence, defended the idea that the challenge of finding out for themselves would increase motivation in students rather than the process of applying some rules or instructions previously given.

However, while bilingual modality students enjoyed the benefits of project-based learning, the non-bilingual modality groups generally followed a lesson structure based on traditional methodologies, and highly focused on homework correction and the revision of grammar and vocabulary for exams. As Brown (1994) argues, "a host of institutional constraints that glorify content, product, correctness, competitiveness tend to cultivate extrinsic motivation and fail to bring the learner into a collaborative process of competence building" (p. 388). This means that, while one group was being fed with several of the motivational profits belonging to the course-specific component in the learning situation level (Dörnyei, 1994), the other groups almost lacked them. In stark contrast with the students in the bilingual program, non-bilingual modality students were rarely exposed to authentic materials or other resources than the book and worksheets, or instructed by means of tasks involving language use in real-like situations.

Another important difference in both methodologies was the use of cooperative work with the bilingual modality students. The LOMCE curriculum (Orden, 15 de mayo 2015, BOA 29/05/2015) states that collaborative and cooperative work are essential and that the organization changes required in order to perform it should be done. However, during my observation I observed that this demand was only fulfilled in the British Council group, where all the lessons and tasks were carefully prepared taking cooperative work as a basis. However, the dynamic was very different in the classes with non-bilingual modality students. As can be seen in the checklists (see Appendix II pg. 73, 74) the group tasks were previously prepared and structured by the teacher for group work. However, the groups formed were not homogeneous and did not follow any criteria since it was the

students themselves who grouped together. The behaviour of the different groups can be analysed from the perspective of Dörnyei's construct (1994), more specifically in the group-specific motivational components, included in the learning situation level.

According to Dörnyei (1994), "[c]lassroom learning takes place within groups as organizational units; these units are powerful social entities with a "life of their own," so that group dynamics influence student affects and cognitions" (p. 278). In other words, teachers should take into account that the fact of simply belonging to the group will have direct consequences on the individual's emotions and perceptions in the classroom.

Slavin (2014) adapted a model with the effects on learning produced by cooperative work, which is the type of collaborative work that British Council students were applied. As Slavin (2014) states, "Cooperative learning refers to teaching methods in which students work together in small groups to help each other learn academic content" (p. 785). The author studied its benefits under different points of view, including the motivational one. This author argues that "the model assumes that motivation to learn and to encourage and help others to learn activates cooperative behaviours that will result in learning" (p. 786). The model shows the idea that motivation in the learners comes from the will to achieve group goals, which leads to group cohesion. At the same time, group cohesion leads students to motivation to learn, as well as to foster and help their mates, because the only way to reach the final goal is with each student's contribution.

In his construct, Dörnyei (1994) highlighted four elements in group dynamics related to motivation in the classroom: *goal orientedness*, *norm and reward system*, *group cohesion* and *classroom goal structures*. Goal orientedness refers to the level in which students are involved to reach the group goal. Dörnyei (1994) notes that "[g]roups are typically formed for a purpose, but the "official goal" may not be the only group goal and in extreme cases may not be a group goal at all" (p. 278). According to the checklists (see Appendix II p. 73, 74) it was recorded that, on the one hand, British Council students were, on average, almost completely engaged on the fulfilment of the tasks. This was not the case of non-bilingual groups' behaviour, which was very irregular. A low number of groups were focused on it, while the rest tended to concentrate on other issues, modifying the group goal or lacking it.

The second element is the norm and reward system, which deals with "extrinsic motives that specify appropriate behaviours required for efficient learning" (Dörnyei, 1994, p.278). Slavin (2014) states that "[p]rovision of group goals based on the individual learning of all group members might affect cognitive processes directly, by motivating students to engage in peer modelling, cognitive elaboration, and/or practice with one another" (p. 789). Dörnyei (1994) also comments on the group's norms, which regulate rewards and punishments. According to both authors, when these norms have been generally internalized by the group, it is more common that students incite each other to follow the rules. This means that eventually all groupmates carry out a similar amount of work. According to the checklist (see Appendix II p.73, 74), this was the reality of the bilingual group. Students seemed to have assimilated their role in the group, contributing with a similar effort and providing help to each other. Nevertheless, the checklist used with the non-bilingual groups indicates the opposite. In a general way, norms were not internalized, and the punishments applied by the teacher such as disciplinary measures or failing did not seem to motivate students to do their tasks. As students who were engaged in the tasks were a small percentage of the class, they would not rebel against their classmates but worked on their own instead.

The following element included in the group-specific component is group cohesion, which acknowledges the level of attachment that a student belonging to the group has with the other members and with the group. As it was previously mentioned, Slavin's model (2014) shows cohesion as a trigger for students to become motivated to learn and help their classmates to learn. Slavin (2014) states that "[f]rom a motivationalist perspective, cooperative incentive structures create a situation in which the only way group members can attain their own personal goals is if the group is successful" (p. 786). Taking into account the checklists of both modalities, it is easy to infer that British Council groups were much more cohesive than the rest of the groups. As it was previously analysed, they helped each other more frequently, had a common outcome to achieve in accordance with the teacher, and were more individually motivated towards the language and the tasks themselves.

Finally, the last element to be seen is classroom goal structures. They can be of different types: competitive, cooperative or individualistic. Dörnyei (1994) details that:

There is consistent evidence from preschool to graduate school settings that, compared to competitive or individualistic learning experiences, the cooperative goal structure is more powerful in promoting intrinsic motivation (in that it leads to less anxiety, greater task involvement, and a more positive emotional tone), positive attitudes towards the subject area, and a caring, cohesive relationship with peers and with the teacher. (p. 279)

A cooperative goal structure, as the one used in the bilingual modality group, is that where all learners are required to get involved at the same level, and therefore the reward is for the whole group. As the author stresses, it is the one that has proved to be the most motivating structure to a great extent.

During my observation with the groups I analysed, I could not observe a competitive goal structure. The individualistic goal structure prevailed in all the lessons of the non-bilingual groups, even when the tasks were settled to be done in groups. However, an individualistic goal structure does not only hinder individual motivation, but it can also damage classwork atmosphere. In Slavin's (2014) words, "[s]ince one student's success decreases the chances that others will succeed, students are likely to express norms that high achievement is for "nerds" or "teachers' pets" (p. 786).

Having already analyzed the importance and relevance of motivation in the foreign language classroom, and having analyzed in these particular cases different components of it, it can be asserted that from a motivationalist point of view, a great difference can be appreciated in the quality of the teaching-learning process of these students. The analysis shows that, because of unknown reasons, more dedication was put into motivation when it came to the British Council group. Avoiding other topics such as students' predisposition to learn or even students' manners, the result is that a considerable amount of students are still taught in "grammar-centred methodologies". Swan (2002) concludes that,

'Course books' become little more than grammar courses. Students do not learn English: They learn grammar, at the expense of other things that matter as much or more. […] Such an approach is also psychologically counterproductive, in that

it tends to make students nervous of making mistakes, undermining their confidence and destroying their motivation. (p. 151)

4. Conclusion

Drafting this dissertation has helped me to focalize the knowledge that I have acquired in this Master's Degree about motivation in the foreign language classroom, as good as the complexity of the teaching-learning process and the trends in EFL methodology. The learning unit was created with the aim of applying all aspects of EFL and the legal framework that were instructed during the academic year. After having analyzed learner's motivation under the umbrella of its equivalent literature, I believe that, in a theoretical situation —as it was not possible to put it into practice— the motivational needs of students are covered. However, taking this into account in real practice, this unit would not suit all students from third grade of secondary school. As Ellis (2012) states:

> The only way that teachers can take account of learner differences is through getting to know the individual learners in their classroom —itself a process that occurs gradually through interaction with the learners— and through experimenting with varied types of instructional activities and observing how learners respond to them. (p. 334)

Certainly, this means that when facing a real group, decisions will be based on a previous analysis of the classroom which should include both individual and group needs. This way, teachers will be able to make decisions based on relevant information such as students' interests, abilities, level of proficiency in the language, behaviour and previous teachers' experiences. Also, the teacher should be open to adapt to the classroom needs with future changes in the planning, tasks, methodology, techniques or choice of resources through trial and error. As an example, if some students are progressing and assimilating at a faster rate than it was expected, contents can be widened for them. On the contrary, if some students do not acquire the contents at the rate expected, other ways of presenting them should be contemplated, or contents should be minimized.

Secondly, I analyzed an essay where I collected data about group work in two very different methodologies. The results were that, in the bilingual modality group, students were introduced different types of motivating strategies, highlighting the use of cooperative work. On the other hand, non-bilingual modality students followed a

methodology which lacked such motivational features. The intention of this reflection is not to state that British Council students acquired the language better because they were more motivated, but to remark that they got more involved in the learning, regardless of their academic success. Some students did achieve high grades in the non-bilingual modality, however it is likely that their motivation was extrinsic. Lightbown and Spada (2006) state that, "[a]lthough the research cannot prove that positive attitudes and motivation cause success in learning, there is ample evidence that positive motivation is associated with a willingness to keep learning" (p. 63). In consequence of the different profiles learners can have, EFL teachers cannot expect that all their students become proficient in the language in the same period of time, however, learners can be motivated to never stop learning by themselves. My belief is that this should be one of the teacher's main outcomes.

