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The importance of motivation in spoken  
production in EFL

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## **Abstract**

Speaking is an integral part of second language learning. However, a significant majority of learners admit to struggle with spoken production and find this competence the most challenging to master. The aim of this study is to investigate the role that motivation plays in enhancing the speaking skills of the learners. In particular, the goal is to detect challenges that students face when practicing spoken production that lead to poor performance. It is also intended to identify and promote possible speaking strategies to enhance speaking skills in the L2 class. Finally, it explores the importance of feedback in oral production activities.

The practical part consists of a teaching proposal designed for students of third of ESO. This proposal aims to boost students' motivation in spoken production through engaging activities that intend to pique their interest and participation.

Keywords: communicative competence, motivation, speaking challenges, and feedback.

## **Resumen**

La expresión oral es una parte importante del aprendizaje de una segunda lengua. Sin embargo, una gran parte de estudiantes admiten que les cuesta i encuentran que es la habilidad más difícil de aprender. Este estudio tiene como objetivo investigar el papel que la motivación tiene en mejorar la expresión oral de los estudiantes. En concreto, el objetivo es detectar los problemas que los estudiantes se encuentran cuando practican la expresión oral i que los lleva a un bajo rendimiento. El estudio también pretende identificar y promover posibles estrategias de expresión oral para perfeccionar la oratoria en clase.

La parte práctica consiste en la propuesta de una unidad didáctica para el segundo trimestre de estudiantes de tercero de ESO. Esta propuesta tiene como objetivo promover la motivación de los estudiantes en la producción oral a través de actividades dinámicas para despertar el interés y la participación.

Palabras clave: competencia comunicativa, motivación, problemas de expresión oral, y retroalimentación.

## **Resum**

L'expressió oral és una part important del aprenentatge d'una segona llengua. No obstant, una majoria significant d'estudiants admeten que els hi costa l'expressió oral i troben que és la competència més difícil d'adquirir. Aquest estudi té per objectiu investigar el paper que la motivació juga en millorar l'expressió oral del estudiants. En concret, es pretén detectar els problemes que els estudiants es troben quan practiquen l'expressió oral i que els porta a un baix rendiment. També es pretén identificar i promoure possibles estratègies de expressió oral per millorar les habilitats d'oratòria en la classe de segona llengua. Finalment, explora la importància de la retroalimentació en activitats d'expressió oral.

La part pràctica consisteix en la proposta d'una unitat didàctica del segon trimestre per estudiants de tercer d'ESO. Aquesta proposta té com a objectiu promoure la motivació dels estudiants en la producció oral a través d'activitats dinàmiques per despertar l'interès i la participació.

Paraules clau: competència comunicativa, motivació, problemes en l'expressió oral, i retroalimentació.

## Table of contents

1. Introduction .....	2
2. Objectives and research questions .....	3
3. Theoretical Framework.....	4
3.1 Communicative competence .....	4
3.1.1 Communicative teaching methods and approaches in the additional language class.....	4
3.2 Challenges of spoken production .....	6
3.3 Strategies for the promotion of speaking skills .....	8
3.4 Motivation in relation to the English learning process with a focus on spoken production.....	10
3.5 Importance of feedback.....	13
3.5.1 Importance of feedback in spoken production .....	14
4. Methodology.....	16
5. Results and discussion .....	18
6. Syllabus design .....	21
6.1 Speaking activities proposal.....	47
7. Conclusion .....	53
8. References .....	55
Annexes.....	60
Annexe I.....	60
Annexe II.....	61
Annexe III .....	62
Annexe IV .....	63
Annexe V.....	63
Annexe VI.....	65
Annexe VII.....	65

## **1. Introduction**

This paper focuses on spoken production, which is an integral part of the curricula in second language teaching. One of the main goals of EFL learners is to speak fluently and accurately at an advanced level. That is to say, to acquire knowledge and abilities to become a confident speaker that can elaborate and express ideas, opinions, and feelings smoothly, taking into account the communicative situation.

For many learners, the acquisition of this skill is the most important to master because it enables them to communicate efficiently in English. However, it is also the most challenging skill for many of them. For this reason, there is a need to explore students' and teachers' perceptions of oral production and how motivation can contribute to its promotion.

During my practicum in a public secondary school in Granollers, I had the opportunity to observe a wide range of English classes from first of ESO to Secondary Education. And what I noticed was how, for most of the students spoken production was a hit or miss with them. Which is to say, they either loved it and saw it as a fun opportunity to interact with classmates or, on the contrary, they saw it with fear and anxiety.

Moreover, every time the teacher mentioned a task involving an oral presentation, students got tense and wanted to avoid it. This was a familiar sensation that I could relate to as I too have struggled with spoken production as an English learner. It is precisely for that reason that I have chosen to base my study on this topic.

A vast amount of research has been done on spoken production. There are many contributions to its origins and connection with communicative competence with special attention to language teaching. However, there is still a great amount of work to do in some understudied areas. For instance, in the field of motivation and the part that it plays in spoken production.

This exploratory research introduces the concept of communicative competence and its origins, followed by a brief description of popular approaches and methods to language learning with a focus on spoken production. It also studies the common challenges students encounter when performing spoken production and explore strategies to overcome it. In addition, it gives some insight into the role that motivation has on language learning as well as examines the importance of feedback in spoken production and when and how to provide it most efficiently and appropriately.

## **2. Objectives and research questions**

This study aims to research the role that motivation plays in spoken production in the second language classroom. The question that this study addresses is the following:

What is the role of motivation in the development of spoken production in foreign language classroom?

The main objectives of this research are the following:

1. To explore communicative teaching methods in the additional language class.
2. To study the challenges students face in the classroom when performing spoken production.
3. To understand the role that motivation plays in spoken production in the classroom.
4. To explore strategies for the promotion of spoken production in the classroom.
5. To investigate the importance of feedback in spoken production.

### **3. Theoretical Framework**

#### **3.1 Communicative competence**

The communicative competence concept can be defined as the speaker's ability to communicate appropriately in any kind of communicative situation. In other words, the ability refers to having knowledge about the language (grammatical and vocabulary rules) as well as the skills to use it properly.

The term was first introduced by the sociolinguist Dell Hymes in a conference about "Language Development among Disadvantaged Children" in 1966 in response to the linguist Noam Chomsky's (1965) division between competence and performance in language. Hymes (1992) disagreed with this idea and explained that competence by itself was not enough to communicate appropriately and effectively and emphasize the importance of sociolinguistic competence.

Canale and Swain (1980) further developed Hymes' model of communicative competence in the context of second language teaching. They listed four components that constitute communicative competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Grammatical competence covers the knowledge of grammar, vocabulary, and phonology necessary to form a comprehensible utterance. Discourse competence refers to the capacity to arrange utterances to produce a coherent message. Sociolinguistic competence entails the usage of language with accuracy that is appropriate to the socio-cultural norms and context of the type of discourse. Finally, strategic competence refers to the implementation of verbal and non-verbal manners used to keep the communication flowing.

##### **3.1.1 Communicative teaching methods and approaches in the additional language class**

Linguist Edward Anthony (1963) distinguishes between approach, method, and technique as follows "The organizational key is that techniques carry out a method which consists of an approach" (p.15). According to Anthony's model, the concept of approach refers to the level at which a set of theoretical and practical beliefs about language learning are defined; the term method refers to the way theory is put into practise and finally, technique can be described as the procedure that takes place in the classroom.