After this Master's Degree, I have become aware of the key role that motivation plays in the teaching-learning process of English as a Foreign Language, and how important the teacher's decisions are for motivation to be raised and maintained. It has also provided me with the necessary knowledge and skills to recognize and confront lack of motivation, as well as the strategies and resources that can be used to boost learners' motivation from different levels, making the most out of every situation.

My practice period has been the most rewarding experience and also my first contact with the reality of nowadays education under a teacher's point of view. Having experienced it in first person, I have become aware of all the constraints teachers must face. It is truly a challenge to put motivation strategies into practice while the educational system continues emphasizing extrinsic motivation by means of written, content-based final exams which are identical to all students. My practice period also helped me to realize that lack of motivation is still a major cause for concern. Also, that even though all the research that has been consolidated, not all students can benefit from it. According to the legal framework, English as a Foreign Language should be taught by means of a communicative approach. Still, in many classrooms they fail to accomplish its main purpose. As Hedge (2000) puts it, "[t]he communicative approach to language teaching is premised on the belief that, if the development of communicative language ability is the goal of classroom learning, then communicative practice must be part of the process" (p. 57).

Being a witness of such different realities in the same secondary school aroused mixed feelings in me about what secondary education is like, and what it could be like. However, on the fringes of the educational background, teachers can make a big difference. I therefore align with Lightbown and Spada's (2006) view that:

> [t]eachers can make a positive contribution to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive (p. 64)

For these reasons, an optimistic perspective should be given to the future of EFL teachers. More than ever, critical studies have progressed and consolidated, and the introduction of ICTs in education has become an endless source of academic resources. We are no longer limited but able to explore and make decisions based on scientific evidence.

> We have been awakened to the necessity of making methods-based pedagogies more sensitive to local exigencies, awakened to the opportunity afforded by postmethod pedagogies to help practicing teachers develop their own theory of practice, awakened to the multiplicity of learner identities, awakened to the complexity of teacher beliefs, and awakened to the vitality of macrostructures — social, cultural, political, and historical— that shape and reshape the microstructures of our pedagogic enterprise. (Kumaravadivelu, 2006, p. 75)

5. Proposals for improvement

In order to conclude this dissertation, I will comment on a proposal that we have been recommended and encouraged to perform during the Master's Degree and which is essential for every teacher's professional development, the use of reflective teaching. Richards and Lockhart (1996) defined reflective teaching by stating that, "it involves instructors observing themselves, collecting data about their own classrooms and their roles within them, and using that data as a basis for self-evaluation, for change, and hence for professional growth" (preface, ix).

Reflective teaching implies, therefore, a continuous critical analysis before, during and after the teacher's performance, with the aim of making the most out of the teaching-learning process in a specific context. It is paramount to highlight the relevance of the students' characteristics, which will influence every teacher's decisions. According to Ellis (2012), "[n]o book on language teaching research and language pedagogy is complete without a consideration of individual learner factors" (p. 333). In order to carry out an efficient teaching, teachers must not only be completely aware of what they do in their lessons, but they also need to know the reason why they do it. I align with Brookfield's (1995) claim that

> One of the hardest things teachers learn is that the sincerity of their intentions does not guarantee the purity of their practice. The cultural, psychological and political complexities of learning, and the ways in which power complicates all human relationships (including those between students and teachers) means that teaching can never be innocent. (p. 1)

That is to say, the teaching-learning process is so complex and involves such a variety of individuals with different characteristics, that actions based on personal assumptions will not reach our objectives, even with the best of our intentions. Besides, Brookfield (1995) emphasizes the idea that these superficial reflections teachers make over their performances generally make them prone to blame themselves for what goes wrong, and remarks that

> A critically reflective stance towards our teaching helps us avoid these traps of demoralization and self-laceration. […] it does increase enormously the chances

that we will survive in the classroom with enough energy and sense of purpose to have some real effect on those we teach. (p. 2)

This author raises the topic of teachers feeling confident about their actions. Learners' attitude and behaviour in the classrooms is a cause for concern, however, the importance of teachers' psychological well-being is something that should never go unnoticed. Reflective teaching can help teachers to gain confidence on their performance and to be reassured about their decisions.

Brookfield (1995) noted that "[w]e fall into the habits of justifying what we do by reference to unchecked 'common sense' and of thinking that the unconfirmed evidence of our own eyes is always accurate and valid" (p. 4). Sometimes teachers can feel tempted to do something because, for their beliefs and experiences, they consider it logic. Phipps and Borg (2009) developed some studies where they commented on teachers' differences of what they believed and what they did. They distinguished between peripheral beliefs and core beliefs. While the first term involves internalized ideas the teacher has about how to teach (i.e. not to teach grammar specifically), the latter refers to more general ideas (i.e. students' motivation should be encouraged). The authors stated that sometimes these beliefs could be in disagreement, and when this happened, teachers give preference to the core beliefs because they have become more consistent through experience. However, experience does not mean success. A teacher might have been instructing for a long period of time, but its teaching might have consisted of repetition and imitation of ideas. I agree with Brookfield (1995) in that "[e]xperience that is not subject to critical analysis is an unreliable and sometimes dangerous guide for giving advice" (p. 7). Reflective teaching help teachers to make informed decisions based on scientific evidence and not on intuition or common sense, and its use could considerably relieve the tensions created among beliefs.

As Richards and Lockhart (1996) explain, "[r]eflective teaching goes hand-in-hand with critical self-examination and reflection as a basis for decision making, planning, and action". That is to say, teachers should be able to analyse beforehand in order to make grounded decisions before the action occurs. Brown (2002) also comments as follows:

One's approach to language teaching is the theoretical rationale that underlies everything that happens in the classroom. It is the cumulative body of knowledge and principles that enables teachers, as "technicians" in the classroom, to diagnose the needs of students, to treat students with successful pedagogical techniques, and to assess the outcome of those treatments. (p. 11)

The author emphasizes the importance of the teacher's decisions in the teaching-learning process. Without reflective teaching, it would not be possible to create and evaluate a suitable process for a specific group. Brown (2002) proposes an approach for teachers to follow based on three steps: diagnosis, treatment and assessment.

During the process of diagnosis, a teacher evaluates the context considering the educational influence of the target language, current educational laws and the socioeconomic aspects of the setting of the school with the aim of assessing possible implications. For instance, teaching resources will probably not be the same in a private school located in the richest area of the city as one in a rural school located in the mountains where inhabitants are mostly humble. Equally, teachers must diagnose their future students, which almost certainly will be varied. By the same token, a student whose parent is an English native speaker will have a different learning response to that of a student who had never been in contact with the language. The first student will need more challenging tasks to maintain motivation and learning new contents. For instance, contents could be widened for him, or he could be given a special role during the tasks, focusing on deeper aspects of the language, such as pragmatics. As Ellis (2012) explains, "[i]t is probably useful for teachers to be aware of the kinds of factors that constrain some learners' responses to certain types of instruction but learner-instruction matching assumes that it is possible to identify types of learners" (p. 334). In my view, it is only by taking into account these aspects that the teacher can picture a general idea of the needs students will require, and be able to make grounded decisions.

Brown's process of treatment involves designing what is believed to be appropriate for the specific needs which had been previously identified and analysed. In this procedure, different approaches, techniques and resources should be critically considered before making choices. For example, it would be incongruent to develop a fully Project-Based Learning approach with sixteen-year-old students who have been instructed with a

grammar-centred methodology in all the course of their learning. However, subtle changes could be introduced with the aim of eliciting communication or collaborative work in the classroom. At the same time, general needs such as communicative tasks or promotion of motivation should not go unnoticed.

Mixed ability classes are a reality in education, and teachers must deal with the fact that not all students will be able to do the same task in the same way at the same rate. Bowler and Parminter (2002) defined *tiered tasks* and *bias tasks* as techniques to cope with these classrooms, where the tasks are adapted to the different levels of proficiency. Tiered tasks involve adaptation of the tasks of the weaker students with more support, such as multiple choice in a reading comprehension, the use of the dictionary, etc. Meanwhile, advanced students would have more freedom to use their own words when expressing their ideas. On the other hand, in bias tasks the activity is divided into two and the most demanding part would be given to the advanced student. For instance, in a gap-filling exercise, the strongest student would have more gaps to fill or the gaps would include more difficult words. The planning and development of such activities may involve extra effort for the teacher but enable different students to carry out activities that are suitable for their level of proficiency.

In spite of this, it is very important to take into account that the planning beforehand is not a synonym for definitive success. As Ellis (2012) states, "[a]dapting instruction to learners in real classrooms (as opposed to laboratory settings) can never be undertaken scientifically as in aptitude-treatment-interaction studies. It is necessarily a dynamic and experiential process" (p. 334). It is very likely that some of our assumptions have failed and our planning needs readjusting. It should therefore be in the nature of a teacher to have the patience and perseverance to reevaluate his/her teaching practice on an ongoing basis.

The last step is assessment. The way a teacher evaluates students must go in accordance with the teaching process. As Brown (2002) states, "[t]he notion that evaluation must be confined to summative, end-of-term or end-of-unit tests alone is vanishing" (p. 17). Assessment should include all aspects and variations (e.g. adaptations of tasks for different types of learners) included during the teaching-learning process.

To conclude, I will use Brown's (2002) words to summarize the most important ideas:

> The best teachers are able to take calculated risks in the classroom: as new student needs are perceived, innovative pedagogical techniques are attempted, and the follow-up assessment yields an observed judgment on their effectiveness. Initial inspiration for such innovation comes from the approach level, but the feedback that teachers gather from actual implementation then reshapes and modifies their overall understanding of what learning and teaching are —which, in tum, may give rise to a new insight and more innovative possibilities, and the cycle continues. (p. 11)

Reflective teaching is therefore a powerful resource which does not only allow teachers to develop as professionals, maintaining changes and improvement constant, but also as emotional humans. Every teacher wants some change in education, and the outset can be oneself.

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LEARNING UNIT:
THE BRITISH ISLES

SARA ASENSIO

TABLE OF CONTENTS

1. INTRODUCTION

1.1 Justification

The following course plan has been designed according to the legal provisions, which are the National Curriculum and the Aragonese Curriculum.

To begin with, we will take into account the National Curriculum for Secondary Education, which is specified in the *Ley Orgánica 2/2006, de 3 de mayo, de Educación, modified by Ley Orgánica 8/2013, de 9 de Diciembre, para la mejora de la calidad educativa (LOMCE).* This document is designed to ensure nationwide uniformity of content and standards in education and contains the guidelines that have to be applied at a state level.

The Aragonese Curriculum for Secondary Education, developed in the *Orden 9 de Mayo de 2007,* has also been taken into account. It puts the core at the National Curriculum adapting the specific needs of the region, in this case, Aragon.

Since our national curriculum is based on competences and the communicative competence is at the core of it, all our lessons will be designed with tasks that will allow students to develop their competences both in written and in oral form. In addition to this, all our lessons will integrate the four language skills: reading, listening, writing and speaking.

Regarding methodology, we have based our learning unit on the Project Based methodology and cooperative learning. Thus, all our lessons will help students to carry out and present in the last lesson a final project that will be divided in two parts. One the one hand, in groups of 5, they will prepare an oral presentation about a country of the British Isles. On the other hand, in groups of 5, they will create a handmade written brochure where students will need to persuade the readers of booking a trip around the country they have been assigned.

This learning unit is varied since it uses authentic materials as a real brochure of a tour in Ireland, or some clips of famous films and series such as *Friends*. In addition to this, ICTs will be paramount during most of the lessons by means of using different resources such as Socrative or Prezzi.

Differentiation will be taken into account as well when giving students different opportunities to perform their oral presentation. They will be given freedom to choose whether they want to support their oral presentations with songs, with a performance or even recording themselves in the case of the most ashamed students.

1.2. Contextualization

In order to carry out this learning unit plan we have contextualised the learning units under the umbrella of the *Ley Orgánica 2/2006, de 3 de mayo, de Educación, modificada por la Ley Organica 8/2013, de 9 de Diciembre, para la mejora de la calidad educativa* (LOMCE). Since this school is located in the Comunidad Autónoma de Aragón, and bearing in mind that this learning unit focuses on the E.S.O stage, we have used as a curricular reference the *Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*. This curriculum is based on the National Curriculum, although adapted to the specific needs of the region.

With the development of our unit plan we are going to contribute to six of the eight basic competences stated in the National curriculum:
-Competencia en comunicación lingüística
-Competencia para aprender a aprender
-Autonomía e iniciativa personal
-Tratamiento de la información y competencia digital
-Competencia social y ciudadana
-Competencia artística y cultural.

During the whole teaching-learning process, students should acquire and establish connections between all these competences, considering that it is necessary in real life context. In order to do so, there should be combined and integrated a series of concepts, aptitudes and attitudes.

1.3 Characteristics of the school.

This school is a public High School located in the city of Zaragoza, in the neighbourhood of La Almozara. This is a neighbourhood where the rate of young and old people is similar and where families have an average socioeconomic profile. Bearing in mind its career path (15 years now), it is easy to understand the small dimension of the building and its facilities, notwithstanding its familiar, warm and welcoming atmosphere.

The school has two classes in each year of the E.S.O stage and one for each year of Bachillerato stage, adding up to 10 classes. Each class contains around 25 students. The center counts with different facilities indoors as a gymnasium, a computer room, a laboratory, a library, a music room, and a hall with a grand chalkboard used by students and teachers as a noticeboard in different projects held during the year. Regarding the facilities outdoors we can highlight a playground and some green spaces at students disposal so that they can choose where to spend the break. Bearing in mind classrooms, each of them has a computer, a digital board, a projector, and individual laptops are available at request if teachers need them. There are about 20 teachers in the school personnel (ten of them work as tutors), a school advisor and a language assistant.

1.4 Characteristics of the group

This course plan in particular focuses on the third grade of Secondary Education formed by two classes: A and B. Every class has an average of 25 students, each of them with different needs. Being a varied group, some students in this class have a positive evolution in learning, although some others may need a slower pace when tackling certain aspects of the contents. Furthermore, there are some problems related to lack of motivation and of autonomy that should be taken into consideration. In order to face this issues, we will provide some differentiation activities as well as motivating topics and tasks in order to attend students specific needs. Regarding lack of motivation, we have provided appealing materials that we consider will boost their interest and motivation to learn.

1.5.Organization of the learning unit.

This learning unit is divided into six lesson plans of 50 minutes that will be implemented around the month of April, fitting with the rest of the course since, for instance, passive forms are a difficult grammatical aspect that needs from previous knowledge revision and scaffolding. Furthermore, as it has been previously mentioned, the six lesson plans of this learning unit integrate the four language skills. These six lessons are sequenced and organised towards a final task that will be carried out in the sixth lesson. In groups, students will have to perform an oral presentation about a country of the British Isles as well as create a written brochure persuading readers of booking a tour. This final task is intended to develop students procedural skills. In addition to this, the final task will be carried out in groups, so cooperative work will be paramount during

the whole learning unit. Finally, students will also gain autonomy and critical analysis as they will have to assess themselves and their classmates during the presentations.

2. LEARNING UNIT OF WORK

2.1. Contribution to the key competences

      As stated in the Aragonese Curriculum, *Orden de mayo de 2007*, in its twelfth article, we rely on a competence-based curriculum model. This implies that the focus is is on the acquirement of the competences, not forgetting knowledge, skills and attitudes. This learning unit contributes to the development of the six key competences established for foreign languages which combine knowledge, skills and attitudes in an integrated way. These competences are developed through the different stages of Secondary Education and they are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment.

This learning unit will contribute to this six competences in the following way:

      Competence in Linguistic Communication: learning of a foreign language contributes directly to this competence. In this course plan, different linguistic skills will be exploited throughout the activities planned. Communication is the basis of every task, engaging different cognitive processes which are necessary for carrying out different tasks, as creating a hand-made written brochure or giving a speech in the way of an oral presentation.

      Learning to Learn: during this course plan, students will be able to consider their strengths and their weaknesses and will be given certain tools in the interest of the development of their own learning process. They will have opportunities to develop team-work skills, to evaluate themselves, and to be more autonomous when preparing an oral presentation on their own. Furthermore, cooperative learning will be used as a basis, enabling students to ground themselves on their classmates' resources.

      Personal Initiative and Autonomy Competence: Concepts such as creativity, decision-making, imagination and critical thinking are considered as key aspects to be fostered in this course plan. Consequently, contents will be chosen and activities will be designed according to this conviction.

Treatment of the Information and Digital Competence: A responsible use of the Internet will be encouraged in this course plan by means of the use of digital resources such as videos on Youtube, quizzes with Socrative app, or by giving students freedom for the research of specific information. In this way, students will be able to look for more interactive and attractive methods of learning.

Interpersonal and Civic Competence: Having based the topic of our lessons on cultural, geographical and historical aspects, it will enable students to broaden their minds as to civilization and society, also allowing them to learn and develop their critical thinking about the world we live in.

Artistic and Cultural Competence: During this course plan students will be able to recognize different characters, places and traditions unlike their own. This will enrich the cultural knowledge of the pupils by an approach to the different artistic manifestations such as cinema.

Language learning itself is a means of communication. Hence, it constitutes the communicative competence, which consists of four sub competences to which the course plan also contributes.

Morphosyntactic competence: the students' knowledge about lexical, grammatical and phonological aspects of the language will be fostered by means of the active use of the target language in the activities designed, remembering and learning new lexis, grammatical forms and phonological features.

Pragmatic competence: the context of a communicative situation is necessary to be taken into account. For this reason, this course plan will provide the opportunity to learn differences in situations by means of the activities designed such as different intonation patterns in questions depending on what the purpose of the question according to its context.

Procedural competence: during the lessons students will be able to test their knowledge on the different skills, becoming aware of their strengths and weaknesses. The practice of the language is focused on building the student's confidence offering real-world situations for communication. .