Over the years there have been various approaches, methods, and techniques for speaking skills in an additional language. The following are some relevant ones that focus on speaking skills:

### The Direct method

The direct method was developed in 1950, and it is still used nowadays. It had a significant focus on intensive oral interactions such as question-and-answer exchanges between teachers and learners with everyday vocabulary and sentences. The grammar was taught inductively, and the lessons were conducted in its entirety in the target language. The new vocabulary was taught through pictures, gestures, objects, and demonstrations. And there was a strong focus on speech and comprehension as well as correct pronunciation.

This method received some criticism because of some drawbacks; for instance, the success of the method relied on the quality of the teacher's skills instead of textbooks (Richards and Rodgers, 2007). Psychologist Roger Brown (1973) pointed out that the method could be counterproductive since teachers wasted crucial time conveying the meaning of a word using the target language when a brief explanation in the native language would have been a more efficient technique.

### The Audio-Lingual method

The audio-lingual method had its origins in the United States during the Second World War and was extensively used in the 1950s and 1960s. This method emphasized the great importance of speech in language teaching. According to Brooks (1964), language is "primarily what is spoken and only secondarily what is written." (cited in Richards and Rodgers 1986, p.49). It is based on behaviourism, and so reinforcement is a crucial element of the learning process. The mastery of the language was through a good deal of drills and repetitions of grammatical and phonological structures of the target language but with little or no teacher explanation.

There was some criticism concerning the audio-lingual method. Firstly, that the results weren't as expected because students couldn't hold a real conversation outside the classroom. And, secondly, that students' role was passive, and therefore, they found the learning process boring and unsatisfying.



## The Communicative Approach

The Communicative Approach or Communicative Language Teaching (CLT) originated in the late 1960s in response to the changes in the British language teaching tradition. Until then, the Situational Language was the most widely used approach based on the practice of activities based in real situations.

The CLT had two main goals, firstly to teach communicative competence and secondly, to improve the four language skills involved in communication (listening, speaking, reading, and writing). The advocates of this approach view language as a tool for learners to interact and communicate. The main goal was to achieve authentic and meaningful communication through tasks based on real-life situations.

CLT drew some criticism because, according to a study conducted by Kumaravadivelu (1993) CLT can't fully achieve authentic communication in classroom interaction. Moreover, with the support of a whole series of studies Kumaravadivelu pointed out that CLT practises caused dissatisfaction to teachers of various teaching communities because of differences in culture. For instance, the teacher's role differs between western and eastern culture. Whereas, the former is more learner's centred, the latter is more teacher-centred. In addition, Nuan (2004) added that there was an imbalance in classroom interaction between activities centred on accuracy and fluency where the later wasn't as much promoted as the former.

### **3.2 Challenges of spoken production**

Speaking is a key element of language learning. However, it seems that in many cases, students falter, pause, and encounter some challenges when speaking. What is more, spoken production can be stressful for some or most EFL learners and tend to avoid it as much as possible.

One of the most common challenges that learners face when speaking is the feeling of anxiety and how it affects their willingness to speak in the target language. Anxiety can be manifested as nervousness, apprehension, tension, and worry. It can also present physical signs where learners break out in cold sweat or feel nausea. According to Arnold (1999), anxiety is the main factor that hinders the learning process.

Moreover, language learners can experience two types of anxiety: trait anxiety and language anxiety. Individuals who experience trait anxiety are prone to feel anxious in many situations.

Whereas language anxiety is less pervasive, and individuals only suffer it in specific situations where learners have to use the target language. This study will focus on the latter.

Learners do not always experience the same level of language anxiety when speaking, which is correlated to the specific task or activity at hand. That is to say, anxiety levels could be higher in an oral presentation than in a game in pairs. In the former activity learners feel on the spotlight with pressure not to make mistakes to avoid being laughed at by classmates whereas on the latter students' anxiety level could be lower as they don't feel so observed and evaluated.

Professor Ur (1996) identifies four factors that cause difficulty in a spoken production:

1- Inhibition. Learners are self-conscious, shy, and worry about making mistakes and fear facing criticism.

2- Lack of things to say. Learners have no motivation to speak or don't see the point in learning to speak in the target language.

3- Low or uneven participation. Because of the big ratio of students per class, some may speak little or not at all while others might dominate the discussion.

4- Mother-tongue use. In classrooms where a significant number of students share the same mother tongue tend to use it rather than the target language because of three main reasons: a) it is easier b) it can feel unnatural to speak to classmates in a foreign language, and c) they feel less exposed when carrying out the speaking activity.

Furthermore, Young (1991) identifies six sources of anxiety that can be linked to the learner's perceptions and beliefs:

1. Personal and interpersonal beliefs, e.g., self-esteem, shyness, and stage fright.
2. Learner's belief about language learning, e.g., learner's perception of additional language competence and their self-perceived competence.
3. Instructor's belief about language learning, e.g., the role of instructors and its relationship with the learner.
4. Instructor-learner interactions, e.g., the procedure of error correction with special attention on when and how often.
5. Classroom procedures to carry out on the spot or in front of the class, e.g., oral presentations and role-play activities.

6. Language testing, e.g., test formats and correlation between practice and testing.

Goh and Burns (2012) further explore this link between the type of activity and its effects on anxiety by providing some guidelines for teachers to use when planning speaking activities that can lower language anxiety on students:

1. To avoid activities where learners need to pay attention to different elements at the same time, such as preparation, formulation, and articulation.
2. To design activities that only focus on one cognitive demand. That way, learners have a chance to practice and improve their spoken production gradually and in a less stressful environment.
3. To vary the degree of challenge and difficulty of the speaking activities by providing support in all the stages involved in oral production.
4. To teach learners how to use strategies related to communication and discourse.
5. To give clear learning objectives for each activity and assess learners' performance in accordance.
6. To plan speaking activities where learners can focus first on how to convey the meaning and then, on the form structure and put them all together.

### **3.3 Strategies for the promotion of speaking skills**

Language learning strategies are useful tools to develop communicative competence. Their primary purpose is to help speakers to deliver their message using the resources at their disposal. According to Oxford, language learning strategies are actions that students take part in to improve their L2 skills. In 1970 emerged the first studies on language learning strategies in second language acquisition from scholars like Rubin (1975) and Naiman (1978) who were interested in identifying the characteristics of effective learning. The results demonstrated that good learners apply strategies to learn and practice the language.

Language learning strategies can be categorized in different ways. For instance, Cohen and Weaver (2005) classified them for learning and for use while Naiman by skills (grammar, vocabulary, listening comprehension, sound acquisition, listening to talk, to write and to read). (See Annexe III)

Oxford (1990) compiled an extensive list of strategies that can be used to develop spoken production:

1. Memory strategies:
  - a. Creating mental linkages: placing new words into a context.
  - b. Applying images and sounds: representing sounds in memory.
  - c. Reviewing well: structured reviewing.
2. Cognitive strategies:
  - a. Practicing: repeating formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically.
  - b. Receiving and sending messages: using resources for receiving, and sending messages.
  - c. Analysing and reasoning: reasoning deductively, translating, and transferring.
3. Compensation strategies:
  - a. Overcoming limitations in speaking and writing: switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using circumlocution or synonym.
4. Metacognitive strategies:
  - a. Centring your learning: overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening.
  - b. Arranging and planning your learning: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities.
  - c. Evaluating your learning: self-monitoring and self-evaluating.
5. Affective strategies:
  - a. Lowering your anxiety: using progressive relaxation, deep breathing, or mediation; using music; and using laughter.
  - b. Encouraging yourself: making positive statements; taking risks wisely; and rewarding yourself.
  - c. Taking your emotional temperature: listening to your body; using a checklist; writing a language learning diary; and discussing your feelings with someone else.