Intercultural competence: culture will be the central point of this course plan, therefore, learners will be able to broaden their minds and become interested in different places and customs.

2.2. Objectives

The specific objectives that students need to reach at the end of the unit are the following.

- To understand the structure of the British Isles in general terms and to identify the location of each country that takes part of them.
- To be able to give details of a certain city, town or village, when writing a piece of text in order to persuade someone of visiting it.
- To understand a message given when reading a brochure.
- To understand the importance of filmography when learning a language and its culture.
- To understand British history and how the Bonfire Night festivity is celebrated nowadays.
- To identify the main ideas when listening to an oral discourse.
- To remember some British inventions
- To identify the structure and use rules of passive sentences
- To identify passive sentences within a context
- To apply simple passive structures in a context given
- To understand some strategies that we can find in written and visual advertising
- To apply some of the strategies to their own writing/oral expression with their ideas
- To identify the main ideas when listening to an oral discourse.
- To establish differences and connections between two characters when writing a small piece of text.
- To recognize and discriminate the different patterns of intonation when asking questions related to the topic of travelling.
- To identify different intonation patterns in questions in the context of travelling.
- To identify and practice different raising and falling patterns when reading questions out loud in a given dialogue.
- To recognize and properly use the vocabulary given in the unit, related to both travelling and famous British inventions.

- To acquire experience on oral presentations
- To reflect on their classmates' work in order to evaluate it

2.3. Contents

In accordance with the objectives, the contents which are covered in our unit plan are the following:

BLOQUE 1: Comprensión de textos orales
- Conocer costumbres, valores, creencias y actitudes.
- Reconocimiento y uso básico de patrones sonoros, acentuales, rítmicos y de entonación en palabras y expresiones habituales.

BLOQUE 2: Producción de textos orales: expresión e interacción
- Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.
- Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica).

BLOQUE 3: Comprensión de textos escritos
- Voice: the passive voice: simple sentences.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.

BLOQUE 4: Producción de textos escritos: expresión e interacción
- Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.

2.4. Methodology

As required by the current national curriculum, the procedure of the unit plan follows a Communicative Language Teaching methodology, which will be carried out by a Project Based approach. Consequently, cooperation and collaboration among students will be essential throughout the unit, not forgetting the active participation on the role of the student. In order to keep the activities and methodology in sintony, the four skills have been integrated in each lesson. Also, the lessons have been created setting communication as the main aim, using grammatical forms, vocabulary and other contents as tools for it. For a sense of usefulness and therefore, motivation, the unit is centred in real life situations with the use of some authentic materials. In them, they will be able to boost their creativity and strengths by providing them with a range of possibilities to show them.

2.5. Evaluation of teaching and learning process

With respect to the evaluation of the implementation, reflective teaching will take place. It will be practiced before, during and after the lessons.

At the beginning of the course, an exchange of information will occur with former teachers who can provide us with useful information on the profiles of our students. Also, academic records will be revised in order to have a general first impression of the group level and to foresee possible repercussions or difficulties.

During the teaching process a useful tool has been added: a student journal. This will not only help students themselves with their process of learning, but also as feedback for the teacher to be aware of the perceptions of the students about the lessons and about their performances in relation with the subject. At the same time, the teacher will also be in possession of her own journal where she will record her own observation on both the students and the activities. Activities will be evaluated and modified according to the ease with which learners accomplish them, difficulties that may occur and the effectiveness they show on the pupils.

Once the course plan is finished, a global reflection will take place with a view to modify those elements which have not been entirely satisfactory in accordance with the information collected.

<u>2.6. Assessment criteria and tools</u>

During this unit plan, students will be evaluated according to the following percentages.

Writing 20%:
- Project on a written Brochure: 20% (Assessment rubric)

Speaking 20%:
- Oral Presentation: 20% (Teacher assessment rubric; 10% and Peer assessment checklist; 10%)

Grammar and vocabulary 30%
- Grammar and vocabulary exam carried out online at home, individually 20%
- Socrative Quiz on grammar and vocabulary carried out in class, in pairs: 10%

Reading 15%:
- Reading comprehension activity carried out in class, in groups of 5

Listening 15%:
- Listening comprehension activity carried out in class, in pairs

At the end of this unit plan, students should be able to:

- Understand the structure of the British Isles in general terms so as to identify the location of each country that takes part of them.
- Give details of a certain city, town or village, when writing a piece of text in order to persuade someone of visiting it.
- Be able to interpret a message given when reading a brochure.
- Understand the importance of filmography when learning a language and its culture.
- Know more about British history and how is the Bonfire Night festivity celebrated nowadays.
- Be able to identify the main ideas when listening to an oral discourse.
- Recognize some British inventions
- Be aware of the structure and use rules of passive sentences
- Recognize passive sentences within a context
- Be able to use simple passive structures in a context given
- Recognize some strategies that we can find in written and visual advertising

- Be able to apply some of the strategies to their own writing/oral expression with their ideas

- Understand the importance of filmography when learning a language and its culture.

- Know more about British history and the Bonfire Night festivity celebrated nowadays.

- Be able to identify the main ideas when listening to an oral discourse.

- Be able to establish differences and connections between two characters when writing a small piece of text.

- Recognize and discriminate the different patterns of intonation when asking questions related to the topic of travelling.

- Identify different intonation patterns in questions in the context of travelling.

- Identify and practice different raising and falling patterns when reading questions out loud in a given dialogue.

- Recognize and properly use the vocabulary given in the unit, related to both travelling and famous British inventions.

- Acquire experience on oral presentations.

- Reflect on their classmates' work in order to evaluate it.

3. LESSON PLANS

<u>LESSON 1</u>

Expected Learning Outcomes	At the end of the lesson students will: • Understand the structure of the British Isles in general terms so as to identify the location of each country that takes part of them. • Know how to give details of a certain city, town or village, when writing a piece of text in order to persuade someone of visiting it. • Be able to interpret a message given when reading a brochure.
Objectives:	Our lesson plan will integrate: • The Top-down approach in which SS have access to both the context and the content of the brochure before reading a piece of text. In order to do so, the teacher will orient SS towards the context and content by means of Pre-tasks, While-task and post-task activities. • Global questions and Specific questions as classroom reading procedures. Global questions will be adressed in the Pre-task stage, and Specific questions will be addressed in the While-Task stage in

order to focus on some important details. This last procedure will be carried out in collaboratively.
- Polar questions and open ended questions during the lesson.
- Some other skills as for instance, writing. There will be time for it, in the Follow-up stage, which allows SS to show creativity while writing a word-cloud.

Teacher's Guide	Description of Activities	Teacher Talk	Timing
PRE-TASK activities and critical input	**ACTIVITY 1** Step 1 The teacher shows the class a map of the British Isles (Appendix A). The teacher will ask students whether they know the different countries that convey the British Isles. In order to activate their previous knowledge, she will ask for volunteers to come to the front of the class and stick the proper flashcard-flag (Appendix B) next to each country on the map. Their classmates will help him/her to put them in the correct place. Step 2 Now they know where the different countries are located on the map, the teacher assigns each group a country. The purpose of this activity is to establish groups so as to carry out a project that will be hand it in, and orally presented in the last lesson. England will be divided in two (North and South of England) so that two groups can work on a different area. Thus, the five areas they will work on will be: North of Ireland, Scotland, Wales, North and Middle England, and South England. In order to carry out the project, the teacher will give them a chart (Appendix C) with the steps they need to follow as a group: • Firstly, they need to prepare an oral presentation about the country they have been assigned as a group. Each	- The teacher could check their previous knowledge by asking the following questions: • Do you know how many countries are part of the British Isles? • Is the Island of Ireland one single country, or two? - In Step 3, The teacher should activate students' previous knowledge by asking them the meaning of some geographical features as castle, river etc. -The teacher should introduce new vocabulary needed for the learning task,	20 minutes

		individual of the group should talk about (at least) one important city and name different geographical features that we can find in that city.	as for instance: wilderness, sandy beaches and so on.	
		• Secondly, they should bring pictures of these cities to class and stick them on its right place on our map of the British Isles after their oral presentations. • Finally, they must make a hand-made written Brochure where they need to sell a tour around the country assigned. In order to help them to create the brochure, they will start by reading a real Brochure in the following activity so that they can become familiarized with this type of texts. They could either create a brochure of a tour around the country or a day city tour.	-The teacher may also activate their schemata by asking the following questions: • What type of activities do you think we could do in this country? • Could we do outdoor or indoor activities?	
		Step 3 Once students have been given a context, the teacher will talk about the Republic of Ireland using vocabulary on geography (Castle, waterfall, cliff, capital city, sandy beach, wilderness etc.). The main aim is for the teacher to describe geographical features of the Republic of Ireland, and some important facts about the country. Every time she/he mentions a geographical feature she/he could point to the map in order to elicit where it is located. In this way, students can get ideas of how to make an oral presentation.		

44

WHILE/ LEARNING TASK	**ACTIVITY 2** Step 1 Students sit down in groups of 5. The teacher takes a real Irish Wicklow Mountains Tour Brochure (Appendix D) from the map and shows the cover to his/her students. Step 2 Paying attention to students' multiple intelligences, the teacher passes around some pictures of different places and some texts with descriptions of these places. Each student of the group is given either an image or a text. Students to whom texts have been assigned will have a minute to read as much as possible of the text given. They should use the skimming strategy. Students to whom images have been assigned, will use the visualization strategy in which they will have a minute to imagine the kind of description that image could have. When time is over, students try to match the descriptions with the pictures. Step 3 The teacher will provide the Real Brochure to each group so that they can check whether they matched the images and the descriptions correctly.	- In order to introduce the Brochure, the teacher could formulate the following questions: • Do you know how a brochure looks like? • Can you have a look at the map and tell me what do you think is a Brochure? • What can you predict from looking at the cover? • What does the title tell you about the content on the brochure?	10 minutes
POST-TASK	**ACTIVITY 3** Once each group has a real Brochure on the table, they will be given a worksheet with some questions about the content in the Brochure in order to check they have understood the information. (Appendix E). This task will be handed in and will serve as a reading-class mark.	- The teacher will encourage them to carry out this Post-task : • You have around 10 minutes to answer to this questions in groups of 5. At the end of these 10 minutes you will have to hand it in as a reading class mark. The longer and accurate your answers, the higher your marks will be.	10 minutes

FOLLOW-UP	ACTIVITY 4 Step 1 In groups of 5, students should make a word cloud in which they should show those sentences or words that are used in the brochure in order to persuade the reader. The purpose of this activity is that students become familiarized not only with the type of text they need to create for their final project, but also with the type of register and language they need to use.	- Imagine you work for a Tour company and you have been asked to make an advertisement to sell this Wicklow Mountains Tour. Make a word-cloud in which you show the reasons, and persuade people to book this trip.	10 minutes

Materials Needed: Worksheets, British Isles Map, pictures from different Irish cities and villages, real brochure (Realia).	**Other Resources:** Computer Projector
Homework: Students should give a first draft of their Brochure for Lesson 3. The aim is for students to start working on writing a brochure. In lesson 4 students should be given feedback on their drafts so that they can finish their projects for lesson 6.	**Notes on lesson:** In the Follow-up stage, we may need to show students what a word cloud is by giving them some examples.

LESSON 2

Expected Learning Outcomes	At the end of the lesson students will: • Recognize some British inventions • Be aware of the structure and use rules of passive sentences • Recognize passive sentences within a context
Objectives:	Our lesson plan will integrate: • An inductive approach to grammar where students will be able to notice and raise awareness on the form of the passive structures. • Input enhancement which will take place by means of visual support (a PowerPoint presentation) and specific exercises. • Input flood during the pre-task • Speaking skill while sharing information and opinion • Writing skill while taking notes and filling a grammar sheet • Use of ICTs

Teacher's Guide	Description of Activities	Teacher Talk	Timing
PRE-TASK	**ACTIVITY 1** Step 1	- Activation of previous knowledge:	10 minutes

	Before starting, students are reminded that today's lesson is grammar, what means that at the end of it, there will be a short activity that will be a 10% of the evaluation of the unit. Students know this because it is the usual procedure. The teacher shows students a PowerPoint presentation with pictures and information about British inventions. In order to activate their previous knowledge, the teacher lets students recognize the inventions and invites them to add any information they know. Students can put their hands up and participate when they want.	• What is this? • Who invented it? • Do you know where it was invented? • When was it invented? • What is it used for?	
LEARNING TASK	**ACTIVITY 2** Step 1 The teacher gives students a sheet with the information and the pictures given in the presentation. Then, still using the PowerPoint, draws attention to the grammatical form used in the description of the inventions (some are passive and some are active). Firstly, students have to circle the verbs and notice the difference of structures. After, students are asked to look for the subject of the sentences (that can be present or not) and why they think sometimes there is no subject in passive sentences. The visual support will show all steps while students perform them. Every time that students are asked one or some questions to find out, they will be given a few minutes to find the answer individually or sharing opinions with mates. Meanwhile, the teacher will walk around listening and when the time is up, the teacher will ask one or more students.	- Guiding students during their noticing process. • Can you see different types of sentences here? • Let's circle all the verbs. What two types of sentences can we find? • What is the pattern of these sentences? Do you know how they are called? What do you think they are used for? Do you think we use them more in spoken language or in written language? • Is there a subject? What is at the beginning of the sentence? Why do you think the subject does not appear? Why do you think the object goes first?	30 minutes
	Step 2 With the notes that students have taken, they must fill a "grammar	- Examples of assessing and giving feedback:	

	sheet", that is a sheet with explanations of grammar (its structure and its use) that they collect in their own "grammars", a portfolio that they have been creating during all the course and that they use for enquiries when needed. The teacher walks around in case students need help and looking at the notes. After five minutes, the teacher will show on the projector a guiding answer so that they correct or add something if it is needed.	• Are you sure this is the structure? And if...? • Do you think the passives could be also used for..? • Well done, the rules are perfectly explained	
POST-TASK	**ACTIVITY 3** Step 1 Students are asked to keep their materials and use their mobile phones to take a test by means of the app "Socrative". The test is about the rules of the passive that they have noticed and written down. It is possible for them to take it in pairs if they want to. They have ten minutes to complete it and the teacher has the projector on in order to control that they are truly doing the activity.	- Giving instructions: • Are you ready to take the test? / Let's take the test • Can you keep your materials in your bags?/Keep the materials in your bags, please • Remember that you only have ten minutes to take it/Do you remember how much time you have to take it? • Do you remember that this is a 10% of your mark?	10 minutes

Materials Needed: PowerPoint presentation, grammar sheets, mobile phones.	Other Resources: Computer and projector
Homework: Exercises on passive	**Notes on lesson:** We take for granted that students are used to the structure of these lessons where they have to participate in order to infer the rules, so that the timing is not an obstacle for the teacher explaining how they have to work.

LESSON 3

Expected Learning Outcomes	At the end of the lesson students will: • Be able to use passive structures in a context given • Recognize some convincing strategies that we can find in advertising • Be able to apply some of the strategies to their own writing/expression with their ideas

Objectives	Our lesson plan will integrate:
	• The use of authentic materials (realia) • Collaborative work • The use of all four skills • Use of ICTs • Peer assessing

Teacher's Guide	Description of Activities	Teacher Talk	Timing
PRE-TASK	**ACTIVITY 1** Step 1 Students watch two videos on "Chindogu" (useless but fun Japanese inventions) with English subtitles. They are asked if they know more inventions like these.	- Activation of previous knowledge • Do you know more inventions like these? • What is it used for? • What is it made of? • What type of video is this? • What are the purposes of an advertisement?	10 minutes
LEARNING	**ACTIVITY 2** Step 1 Students watch some more videos. Meanwhile, they are asked to take notes on the advertising strategies that they can see. As they work in groups of four, each of the components of the groups is in charge of taking notes of one thing. (Expressions and intonation, grammar, vocabulary, and body language). The teacher writes the categories on the blackboard so that they can see them and each of them is assigned one. Step 2 In the same groups, students make a concept map about the strategies for advertising. Meanwhile, the teacher walks around assessing and giving feedback.	- Making them noticing • Do you think there are specific characteristics of advertising? Which ones? - Giving instructions • It's time to work with your groups! • Can you decide which category you will work on with your group? • Do you remember how to do concept maps? It's time for a concept map with your information - Assessing/giving feedback	15 minutes

		• Yes, well done, you noticed this • Do you think that in this advertisement this person was…? • Do you remember in the advertising when the actor was…? What do you think was the intention? Exactly, why don't you add it?	15 minutes
	Step 3 The teacher asks students to create their own chindogu (in the same groups) and try to sell them creating an advertisement by means of applying the strategies they have just written. They have to write down what they are going to say. To make sure that everyone gives ideas, they will make use of talking chips. As they will be required to use passive sentences to describe the object, each group will be given a sheet with a guide to introduce them. Example: "the…. is used for…" "It is made of/created by…"	- Giving instructions/encouraging • Have you ever thought about creating an invention? • Now it's your turn to create an invention and try to sell it using these strategies • Don't forget to include the description of the product • Try to think as sellers who want to make a lot of money	
POST-TASK	**ACTIVITY 3** Step 1 One or more students per group read their advertisings out loud using the strategies and get feedback from their classmates and from the teacher.	- Assessing/giving feedback • I'ts quite good, but maybe you could have included… • What do you think "student"? Would you buy this product? Did they convince you? • That was very creative! • It could be better if you said…	10 minutes

Materials	Needed:	Other Resources: Computer, projector, access to the internet.

Homework: Improve their advertisements with the feedback they have received	**Notes on lesson:** Students are taught this lesson so that they can apply the convincing strategies learnt to their brochure and to their oral presentation.	