6. Social strategies:
  - a. Asking questions: asking for corrections.
  - b. Cooperating with others: collaborating with peers and cooperating with proficient users of the new language.
  - c. Empathizing with others: developing cultural understanding and becoming aware of others' thoughts and feelings.

However, Oxford (2005) stresses that it is not enough for teachers to teach students new strategies to improve their English skills. Besides, students must gain responsibility for their own learning, which, with time, will lead to better confidence, involvement, and proficiency. As Nyikos and Oxford (1993) say: "learning begins with the learner" (p.11).

Moreover, Oxford (1990) states that a considerable quantity of strategies doesn't equal a successful learning process. What's more, Porte (1988) and Vann and Abraham (1990) further explore this by saying that successful language learning is about choosing the appropriate strategies which is something that can be trained.

### **3.4 Motivation in relation to the English learning process with a focus on spoken production**

The concept of motivation has been frequently linked to education. When acquiring a foreign language, the success of learners is influenced by many factors, and motivation is one of the most important. According to Dörnyei (1998), motivation is one of the main factors in learning a second language. Moreover, Gardner (1985) describes motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (p.10).

Williams and Burden (1997) created a motivation cycle in language learning that consists of three stages: reason or need to do something, the decision to carry it out, and sustaining the effort to do it. For instance, a learner perceives the value of learning a language, then chooses to learn the language and, consequently, sustains effort when facing difficulties in the learning process.

Similarly, Muchinsky (2006) identifies three components that formed motivation: direction, intensity, and duration. Direction refers to the effort's orientation towards a specific goal. That is, the choice of activities someone puts effort into achieving a goal. Intensity entails the

different levels of effort an individual can engage in when carrying out a task. Duration concerns the continuity of the work over time.

Delving into the different types of motivation, Harmer (2007) identified two types: extrinsic and intrinsic motivation. Extrinsic motivation comes from outside factors, such as the need to pass an exam or peer-group influences. It is often associated with reward and punishment. By contrast, intrinsic motivation comes from within the individual. Most researchers agree that intrinsic motivation achieves better results than extrinsic motivation. The more motivated a student is, the more she or he will work to achieve better learning and, thus better marks (Ur, 1996). Therefore, it is of great importance for students to find the motivation within themselves.

Moreover, Harmer (2007) identifies four factors that can influence students' motivation inside the classroom (p.98):

- the goal, which is usually in the form of a forthcoming exam.
- the society and its views towards language learning affect the level of students' motivation.
- parents and students' peers who undoubtedly influence the student's views.
- student's natural curiosity towards the lesson.

In addition, Harmer (2007) also suggests five stages on which teachers can keep students' engagement, involvement, and motivation in the language learning process:

- Affect: refers to students' feelings. Teachers have a crucial role in students' motivation. Learners will probably be more motivated over a span of time if they feel that the teacher cares about them. Teachers can achieve this, for instance, by building a good teacher-student relationship, where they treat students with respect and make the corrections appropriately.
- Achievement: it is well known that success motivates while failure demotivates. Teachers need to plan activities with the right level of challenge, not too easy nor too difficult to complete so students can feel a real sense of achievement.
- Attitude: refers to students' opinions of teacher confidence and ability to teach effectively. For example, students are more likely to be engaged with the lesson if they have confidence in the teacher. On the contrary, if students lose confidence in their teacher, they lose motivation and may create discipline problems.

- Activities: teachers should plan activities that engage students to keep their motivation, but it is not an easy task because every learner has their preferences. Teachers need to observe how students respond to the tasks and choose to implement those that keep students engaged. Additionally, implement activities that promote communication in smaller groups that then leads to whole class interaction.
- Agency: is a key element that links motivation to action. Teachers should give some agency to their students to help retain their motivation in class. The more empowered students are, the more motivated they will remain. Moreover, Pavlenko and Lantolf (2000) viewed learners' role in the classroom as active agents that construct their own learning.

A study conducted by Dinçer and Yeşilyurt (2013) found a correlation between motivation and spoken production. A high achiever learner who is highly motivated in speaking English because of her or his future career will participate in class and take all the necessary steps to become a fluent speaker. Whereas, a low learner who only engages in speaking tasks when it is compulsory, for example, to pass a test won't spend time practicing and improving their speaking skills.

The research in accordance with other relevant studies (Assor, 2005; Jang, 2010; and Reeve, 2016) shows the importance of the teacher's role to motivate or, on the contrary, demotivate students. How the teacher manages the classroom and how it interacts with students can affect the learner's motivation.

Different students have different levels of motivation, and the teacher's role is to direct and increase it. In order to do that, teachers should plan activities that pique learners' interest; present the appropriate level of challenge to engage students without becoming too difficult or easy to achieve; and that provide a certain amount of decision or choice on the students part on what they have to do to complete it.

If students are involved in a task where they have a certain amount of decision rather than be a passive spectator that are always told what to do, they will be more motivated to carry out the task. Moreover, if teachers explain the objectives of the task as well as its importance in relation to the learning process, students' motivation might increase because they will have a better understanding of the task.

### **3.5 Importance of feedback**

Feedback is an essential aspect of second language learning process. It's an incredibly useful tool that teachers have at their disposal to help their students improve their competences, but it can be quite challenging.

According to Hattie (2009), feedback is one of the most powerful strategies to improve student achievement. Moreno (2004) states that feedback is crucial to improve knowledge and skill acquisition. By contrast, Kluger and DeNisi (1996) assert that feedback's effectiveness depends on how students take criticism.

It is of great importance for teachers to make sure that they give appropriate feedback to their students. They should pay attention to the way they give it and the language they use because it is a two-way street that can either have a good influence and help their students' learning process or, on the contrary, have a negative influence that can break their educative process. (Mackay, 2006). For that matter, teachers have an important role in students' self-esteem and should always give honest but mostly encouraging feedback to enhance their confidence, no matter their abilities and skills (Habratt,2018).

According to Hattie and Timperley, effective feedback can occur at four different levels. The first level focuses on the task, whether it is correct or incorrect. In this level, teachers provide students with guidelines to improve the task. The second level addresses the importance of understanding the task in order to complete it successfully. The third level addresses self-regulation skills that students need to put into practice in order to achieve the desired goal. For instance, skills like autonomy or confidence. Finally, the fourth level focuses on the learner's personal evaluation and affect rather than the activity itself. Usually, the teacher provides praise of the learner's effort and her or his engagement in the whole process.

In addition, Hattie and Timperley (2007) also identify three components that construct effective feedback:

1. Feed up (Where am I going?) information about the learning goal and criteria of the lesson to the students. When students know the target goals and purpose of the task, they are more likely to focus on the challenge.
2. Feedback (How am I going?) refers to any information that students receive about their current learning state that relates to the learning goal.



3. Feedforward (Where to next?) is based on a set of steps to improve students' work that helps to close the gap between students' current learning state and the desired one.

### **3.5.1 Importance of feedback in spoken production**

For many learners speaking a foreign language can be quite difficult and takes time to master. Similarly, for a majority of teachers, it is also the most challenging skill to assess. Brown (1997) outlines feedback with three adjectives: timely, relevant, and meaningful.

There is a debate when it comes to giving feedback in oral production, whether teachers should give immediate correction referred to as corrective feedback or wait until the activity has finished known as delayed feedback. Depending on the goal of the activity, it will be more appropriate for teachers to follow one or the other.