LESSON 4

Expected learning outcomes	At the end of this lesson students will: • Understand the importance of filmography when learning a language and its culture. • Know more about British history and the Bonfire Night festivity celebrated nowadays. • Be able to identify the main ideas when listening to an oral discourse. • Be able to establish differences and connections between two characters when writing a small piece of text.
Objectives	Our lesson plan will integrate: • All four skills in parallel, since practicing listening reinforces the other three. • Intensive listening on the one hand, since the teacher uses the text to practice vocabulary, grammatical patterns and linking devices. Whereas, on the other hand Extensive Listening is used since SS will be facing an appealing listening. The teacher will prepare SS by giving key words, or telling them about the content of the topic. • Teaching and testing. Before testing listening, the teacher will tackle the topic with questions that will make SS use their previous knowledge and predict what is going to happen on the video. In this way, they will be training different skills before being tested. • Cooperative work as the methodology chosen for this lesson. Most of the activities promote pair work.

Teacher's Guide	Description of activities	Teacher Talk	Timing
PRE-TASK	**ACTIVITY 1** <u>Step 1</u> The teacher shows a clip of a film called V for Vendetta. After having watched the clip, both teacher and students should comment on the film in order to introduce the topic of the lesson. <u>Step 2</u> The teacher passes around a worksheet in which there are some images of Guy Fawkes, V for Vendetta Character, some	- The teacher could ask students some questions to introduce the topic after watching the clip between steps 1 and 2: • Have you seen this film? • Can someone give me a brief summary of the film? - Some questions the teacher could use to check	20 minutes

	fireworks, and a bonfire. Students, in pairs, need to match the images with its right word. <u>Step 3</u> Students need to read a short text with some gaps to fill in with its right Passive Tense. Once they have read the text, the teacher checks for understanding by asking some questions.	for understanding after Step 3: • Who was Guy Fawkes? • Did he wanted to blow the Houses of Parliament up? Why? • How do native English people celebrate the survival of King James?	
LEARNING TASK	**ACTIVITY 2** <u>Step 1</u> Students have a look at a text that the teacher has provided them. The text is the transcript of the clip they had seen in Activity 1. Students should listen and watch the clip again while reading the transcript. <u>Step 2</u> Students should comment with a partner on the questions that the teacher has already written on the board. After commenting on them in pairs, the whole class will discuss the questions on the board with the teacher. <u>Step 4</u> In pairs, students should comment on the type of word they think is going fit in each gap of the text. Later, they listen to, and watch the clip again. SS should fill the gaps of the transcript in pairs.	- The teacher starts the activity by telling them they are going to watch the clip again and that they need to read it while they listen to it. - The teacher writes on the board the following questions in order to check for understanding: • Is V for Vendetta trying to persuade people of London to blow up the Houses of Parliament? • Why is he unhappy? • Is he against a King, or a politician? In step 4, the teacher will elicit that they are going to watch a third time the revolutionary speech. The teacher should elicit that this time they need to fill the gaps with the appropriate words from the text.	20 minutes
POST-TASK	**ACTIVITY 3** <u>Step 1</u> The teacher gives students another worksheet in which there are some more specific questions that students, in pairs, should answer as accurate as possible. This time, students should not have their scripts on the table and will listen for a fourth time the revolutionary speech. -Why is V for Vendetta so angry?	-Please keep your worksheets since I am going to pass around a new worksheet with some questions you need to answer. I will play the recording once again so that you can reflect on the speech again, before answering to the questions.	10 minutes

	-Who is the blame according to him? -When does he want to meet with the rest of the people? -What are the characteristics of this society, according to him?	Remember that this questions will serve as a listening class mark.	

Materials Needed:	Other Resources: computer,projector,speakers.
- Pre-task, V for Vendetta clip https://www.youtube.com/watch?v=KKvvOFIHs4k - While-task Worksheet (**Appendix x)** - Post- Task Cards with different colours and markers to decorate them.	
Homework:	**Notes on lesson:**

LESSON 5

Expected Learning Outcomes	At the end of the lesson students will: - Recognize and discriminate the different patterns of intonation when asking questions related to the topic of travelling. - Identify different intonation patterns in questions in the context of travelling. - Identify and practice different raising and falling patterns when reading questions out loud in a given dialogue. Produce the different intonation patterns required when formulating questions. - Recognize and properly use the vocabulary given in the unit when maintaining a spontaneous conversation.
Objectives:	Our lesson plan will integrate: - Engaging students on the importance of the correct articulation of the English sounds and motivate them. - Reaching different types of multiple intelligences - Realia - Collaborative work - Use of ICTs

Teacher's Guide	Description of Activities	Teacher Talk	Timing

| PRE-TASK | **ACTIVITY 1**

Step 1
The teacher will explain different intonation patterns in questions using a Voki character. The different intonation patterns provided will be: falling, rising, rising-falling, and falling-rising. For each pattern, the Voki character will use different questions previously recorded by the teacher. Some of them may need some context provided by the teacher. **Appendix A**

Step 2
In this step the teacher will play a series of questions with Voki. Each student has a laminated card where they will be asked to draw arrows according to the intonation patterns of the questions they are listening to. **Appendix B**

Step 3
Students will watch a clip of an episode of the famous TV series "Friends". The setting of this episode is an airport where characters are involved in a police interrogation. Students will be given a transcript with the questions underlined. When they listen to the questions underlined, they will have to draw the intonation pattern and write the type of question it is (wh-question, y/n question…) After, students will comment their notes with the teacher. **Appendix C** | - Making them noticing

• Pay attention to the intonation. Is it always the same?
• In which ones is the emphasis at the beginning/at the end?
• Are there more patterns apart from rising and falling?

- Assessing/giving feedback

• Correct, well guessed
• Don't you think the intonation was..? Let's try and listen again
• Why do you think that the intonation pattern is this? | 15 minutes |
| **LEARNING TASK** | **ACTIVITY 2**

Step 1

Students work in pairs. They are assigned as "Student A" and "Student B", and they are given different sheets. Both students have a dialogue between a tourist and a hotel receptionist. However, student A will have some questions missing, and student B will have different questions missing. On the questions that they have written on the paper, they have an arrow indicating the intonation of the question. **Appendix D** | - Giving instructions/checking understanding

• Can you work in pairs?/Let's work in pairs
• There are two steps, the first is individual and the second in pairs
• What do you have to do in the first step, "student"? | 35 minutes |

	Step 2 Each student, A or B, individually complete the dialogue by writing the appropriate questions in the gaps for the answers given. The teacher walks around checking and helping. Step 3 In the first part, student A has written the questions missing. Therefore, student A performs the tourist, reading the questions out loud, and student B performs the receptionist, who will read the answers. Student B will pay attention to the intonation produced by student A and will give him/her feedback on it, looking at the arrows provided. When they finish the first part, they start the second and the roles are exchanged.	- Assessing/giving feedback • Do you think that is the question? If the answer is this… • Can you repeat the question please? • Maybe you could make more emphasis on the pronunciation of…	
	ACTIVITY 3 Step 1 Students work in pairs. They are assigned as "Student A" and "Student B", and they are given different pictures. Both students have an image with a different landscape that cannot show to their partner (Appendix E). Step 2 Student A starts asking a question to student B about her/his picture in order to spot differences in their pictures. Students need to use intonation patterns when producing questions. An example of a question could be: - How many trees are there in your picture? - Is there an owl on a branch? Student B needs to answer to his/her partner's question. After this first step, Student B should formulate a question to Student A and it will be time for Student A to answer his partner's question. While the process of formulating questions and answering to them, each student should circle every difference that she/he notices. Finally, at the end of the activity they should share these differences and check them by looking at both pictures.	- Assessing/giving feedback • Maybe you can ask about… • What intonation pattern do you think you should use with this question?	
	ACTIVITY 4 Step 1		

	Students gather in groups of 4. The groups have already been established throughout the unit. Taking it into turns, one member of the group will be the Judge, another member will be the Contestant (who will ask questions) and the other two will be the Helpers (who will answer the Contestant's questions.	- Assessing/giving feedback • Well guessed! • Maybe you could ask about… • How do you think the intonation should be in this question? • Don't forget that passive sentences are useful in this activity	
	Firstly, the Contestant is given a post-it with a word written on it. This word will belong to the vocabulary studied in the unit and it can be a person, an object or a place. The Contestant will put the post-it on his or her head so that it is visible for the rest of the group, except for himself or herself. Then, the Contestant has to ask questions to the Helpers in order to guess the object, person, or place that it is written. The Judge will be in charge of counting on a sheet of paper the words that have been correctly guessed. Furthermore, if one of the students use the mother tongue, the Judge will take the post-it and they will have to start again.		
	The questions can be of any type, wh-questions, YES-NO questions, alternative questions, questions with (un)expressed implications and so on.		
	The words used for this game will be related to the topic of the unit. Therefore, there can appear geographical features of Britain, travelling vocabulary or even important British native people. **Appendix F**		
	The teacher will be monitoring the class by moving from group to group and checking that raising and falling patterns are being used properly for each question.		
	<u>Step 2</u> Once the contestant has guessed the word on his/her head, it is time for another member of the group to be the Contestant. So the same process will be repeated.		
	<u>Step 3</u> If a group finishes with their words before the end of the lesson, they can ask the teacher for more, or they can exchange them with another group.		
	<u>Step 4</u> The Judges give the teacher the sheet of paper with the number of words that have been correctly guessed. The group that has more words written down wins the privilege		

	to choose a song in English that will be listened during the next lesson.		

Materials Needed:	Other Resources:
Worksheets, cards with the vocabulary of the unit.	Access to the internet, computers, projector, voki account.
Homework: Not required (the brochure and the presentation are for next week)	**Notes on lesson:**

LESSON 6

Expected Learning Outcomes	At the end of the lesson students will: • Acquire experience on oral presentations • Reflect on their classmates' work and evaluate it
Objectives:	Our lesson plan will integrate: • Peer assessment • Students reflecting on their performances • The opportunity for students to use their creativity

Teacher's Guide	Description of Activities	Teacher Talk	Timing
PRE-TASK	**ACTIVITY 1** Step 1 Before starting with the oral presentation, the teacher collects the brochures and gives each group peer assessment sheets in order to evaluate their classmates' presentations.	- Giving instructions • Do you remember how to fill the sheet? Can you remind us "student"? • Which group wants to go first? Would you like to start? • Good luck, I'm sure you'll do very well	5 minutes
LEARNING G TASK	**ACTIVITY 2** Step 1 Students perform their oral presentations in turns using the materials that they have prepared. Meanwhile, the rest of students listen and complete the sheets. In any case the presentation will be interrupted by	- Guiding students/making questions. • Thank you, that was great, you can sit down. • The next group, please	40 minutes

		students or by the teacher, who will be taken notes as well. After each presentation, students or the teacher can make questions. Specific feedback will not be provided during the lesson.	• Why did you choose to do..? • Would you like to ask something to your classmates?	
POST-TASK	**ACTIVITY 3** <u>Step 1</u> When all groups have finished their oral presentations, they join the other members of their group and reflect on their own presentation, using the peer assessment and evaluating themselves. After, the teacher collects them.	- Giving instructions: • Now it's time to evaluate yourselves. How do you think you did it? • Try to be critical and think what you did well and what you could improve	5 minutes

Materials Needed: Materials needed by students for their presentations, peer assessment sheets.	**Other Resources:** Computer and projector
Homework: Not required	**Notes on lesson:**

PORTAFOLIO DE PRÁCTICUM 3:

EVALUACIÓN E INNOVACIÓN DE LA DOCENCIA E INVESTIGACIÓN EDUCATIVA EN LENGUAS EXTRANJERAS, INGLÉS

ADRIANA BARCOS CASADO

I.E.S. PARQUE GOYA

IGNACIO DOMINGO

CURSO 2015-2016

CONTENTS TABLE

Activity 1

OBSERVATION TASK 1. Giving instructions

Ellis (2012, p.795) cites Chaudron (1988) and states that when teachers address L2 learners, they adjust their speech and show sensitiveness to their proficiency level, but that it has not been demonstrated which features establish optimal teacher talk.

From my viewpoint, when giving instructions, the most important aspects involve those which help students to interpret teachers' instructions as exact as possible, such as logic and clarity. When referring to the use of a language and non-verbal communication, it should be adapted to the learners. Therefore, they will vary depending on the students' profile. The younger the learners are and the lower their English proficiency is, the more they will rely on body language such as gestures and on short sentences and simple language.

The same as teachers use body language to express themselves, so do students when they receive it. Therefore, it is equally important to check the learners' understanding by reading their facial expressions and consider if they look dubious or confident. Having detected the first cases, the teacher will be able to check understanding by asking and then clarifying.

As far as I am concerned, I could add that students develop instructions more effectively when they have clear not only what to do in the task but also how to perform it, which is not always the case. For this reason, I believe that a brief comment on the way to carry it out can make a difference in the learners' understanding. An example could be to comment "Do you remember the exercise we did yesterday? It is very similar but you have to…"

On the other hand, I consider that instructions should not be too long and detailed but focused on the objective, so that students do not get lost in the explanation and have the aim clear.

My observation took place in the classroom of 4º of ESO B from Parque Goya high school. Students in this group do not usually use the target language during English lessons, and the teacher combines the two languages regarding the occasions. The use of Spanish by the teacher is limited to clarification at those moments when students do not

comprehend in any way teacher talk, or when giving instructions so that learners do not hesitate on what to do.

The reasons for the teacher to make use of the first language covers the fact that students, who rarely use the target language, request it. For this reason, the teacher also adopts other techniques apart from the use of the first language, including repetition of instructions in different ways, decreasing the speaking rate and checking understanding by means of asking at least one student in the class. Another method observed is to briefly write the instructions on the blackboard in the target language, clearly separated in stage. If students doubt, they can check them. I believe it is important to consider and carry out a way to give instructions from the first contact with students so that they are able to get accustomed and eventually be able to perform them easily and confidently.

OBSERVATION TASK 8. Oral correction

Ellis (2012, p.803) cites Krashen(1982) who states that correction is both useless for acquisition and dangerous in that it may lead to a negative affective response.

Nowadays in the educational background it is not usual to find teachers that do not correct errors at all. It is paramount, however, to take Krashen's affective filter into consideration when deciding to correct mistakes. For this reason, it is not strange to find some inconsistency in the results if we are estimating the personality of the student and the moment when it happens. In relation to the data collected, if the teacher knew by experience that a student may feel offended by corrections from their classmates or the teacher herself, she would correct the mistake or even ignore it, depending on the importance of it. Ellis (2012, p.805) cites (Allwright 1975) and considers inconsistency as inevitable and even desirable, as it reflects the teacher's attempts to cater for individual differences among the learners.

According to Chaudron (1988) many errors are not treated at all. And discourse, content, and lexical errors receive more attention than phonological or grammatical errors.

Regarding my observation, I could state that the percentage of error correction varies depending on the class or even on individual students. However, when learners are expressing themselves in the target language, error correction does takes place as long as the message is consistent and clear in order to avoid interruption and discouragement. Nevertheless, I was able to observe that in some of the class groups, classmates do provide corrective feedback without the previous intervention of the teacher. With regards to the frequency of error correction according to their category, my observation tools fit Chaudron's statements. Unless that was the specific aim of the activity, phonological correction hardly occurred regardless of the class. Something similar happened with the correction of grammar, it only took place when its accuracy was the aim of the task, but was regularly ignored if the objective was communication itself. At the same time, if this was the case, correction of lexical and content errors were more likely to happen.

In accordance to my tutor's error policy, it is not so much depending on the type of error but on the main aim of the activity and on the students themselves.

To the same degree that error correction application is essential, praising also must occur when it is needed. In the case of my observation, the teacher showed appreciation both orally and using body language. Reinforcement happened especially in relation to effort and to voluntary actions, and it was strengthened with younger students and with the weakest ones. Support did not only happen after production but also during it. When students were expressing themselves in the target language, the teacher demonstrated her appreciation by adopting a relaxed facial expression or smiling and nodding meanwhile.

Carrying out a consistent error correction and praising policy can be considerably difficult to be put into practice. As it was mentioned before, during my observation I could appreciate that my tutor acted more for intuition and considering each moment and place, and not so much regarding the type of errors.

Activity 2

DESIGN AND APPLICATION OF AN OBSERVATION TOOL: COLLABORATIVE WORK

My practice period took place in Parque Goya High School, in Zaragoza. This public high school has been counting on the bilingual program British Council for three consecutive years, whose students enjoy the benefits of an innovative methodology which sets collaborative work as a basis. In this period of time, I have been allowed to attend several lessons in different groups, in which I have been able to observe a considerable amount of differences between the methodologies used in bilingual and in non-bilingual modalities.

What caught my attention the most was the amount of time dedicated to collaborative work in British council lessons, which was most of it. However, non-bilingual students' lessons were prepared mostly for individual work.

If we take into account the Aragonese curriculum, it is clear that collaborative work is required to fulfill the objectives set to prepare students for a future labour performance as similar to reality as possible.

> *"El trabajo colaborativo y cooperativo jugará un papel importante tanto dentro, como fuera del aula. Dentro del aula requerirá una organización del espacio diferente al tradicional, para favorecer el trabajo entre compañeros."*
> Gobierno de Aragón. (2015). *Orden del 15 de Mayo*

Concerning this, I decided to analyze the performance and efficiency of the different modalities. To consider British Council students I collected data from four lessons in the class of 2nd of ESO A. On the other hand, I observed four different non-bilingual class groups, covering 1st of ESO F, 1st of ESO B-C, 4th of ESO A and 4th of ESO B.
This activity is aimed at finding the main differences between bilingual and non-bilingual groups and offering a proposal in order to try to balance the performances in both groups.

Collaborative work requires an effort both from teachers and students. Not only students have to comprehend and compromise with the demands of it, but also teachers must inform their students, guide them in the process and plan in

anticipation.   According to (Johnson and Johnson, 1994) these are the features that make collaborative work successful:

- Clearly perceived positive interdependence
- Considerable promotive (face-to-face) interaction
- Clearly perceived individual accountability and personal responsibility to achieve the group's goals
- Frequent use of the relevant interpersonal and small-group skills
- Frequent and regular group processing of current functioning to improve the group's future effectiveness

The checklist elaborated involves not only the students' but also the teachers' performances in order to establish the differences.