Scrivener (2011) further explores this by stating that instant correction is more appropriate in activities with a focus on accuracy. Whereas, in activities that work on fluency, teachers should reduce their contribution so as not to disrupt the conversation mid-flow. Scrivener also suggests teachers to note down the errors and provide feedback once the activity is completed. That way, teachers can plan an activity to check and discuss students' common errors, e.g., writing the errors down on the whiteboard and asking students if they can identify the mistakes. In spoken production tasks, the most used method to provide correction in foreign language classroom is corrective feedback. Chaudron (1988) defines it as a teacher's response that subtly seeks to inform the learner of their error.

Lyster and Ranta (1997) classify corrective feedback into six types: recast, clarification request, elicitation, repetition, explicit correction, and metalinguistic feedback. Depending on the complexity of the speaking activity, it should be use one or another type of corrective feedback. That is, a speaking activity such as a group discussion will require different criteria than an oral presentation (Richards, 2008).

In addition, Lee and Lyster (2016) conducted a research to study the importance of corrective feedback in enhancing speaking proficiency. The findings showed that in simple speaking tasks such as question/answer pair, the most used types of corrective feedback were: clarification quest, metalinguistic feedback, and recast. Whereas, in more complex speaking activities such as a role-play, the most used corrective feedback types were metalinguistic feedback,

confirmation check, and recast. The research's results highlight the important role that corrective feedback plays in the promotion of spoken production.

According to Lightbown & Spada (2006), the most frequent employed type of corrective feedback in group activities is recasting in which the teacher repeats the error in the correct form. Related to that, Trofimovich, Ammar, and Gatbonton (2007) give the following reasons for its popular practice: first, it is implicit and unobtrusive and, second, it is learner-centred. Which is to say that it is a subtle way to correct a student without explicitly pointing out the error that could make the student feel uncomfortable and also wants to facilitate the message that the student is trying to communicate.

## **4. Methodology**

The methodology of this research study focuses on a mixture of quantitative and qualitative data to address the question of the role that motivation plays in students' spoken production.

### **Participants and context**

The school selected to conduct this research is a public secondary school in Granollers where I did my practicum. The participants are the whole English department, which consists of six teachers and a group of 20 students, 13 boys and 7 girls.

### **Instruments**

For the configuration of this research, I plan to use three types of instruments that aim to answer key points related to spoken production from both the teachers and the students' point of view.

#### Survey

The first instrument consists of a survey with open-ended and closed-ended questions. The survey includes several questions to collect data on students' feelings and perceptions towards English and, in particular, their speaking skills. Eight open-ended questions cover topics such as favourite part of English, the importance of speaking English, favourite speaking activities to do in class, grouping preference, topics of interest, preparation for an oral presentation, speaking practices outside the classroom, and word-association regarding spoken production.

There is a total of eight closed-ended questions that cover topics such as the level of difficulty and participation of spoken production, feelings when performing different spoken production tasks, opinions on role-play, and favourite resources to learn English. (See Annexe I)

#### Teacher's interviews

The second instrument consists of face to face interviews with six English teachers with two main purposes. First, to contrast their views with the students' replies. Second, to gain insight into their practice methods, approaches, strategies, and materials and resources for the promotion of spoken production. (See Annexe II)

### Focus group

The third instrument is a focus group discussion between six English teachers. It aims to discuss as a group about important ideas that arise from such as knowledge, experiences, opinions, and news related to any aspect of spoken production. With a special focus on syllabus design, methods of assessment, choice of speaking activities, and curricula. In addition, it will be interesting to show the findings of students' surveys to analyse and to come up with a proposal specially to promote spoken production.

### **Procedure**

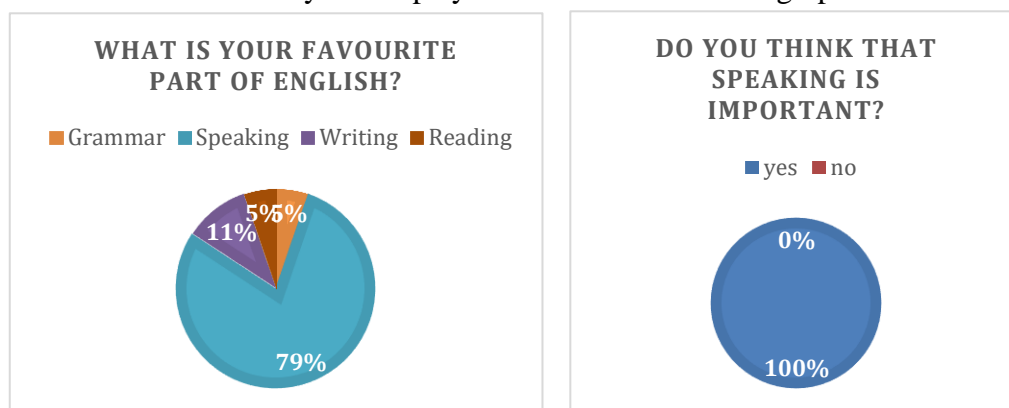
To achieve the required data, I will firstly conduct a survey to check the students' perception of spoken production. Secondly, I would proceed with the teachers' interviews to gain in-depth knowledge of their views and methods related to spoken production. Finally, I would hold a focus group discussion to highlight interesting ideas that arise that could be use as a foundation for a proposal of useful strategies and resources to implement in class.

Because of the outbreak of the Covid-19 pandemic and the Government response by imposing a lockdown that involved the closure of schools, I was not able to carry out the teacher's interviews nor the focus group due to the lack of response. However, I was able to implement the students' survey.

The survey to the students was conducted on March, 9<sup>th</sup>. Before giving the participants the survey on paper, I explained in detail the purpose and significance of the study. I was present during the task to answer any question that could arise. All of the students were able to complete the survey on time. The data was collected and analysed. In this paper, I mention the quantitative findings illustrated with appropriate diagrams. (See Annexe I).

## 5. Results and discussion

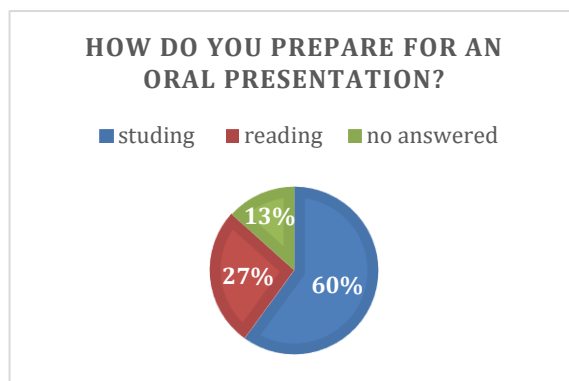
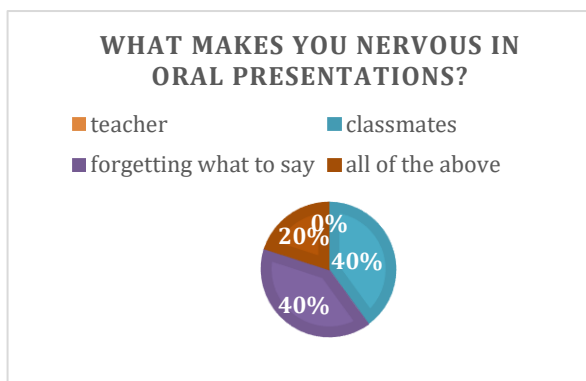
The results of the survey are displayed below in the form of graphics:



As can be appreciated, the majority of the participants prefer spoken production than other skills. The three reasons most cited by the participants were first, that they really like speaking in English, second, that by performing speaking activities they can avoid doing other activities that involve writing which are more time-consuming or difficult from their point of view. Lastly, because of its importance and usefulness in real life (i.e., to travel around the world or future career).

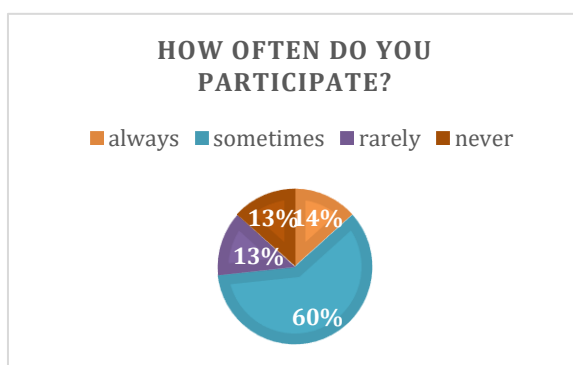
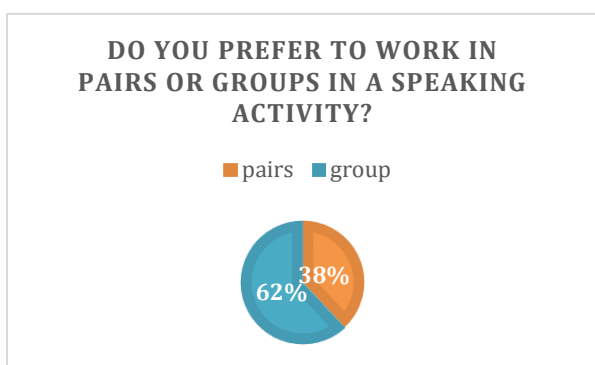
In the second graphic can be appreciated the importance of speaking. The most recounted reason for speaking English was because English is one of the most important languages. After all, the vast majority of countries speak it. The second reason was that speaking is the best way to learn the language. Moreover, one student further explains this by saying that when speaking, you can practice the vocabulary and grammar learned and work on the pronunciation. The third reason given by most of the students was because it is necessary for their future (i.e., to study or work abroad). In fact, this shows a correlation between intrinsic motivation and performance, as stated by Dinçer and Yeşilyurt (2013). Students acknowledge the importance of this skill and see a reason to master it. As Ur (1996) said, the more motivated a student is, the more he or she will work to achieve it.





As displayed in the graphics above, a significant part of the class finds it easy to speak in English. Followed by a smaller fraction that thinks it is difficult. However, over half of the participants responded that they feel nervous when carrying out a speaking activity. At first glance, it seems that the results contradict one another, but this difference might be due to outside factors, especially in activities like oral presentations. That is to say, it is not that they don't know how to do it, or because of lack of knowledge (grammar, vocabulary, etc.) but because of personal and interpersonal beliefs. For instance, like the ones mentioned by Young (1991), shyness and fear of being laugh at by their classmates which are common features of public speech.

The graphic reveals that 60% of the participants study what they are going to say in an oral presentation by reading and repeating the lines several times while fewer practiced in front of a mirror. This indicates that most of the students are aware of the challenges of speaking in public and make use of metacognitive strategies to succeed in the oral task. The most used strategy by students is rehearsing what to say. This correlates with Wilson's (2005) statement on how planning and rehearsing can help students achieve better performance. On the other hand, other students who don't know how to handle language anxiety confessed that they just read instead of producing real spoken production.



Based on the graphics above, a great number of students participate in speaking activities. However, only sometimes depending on the type of activity. Followed by those who rarely



## 6. Syllabus design

Based on my initial findings on the survey administered on March, 9<sup>th</sup> about student's perceptions towards spoken production that delve in aspects such as favourite speaking activities, how they feel when practicing them, what topics they are interested in and which ones they prefer to avoid, among others. And, taking into account all the research done on spoken production related to motivation, challenges, and strategies for its promotion and importance in feedback, I have built a three didactic units for the promotion of spoken production.

I know that this is not the ideal situation, I am aware that I cannot build an entire proposal and say that it is research-based with just data from one survey because I would need more input. Having said that, I believe that I can at least try and build a proposal based on the students' preferences. I can turn this block of data into a powerful tool to enhance the students' motivation. The goal of this proposal is to boost students' motivation and participation in spoken production through engaging activities of topics that pique their interest and curiosity.

The proposal includes a design of three didactic units of 12 sessions each for third of ESO for the second term of the academic year, from January to March of 2020, but could be adapted in any context to suit students' interests and needs. The syllabus is student-centred and is designed for 21 students with a B1 level in accordance with the Common European Framework of Reference for languages.

The topics of the first and second units are sports and cinema, which were the two most popular topics mentioned by the participant. The topic of the third unit is the USA and UK culture. It covers several topics that students mention interest in such as food, music, American and British culture, and celebrities. I believe that the topics covered in a course should be relevant and interesting for learners, so they are motivated to speak in their target language either because they have had some experience to share, express opinion or for other reasons.

This teaching proposal is student-centred that promotes cooperative learning so students can learn collectively from one another, and at the same time, develop social skills. Students will be divided into groups of 4 as heterogeneous as possible with advanced, average, and special needs students in each group. But some activities are designed to carry out individually and in pairs.



In some activities, I have made use of the Jigsaw cooperative learning technique because it promotes motivation as students become the teachers, and the ones responsible for presenting a piece of knowledge learned to their home base group members. Additionally, it is also a good way to practice speaking and create genuine communication. According to Mengduo and Xiaoling (2010) this technique reduces student's anxiety levels in classroom participation and boosts their self-esteem and self-confidence.

The activities have been planned with Harmer's (2007) five stages in mind to keep students' engagement and motivation in the learning process. And, taking into account, the appropriate level of challenge and agency so they can have certain amount of choice on how to complete the tasks.

I have made use of a variety of projects to boost students' motivation, develop their autonomy, promote collaboration, and boost creativity. Especially because projects create opportunities for students to practice speaking by sharing their group work with another group, or with the whole class. The fact that students have taken part in the project's process can help make the presentation part easier and be more willing to talk about it.

I have made use of opening activities like warm-up, brainstorming, discussing, and audio-visual aid to introduce each topic, provide context and create interest for students. For the acquisition of specific vocabulary and grammar content I have planned fill in the gaps, choose the correct answer, and classify the words.

To achieve basic competencies such as understand and select relevant information, look up a word in the dictionary, or produce oral and written texts, I would ask students research activities, writing tasks, presentations, role-plays, etc. In addition, I have added some activities that promote plurilingual and intercultural competence through collaborative work.

The assessment will be carried out by the teacher but also by the students with peer assessments with the help of rubrics.