The initial aspects to consider concern the previous creation of groups and the development and adaptation of the activities, which are contemplated as key points for a successful development. Raising the issue of creating the groups, the problem that raises the fact that students choose their own groups is that they tend to form them with their friends, normally resulting in a homogeneous group. Johnson and Johnson (1994, p.80) claim that the more homogenous the group is "the less each member adds to the group's resources". For this reason and to get the most out of collaborative work, a previous plan should be done according to the profiles of the students.

In the case of British Council students, the groups were established at the beginning of the course and there has been continuity throughout the lessons. Thus, learners know from the beginning who they are going to work with. In each group there is a heterogenic mixture in terms of gender, level of proficiency and abilities. It can be observed that even the disposition of the tables and chairs is set for collaborative work. On the other hand, we can find a completely different situation with non-bilingual class groups. When occasionally they are asked to accomplish an activity in groups, first a stir happens due to the fact that students are trying to join their friends and moving the tables and chairs, what supposes that at least five minutes are taken during this step. This also means that classmates they work with vary, which does not allow them to develop and check functioning of the group effectiveness.

When it comes to the roles of the students, the data become more similar. The observation has shown that any roles had been anticipated for the components of the

groups, but they organized themselves at that moment. Nevertheless, I was able to notice that British Council students had more tendency to take a first organization step, while the non-bilingual groups usually started working without making a previous reflection on the task. According to Johnson and Johnson, positive interdependence is the most important feature in cooperative learning (1994). This means, that the effort of every member of the group is necessary to the fulfillment of the task. This characteristic, however, could not be appreciated in any of the class groups.

Even though the roles of the students were not defined, the materials used for collaborative work had a clear structure and could be covered and divided in equal parts. Nevertheless, as they had not differentiated roles assigned, the usual process students took was to attempt all the work by means of all the components at the same time.

The second part of the checklist is concerned with the performance of students and their degree of involvement. Having a look at the British Council students' sample, it can be stated that their engagement is almost absolute. Every group worked at their own rhythm but in a constant way and being supported by the teacher when needed. Their level of autonomy was considerably high and the target language was used during all the process with surprising ease. On the other hand, the non-bilingual class groups present very different results. Students seemed to see these activities as an opportunity to have a different conversation with their friends rather than a real task, thus, the level of engagement tended to be low. They did not focus entirely on the task and deviated from it every little time. Furthermore, differences among the amount of work of each student were more noticeable, even reaching the situation in which only one of the components of the group was carrying out the activity proposed. To end with, the target language was rarely used when communicating with each other, but only applied to the writing tasks that they had to develop.

Among the most noticeable differences between bilingual and non-bilingual modality students we can find behavior and discipline. That is to say, either the methodology used requires a more active role which learners assimilate by means of applying it, or the methodology itself only allows students whose behavior is disciplined enough to perform it. We could state that it is possibly a mixture of the two, and that they feed each other creating a closed cycle.

This division that, in a sense, seems to divide students labelling them with "suitable" or "not suitable", evidently benefits British Council students as much as it damages the non–bilingual group, being isolated in certain subjects and therefore decreasing the level of the group discipline.

Having considered the data of the observation tools, I can conclude that collaborative work is only put into practice in a thoughtful way in the case of British Council lessons, and left aside and just introduced once in a while in the case of non-bilingual methodologies. However, interest and preparation on the part of the teacher is essential for collaborative work to be productive. On the other hand and considering the differences among students, it can be inferred that the behavioral aspect is another key factor for the unsuccessfulness of collaborative work. Students need to internalize classroom rules and discipline for all methodologies and activities, but especially when they work in groups.

With regards to the main problems inferred by the observation and so that students belonging to non-bilingual modality can enjoy the benefits of collaborative work, my proposal is the introduction of the so called interactive groups.

Interactive groups have collaborative work as a basis and are usually implemented with the aim of social inclusion of foreign students or students with disabilities. Its main characteristic is the collaboration of adults who volunteer to coordinate the groups and act as an assistant for the teacher. This volunteer adult would be in charge of energizing the group, encourage collaboration among its components and guide them. On the other hand, the teacher would coordinate all the activities, but also provide volunteers with the materials and help them to carry out their function.

The reasons for my choice, apart from the benefits that collaborative work itself provides, are the following. Firstly, the presence of more adults in the classroom would discourage students from adopting certain behavior. Secondly, the students-adult in charge ratio would be diminished. In this case, control over the learners' conduct would be easier to exercise when needed. Also, the deviation of their attention towards other issues is no likely to happen. And last but not least, teachers would feel more confident with their lessons with the

volunteer help, and therefore more motivated to develop the necessary steps to make collaborative work successful.

According to (Johnson and Johnson, 1994) humans cannot survive without collaborating with each other. This aspect of our daily lives cannot be ignored. We should not set requirements for collaborative learning, for all of us were born for cooperating.

APPENDIX I: OBSERVATION TASK 1

Observing how the teacher gives instructions:

Day: April 4th
Class: 4º B

Instruction-giving skills	Used?	Discussion points
Signalling start of activity (creating a silence)	✓	What do we have to do today?
Use of simple language	✓	Basic vocabulary a grammar
Use of short sentences	✓	
Logic and clarity	✓	Speaking slowly & pronouncing.
Use of target language	✓✗	But ss use of Spanish for clarification
Eye-contact	✓	
Mime, gesture, body language	✓	Gestures accompaying the words.
Repeating instruction in a different way	✓	Paraphrasing
Use of visual aids	✗	Not plausible
Demonstration rather than explanation	✗	
Checking understanding	✓	what are you going to do?
Signalling end of activity	✗	the bell rings.

4

It is just as important to praise students when they are doing really well as it is to point out their mistakes. Teachers can show their appreciation or disapproval through the use of facial expression and body language. Which of these does your mentor use?

Both of them.

Oral: Well done
       very well
       ...

Facial expression
+ nodding when it's correct
+ smiling

Disapprove.
+ dubious expression

Wrong behaviour:
+ serious face
+ crossed arms

Why do you think the teacher chose to correct in the way he/she did? (You could discuss it with the teacher). Write down what you learnt from this observation.

Vocabulary words → she wants to make sure they know / hear the correct pronunciation so that they can perform it.

Errors that are not in form but in meaning (maybe not problem of the English language): better if they think twice and correct themselves

Makes emphasis on the fact that it's normal to make mistakes

Note: observation task taken from
Somogyi-Tóth, K. (2012). *Observation Tasks: A Workbook for Student Teachers*
http://www.tttjournal.co.uk/uploads/File/ttj_plus/Observation%20Tasks.pdf

APPENDIX II: OBSERVATION TASK 8

OBSERVATION TASK 8. Oral correction techniques

Task: Use the chart to help you record data about how the teacher corrects. As you hear a mistake being made, put the sentence in the appropriate column.

Teacher did not correct this mistake	Teacher corrected this mistake automatically	Teacher signalled for self-correction for this mistake	Teacher invited peer-correction here
My aunt works for a company. I don't know his name	Letters WWF stand for. word/world (written)	"You must..." "Are you sure?" (it was mustn't) (raised up the... dolly)	Opposite of upset (correct the oral)
The spelling of "business"	- Do you think this is true - It's false - True!	Twenty or around twenty?	Direct or reported speech?
"She don't know"	Pronunciation of "enjoyable" and more adjectives of the list of words of the unit.	Reported or direct speech? "Are you sure?"	Pronunciation of "A.E.I.O.U"
Wrong pronunciation of "cathedral"	- which one, not which ones so it's singular.	Pronunciation of "A.E.I.O.U"	Wrong spelling of "Dangerous"
"There was two children"	"They assisted to class"	Do you really think this is a cat? (It was a tiger)	"He is running slow"
Wrong pronunciation of "blood"	"Where does the lesson finish?"	"Yesterday I go..."	Meaning of the word: behind
"I can borrow a pencil?"	"you have to look of an object..."	"She's got curly hair" (it was straight)	Adjective of the verb: to disappoint
"Yesterday I am walking..."	A typical English dish: "fish and cheese"	1970 → pronounced as "seventeen"	"I must play football" (studying must/can)

APPENDIX III: OBSERVATION CHECKLISTS

1- The groups are decided beforehand under certain criteria			X	
2- There is continuity in the groups formed				X
3- The task is prepared and structured for group work			X	
4- Components of the groups have a specific role and perform it		X		
5- The groups use the target language to carry out the activity				X
6- Groups work taking into account the time provided			X	
7- Components of the group perform a similar amount of work				X
8- Students are engaged in the task				X

BRITISH COUNCIL STUDENTS FINAL DATA

	Poorly	Moderately	Well	Outstanding
1- The groups are decided beforehand under certain criteria	X			
2- There is continuity in the groups formed		X		
3- The task is prepared and structured for group work			X	
4- Components of the groups have a specific role and perform it		X		
5- The groups use the target language to carry out the activity	X			
6- Groups work taking into account the time provided		X		
7- Components of the group perform a similar amount of work		X		
8- Students are engaged in the task		X		

NON-BILINGUAL CLASSES FINAL DATA