<b>Area:</b> English	<b>Unit:</b> Sports	<b>Timing:</b> 12 sessions of 1 hour(# of sessions)	<b>Class:</b> 3rd of ESO)	<b>School Year:</b> 2019-2020 (2nd trimester)	<b>Teacher:</b> Miriam Reixach
<b>Dimensions and specific competences</b>			<b>Specific Learning Objectives</b>		
<p>A. Oral communicative dimension</p> <p>C1. To obtain information and interpret oral texts from everyday life, media, and academic sphere.</p> <p>C2. To plan and produce oral texts of different typologies adequate to the communicative situation.</p> <p>C3. To use oral interaction strategies to communicate.</p> <p>B. Reading comprehension dimension</p> <p>C4. To apply strategies of comprehension to obtain information and interpret the content of written texts of a clear structure from everyday life, media, and the academic sphere.</p> <p>C. Written expression dimension</p> <p>C8. To produce written texts of different typologies and formats applying textualization strategies.</p> <p>D. Plurilingual and attitudinal transversal dimension</p>			<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- To learn, acquire, and use sports vocabulary.</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>- To listen and comprehend spoken messages as instructions, explanations, guided oral interactions in audio visual format to extract specific information.</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>- To develop an understanding of cultural aspects.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- To understand and select relevant information about sport-related texts.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- To understand and use relative pronouns and defining relative clauses.</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>- To carry out a role-play of an interview.</li> <li>- To prepare and produce oral presentations.</li> <li>- To be able to express their thoughts and defend and argue a given position.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- To improve their writing skills incorporating new vocabulary and to be able to adapt in different writing formats.</li> </ul>		
<b>Key Contents</b>			<b>Diversity</b>		
<p>CC2. Oral comprehension strategies</p> <p>CC3. Oral production strategies</p> <p>CC4. Oral interaction strategies</p> <p>CC5. Out loud reading</p> <p>CC6. Phonetic and phonologic distinction</p> <p>CC7. Written comprehension: global, literal, interpretive and evaluative</p> <p>CC8. Written comprehension strategies</p> <p>CC9. Search and management of information and linguistics research</p> <p>CC10. Selection criteria and evaluation of information</p>			<p>In the case of dyslexic students give them plenty of time to complete reading, listening, and writing activities. Give them a printout containing key information on what will be covered in class, so they don't have to copy text from the blackboard or book. Avoid asking them to read aloud as they will likely misread or skip words that could cause embarrassment.</p> <p>In the case of students diagnosed with hyperactivity, seat them at the front row to reduce distraction. Pair them with students that can help them refocus if they get distracted. Give them more time to complete activities or tests, plan short</p>		

<p>CC11. Strategies on planning written expression  CC12. Adequacy, coherence, and cohesion  CC13. Strategies of revision, correction, repair, and presentation  CC14. Written interaction strategies  CC15. Creative production  CC16. Use of dictionaries  CC17. Oral, written and audio-visual literary texts  CC21. Phonetics and phonology  CC22. Lexicon and semantics  CC23. Morphology and syntax</p>	<p>assignments. Provide them with opportunities to move around, such as hand out or collect materials, erase the blackboard, etc.</p> <p>In the case of advanced learners, give them activities that challenge and extend their knowledge. Also, provide opportunities where the advanced learners can explain or revise concepts to the slow learners.</p> <p>In the case of slow learners, develop consolidation activities so they can assimilate key contents. Use total physical learning techniques to help improve understanding. If necessary, adapt the teaching and learning process to their learning pace.</p>			
Evaluation Criteria	Failing (NA)	Average (AS)	Very good (AN)	Excellent (AE)
1. To produce written texts using adequate grammatical structures	Is not able to produce coherent written production. Content is sloppy and difficult to understand. Often repeats the same words. Many grammar and spelling errors. Lacks detail.	Is able to formulate important ideas but with few supporting details. Content is somewhat hard to follow or understand. Lack of variety of vocabulary. Some grammar, and spelling errors.	Can express himself/herself in a written form with detail. Content is generally easy to follow. Good use of vocabulary with few grammar, and spelling errors.	Can write clear and detailed ideas in the appropriate style with rich vocabulary and no grammar, spelling errors.
2. To understand the main idea and most relevant details of oral texts and communicative intention of the speaker.	Is not able to understand and follow the content of the oral text.	Is able to understand some of the main ideas of the oral text.	Understands and can follow the main ideas of the oral text.	Can easily understand the main ideas with detail as well as the common expressions and vocabulary.
3. To acquire vocabulary related to sports.	Is not able to understand much or any vocabulary related to sports.	Is able to understand and use some vocabulary related to sports but with difficulty.	Understands and uses most of the vocabulary related to sports.	Can fully understand and successfully use all the vocabulary related to sports.
4. To apply different reading strategies to understand and select relevant information from a text related to sports.	Is not able to understand much or anything and therefore, can't select relevant information.	Is able to understand but fails to select the key information.	Understands and selects relevant information missing some key points	Can fully understand and select the relevant information.

5. To carry out a role-play of an interview to a sport star.	Is not able to carry out a role-play. Limited variety of non-verbal cues. Limited communication of character's feelings, situation and motives.	Is able to carry out a role-play but has some difficulties like coherence, vocabulary, and grammatical errors. Satisfactory variety of non-verbal cues. Adequate communication of character's feelings, situation and motives.	Can adequately carry out a role-play with some difficulties. Has some minor grammar errors. Good variety of non-verbal cues. Competent communication of character's feelings, situations, and motives.	Can successfully carry out a role-play with minimal errors. Uses vocabulary and expressions that are appropriate. Impressive variety of non-verbal cues. Convincing communication of character's feelings, situation, and motives.
6. To prepare and produce an oral presentation about a sports team	Is not able to prepare and produce an oral presentation. Uses few expressions and inadequate vocabulary. Can't use appropriate sentence structures. Speaks with hesitation.	Is able to prepare and present an oral presentation with simple vocabulary and expressions. Makes frequent errors. Pronunciation errors make it difficult to understand. Speak with much hesitation.	Can adequately prepare and produce an oral presentation. Uses varied vocabulary and expressions with few errors. Uses a clear and accurate pronunciation. Speaks with some hesitation.	Can successfully prepare and carry out an oral presentation. Uses appropriate expressions and a wide vocabulary. Uses a clear and accurate pronunciation. Speaks smoothly with little hesitation.

Session # 1	Activity	Resources / Material	Skills	Grouping	Time
	Warm-up: Ask the whole class what are their favourite sports? Write sports on the board and elicit the correct verb use (go + sport ending in -ing, play + ball games, do + other sports).	Whiteboard	I	WG	10'
	Ask students to tell each other if they do any sports: what, when, how often, etc. which one is their favourite? Ask to find out in pairs which sports both take part in and share with the whole class.	-	S	PW	10'
	Hand in a worksheet. Ask to look at the images of different sports and complete table number 1. (See Annexe V)	Worksheet	W	I	5'

	Write on the board the following headings: I like, I like watching, and I'm not interested. Ask students to put the sports in these three columns, according to personal preferences.	Whiteboard, worksheet,	W	I	5'
	When they have finished, ask in pairs to see how many entries they have in common for each column.	Worksheet	S	PW	5'
	Ask to read the list of words related to sports and to complete the table two. (See Annexe V)	Worksheet	R,W	I	10'
	Play Kahoot! to revise new vocabulary.	Computer, projector	I	WG	10'
	Distribute students in groups of four.	-	I	WG	5'
2	Unusual and minority sports				
	Show pictures of unusual sports. Ask if they know them and how it is played. Ask to talk in pairs about which unusual sport they would like to try and why.	Projector	I	WG/PW	10'
	Hand in a text about minority sports. Let students guess the Grammar point. Ask students to highlight all the relative pronouns. Encourage students in pairs to understand the meaning and usage of defining relative clauses. Explain defining relative clauses. Hand in a worksheet to complete a fill in the gap activity.	Worksheet	R, W	I/PW	35'
	Play the mentalist game to revise vocabulary. Agree on a category (animals, sports, irregular verbs, clothes, insects, what have you). Give 1-2 minutes to write down ten items for the given category. Make a list too. Once the time is up, read out your list, and students check whether they had written down the same items. For each repeated word, they get a point.	Piece of paper	I	WG	10'
	Homework: Ask students to do a writing about a minority sport in your country that includes relative clauses for homework.	-	W	I	5'
3	National sports				

	<p>Warm-up:</p> <ul style="list-style-type: none"> <li>- Does your country have a national sport? What is it?</li> <li>- What are other sports popular in your country?</li> <li>- Can you name the national sports of any other country?</li> </ul>	Whiteboard	I	WG	10'
	<p>Ask all groups to:</p> <ul style="list-style-type: none"> <li>- decide on a national sport: it can be their country's national sport or one from a different country.</li> <li>- get information about the sport.</li> <li>- write five facts about the sport.</li> </ul>	Computer	R, W	SG	25'
	Each group will select a spokesperson to read aloud the information to the class.	-	R	WG	25'
4	Sport stars				
	<p>Warm-up:</p> <p>Elicit famous sports stars from different sports.</p> <p>Ask in pairs, to talk about their favourite sports star and why?</p> <p>How do they follow them? Social media? Tv news?</p> <p>Who is the most successful sportsman in their country? Why?</p>	Whiteboard	I	WG/PW	10'
	Play a video interview with Serena Williams and ask students to complete a T/F exercise.	Video, projector, computer, worksheet	L, W	I	15'
	<p>Role-play interview:</p> <ul style="list-style-type: none"> <li>- Put together students in two groups: interviewers and interviewees.</li> <li>- Interviewers write as many questions as they can think of.</li> <li>- Interviewees try to predict what questions they will be asked</li> <li>- Interviews take place in groups; one pair does the role-play while the other assess it and give feedback and then the other way.</li> </ul>	-	S	SG	35'
5	Sports stars				
	Play the "twenty questions" game in groups. One person from each group thinks of a famous sports star. The team has to find out what famous person is by asking only yes/no questions. They get points if they guess the answer in 20 questions or fewer.	-	S	SG	20'
	Ask groups to:	Computer	R, W	SG	40'

	<ul style="list-style-type: none"> <li>- Choose a sports star and search for information.</li> <li>- Write five true sentences about the sports star's life and five false sentences.</li> <li>- Cut the sentences into strips.</li> <li>- Exchange strips with another group and group them into true and false statements.</li> </ul>				
6	<b>Team sports club</b>				
	Play an audio of three people talking about sports. <ul style="list-style-type: none"> <li>- Which sports do they talk about?</li> <li>- What they all have in common?</li> </ul>	Worksheet	L, S	I/WG	10'
	Ask groups to: <ul style="list-style-type: none"> <li>- Read a text about the United States women's national soccer team and highlight the defining relative clauses.</li> <li>- Create four comprehension questions that can only be answered by the text.</li> <li>- Pass the questions to another group.</li> <li>- Read and answer another group's questions.</li> </ul>	Worksheet	R, W	I, SG	20'
	Ask groups to: <ul style="list-style-type: none"> <li>- Chose a sports team in the USA or Britain to research.</li> <li>- Brainstorm ideas of crucial information.</li> <li>- Make a poster with key information with <i>Canva</i> or <i>Easselly</i></li> </ul>	Computer, whiteboard	W, R	SG	25'
	Present rubrics for oral presentation (See Annexe IV)	Rubrics	R	WG	5'
7	<b>Team sports club</b>				
	Hand out a rubric to each group to assess their peer groups. Encourage students to provide positive and constructive feedback to the other groups.	Rubric	R, L	WG	5'
	Have an oral presentation of 5 minutes with 5-minute feedback between each presentation.	Projector	S	SG	50'
	Prompt a debate about what they enjoyed the most. What topics do they found more interesting?	-	S	WG	5'
8	<b>Plurilingual activity</b>				
	Warm-up: <ul style="list-style-type: none"> <li>- What Spanish football team is the best? Why?</li> <li>- Best players?</li> <li>- Who is the coach?</li> </ul>	Whiteboard	I	WG	15'

	<ul style="list-style-type: none"> <li>- Which league do they compete in?</li> <li>- Do their fans have specific cheers/songs?</li> </ul>				
	<p>Plurilingual activity: Whose football team?</p> <p>Ask to:</p> <ul style="list-style-type: none"> <li>- Translate an excerpt as if the characters were talking about a football match or a match of the main sport in their community. What teams would they choose to substitute the Russian ones? Which players? Why? (See Annexe V)</li> <li>- Translate the references using different degrees of cultural transplantation.</li> <li>- Use decision grids (how) and written protocols (why) and justify their choices according to these two assignments:</li> </ul> <p>1: you are translating for a publisher who wishes to make known the Russian sociocultural context to the target readers.</p> <p>2. you are preparing a school play and wish to perform the text adapting it to your pupils' context.</p>	Worksheet	S	SG	35'
	<p>Game: memory card.</p> <p>Give each pair a set of word cards and a set of picture cards. The word cards on one side and the picture cards on the other. The first player turns over a picture card "do you play football?" and the next player turns over a word card "yes I do" if the word is the same as the picture or "No, I don't, I go cycling" if the word is different from the picture.</p>	Set of cards	S	PW	10'
9	What's in a colour?				
	<p>Show pictures of referees showing different colour cards</p> <p>Elicit class to explain their meaning. What sports use colour cards?</p> <p>Ask in pairs to write a list of all sports that use coloured cards.</p>	Projector	I	WG/PW	10'
	<p>Ask students to list five sports teams and describe the colours of the uniforms to their group mates. Encourage them to practice vocabulary related to clothing.</p>	Projector	S, W	I/SG	10'
	<p>Explain they will learn about the culture in colours.</p> <p>Assign a colour to each group and provide a chart with information to fill out about their specific colour. (See Annexe V)</p>	Worksheet	R, W	SG	20'
	<p>Each group will select a spokesperson to read the information to the class (max. 3 min).</p>	-	R	WG	15'
10	Olympics				



	Warm-up: Do you enjoy watching major sports events like the Olympics or the football World Cup? Why? Why not?	Whiteboard	I	WG	5'
	Brainstorm controversial topics to debate.	Whiteboard	I	WG	5'
	Give some options for the debate such as: <ul style="list-style-type: none"> <li>- Should human beings be allowed to use other animals as objects of sport and entertainment?</li> <li>- Do you think professional athletes earn too much?</li> <li>- Do you think referees and umpires are always fair? Why? Why not?</li> </ul> Divide the class into two teams A agree, and B disagree. Each team tries to come up with as many arguments as possible. Students rehearse arguments. Each team selects a proposer and seconder; opposer and seconder. First, the proposer speaks for two minutes, and then it is the opposer's turn. Then the seconds talk in their turn. Afterwards, anyone can make their point and finally, the proposer, and opposer make a short closing speech. Everyone votes and name the winner.	Whiteboard	S, W	WG	50'
11	School sports				
	Play a video compilation of Mr. Bean doing sporty activities. Arrange students in two rows and seat them back to back so that the video can be seen by one row (watchers) but not by the other (writers). Explain to the watchers that they are to describe the action taking place on the screen using the present continuous, they can also describe clothing, people, everything they see. The writers have to listen carefully to the watcher and write down as much information as they can. After three minutes, get them to swap chairs and play a different segment for the watchers' new row. Play again the videos.	Piece of paper, pen, projector, computer, and video file	L, S, W	PW	15'
	Assign each home group member to an expert group and ask to: <ul style="list-style-type: none"> <li>- Read about school sports in their assigned country.</li> <li>- Write down key information.</li> </ul>	Dossier,	R, W, S	SG	35'

	<p>Give time to read the text at least twice.</p> <p>Students go back to their home groups and explain what they have learned.</p> <p>Ask home groups to:</p> <ul style="list-style-type: none"> <li>- Take notes of the other countries' explanations.</li> <li>- Complete a questionnaire.</li> </ul>				
	<p>Play picture difference game.</p> <p>Divide students into pairs.</p> <p>Give one of the pictures to a student and the counter-picture to his/her partner.</p> <p>Warn everyone not to look at their partner's picture.</p> <p>Tell students to describe their pictures or ask questions about their partner's picture to find the differences between the two pictures.</p> <p>Let the learners look at each other's pictures and compare and discuss further.</p>	Picture cards	S	PW	10'
12	Sport and healthy diet				
	<p>Warm-up:</p> <p>What do you do to stay healthy?</p> <p>How often do you exercise?</p> <p>Do you agree that a "healthy body means a healthy mind"? Why? Why not?</p>	Whiteboard	I	WG	10'
	<p>Ask in pairs to:</p> <ul style="list-style-type: none"> <li>- Talk about why people do sport?</li> <li>- Make a list of the reasons in your notebook.</li> </ul>	-	S, W	PG	5'
	<p>Play an audio about a student's favourite sport and ask to choose the correct answer.</p> <p>Play the second part of the audio about a student's weekly training plan and tell them to complete the timetable.</p>	Computer, audio	L	I	15'
	Ask them to plan a training plan to improve their health and make new friends.	-	W	SG	30'

<b>Area:</b> English	<b>Unit:</b> Cinema	<b>Timing:</b> 12 sessions of 1 hour (# of sessions)	<b>Class:</b> 3rd of ESO)	<b>School Year:</b> 2019-2020 (2nd trimester)	<b>Teacher:</b> Miriam Reixach
Dimensions and specific competences			Specific Learning Objectives		
<p>E. Oral communicative dimension</p> <p>C1. To obtain information, and interpret oral texts from everyday life, media and academic sphere.</p>			<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- To learn, acquire and use film and television vocabulary.</li> </ul> <p>Listening:</p>		

<p>C2. To plan and produce oral texts of different typologies adequate to the communicative situation. C3. To use oral interaction strategies to communicate.</p> <p>F. Reading comprehension dimension C4. To apply strategies of comprehension to obtain information, and interpret the content of written texts of a clear structure from everyday life, media and the academic sphere.</p> <p>G. Written expression dimension C8. To produce written texts of different typologies and formats applying textualization strategies.</p> <p>H. Literary dimension C10. To recreate, recite, and dramatize literary adapted or authentic texts.</p> <p>I. Plurilingual and attitudinal transversal dimension</p>	<ul style="list-style-type: none"> <li>- To listen and comprehend spoken messages as instructions, explanations, guided oral interactions in audio-visual format to extract specific information.</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>- To develop an understanding of cultural aspects.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- To understand and select relevant information about cinema-related texts.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- To understand and use present perfect simple and past simple.</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>- To dub a trailer or short video.</li> <li>- To prepare and produce an oral presentation.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- To improve their writing skills incorporating new vocabulary and to be able to adapt in different writing formats.</li> </ul>
<p><b>Key Contents</b></p>	<p><b>Diversity</b></p>
<p>CC2. Oral comprehension strategies CC3. Oral production strategies CC4. Oral interaction strategies CC5. Out loud reading CC6. Phonetic and phonologic distinction CC7. Written comprehension: global, literal, interpretive and evaluative CC8. Written comprehension strategies CC9. Search and management of information and linguistics research CC10. Selection criteria and evaluation of information CC11. Strategies on planning a written expression CC12. Adequacy, coherence, and cohesion CC13. Strategies of revision, correction, repair, and presentation CC14. Written interaction strategies CC15. Creative production CC16. Use of dictionaries</p>	<p>In case of dyslexic students give them plenty of time to complete reading, listening, and writing activities. Give them a printout containing key information on what will be covered in class, so they don't have to copy text from the blackboard or book. Avoid asking them to read aloud as they will likely misread or skip words that could cause embarrassment.</p> <p>In case of students diagnosed with hyperactivity, seat them at the front row to reduce distraction. Pair them with students that can help them refocus if they get distracted. Give them more time to complete activities or tests, plan short assignments. Provide them with opportunities to move around, such as hand out or collect materials, erase the blackboard, etc.</p> <p>In case of advanced learners, give them activities that challenge and extend their knowledge. Also, provide opportunities where the advanced learners can explain or revise concepts to the slow learners.</p>

<p>CC17. Oral, written and audio-visual literary texts  CC21. Phonetics and phonology  CC22. Lexicon and semantics  CC23. Morphology and syntax</p>	<p>In case of slow learners, develop consolidation activities so they can assimilate key contents. Use total physical learning techniques to help improve understanding. If necessary, adapt the teaching and learning process to their learning pace.</p>			
Evaluation Criteria	Failing (NA)	Average (AS)	Very good (AN)	Excellent (AE)
<p>1. To produce written texts using adequate grammatical structures</p>	<p>Is not able to produce a coherent written production. Content is sloppy and difficult to understand. Often repeats the same words. Many grammar and spelling errors. Lacks detail.</p>	<p>Is able to formulate important ideas but with few supporting details. Content is somewhat hard to follow or understand. Lack of variety of vocabulary. Some grammar and spelling errors.</p>	<p>Can express himself/herself in a written form with detail. Content is generally easy to follow. Good use of vocabulary with few grammar and spelling errors.</p>	<p>Can write clear and detailed ideas in the appropriate style with rich vocabulary and no grammar, spelling errors.</p>
<p>2. To understand the main idea and most relevant details of oral texts and communicative intention of the speaker.</p>	<p>Is not able to understand and follow the content of the oral text.</p>	<p>Is able to understand some of the main ideas of the oral text.</p>	<p>Understands and can follow the main ideas of the oral text.</p>	<p>Can easily understand the main ideas with detail as well as the common expressions and vocabulary.</p>
<p>3. To acquire vocabulary related to film and television.</p>	<p>Is not able to understand much or any vocabulary related to film and television.</p>	<p>Is able to understand and use some vocabulary related to film and television but with difficulty.</p>	<p>Understands and uses most of the vocabulary related to film and television.</p>	<p>Can fully understand and successfully all the vocabulary related to film and television.</p>
<p>4. To apply different reading strategies to understand and select relevant information from a text related to films and television.</p>	<p>Is not able to understand much or anything and therefore, can't select relevant information.</p>	<p>Is able to understand but fails to select the key information.</p>	<p>Understands and selects relevant information missing some key points</p>	<p>Can fully understand and select the relevant information.</p>
<p>5. To understand and use present perfect simple and past simple.</p>	<p>Is not able to understand and use comparative and superlative forms.</p>	<p>Is able to understand comparative and superlative forms but makes some errors.</p>	<p>Understands and uses correctly comparative and superlative forms.</p>	<p>Can fully understand and successfully use comparative and superlative forms without errors.</p>

6. To dub a trailer or short video.	Is not able to dub a trailer or short video. Lack of creativity. Limited communication of character's feelings, situation, and motives.	Is able to dub a trailer or short video but has some difficulties like coherence, vocabulary, and grammatical errors. Satisfactory use of creativity. Adequate communication of character's feelings, situation and motives.	Can adequately dub a trailer or short video. Has some minor grammar errors. Good use of creativity. Competent communication of character's feelings, situations, and motives.	Can successfully dub a trailer or short video. Uses vocabulary and expressions that are appropriate. Impressive display of creativity. Convincing communication of character's feelings, situation, and motives.
7. To prepare and produce an oral presentation about a boardgame.	Is not able to prepare and produce an oral presentation. Uses few expressions and inadequate vocabulary. Can't use appropriate sentence structures. Speaks with hesitation.	Is able to prepare and present an oral presentation with simple vocabulary and expressions. Makes frequent errors. Pronunciation errors make it difficult to understand. Speak with much hesitation.	Can adequately prepare and produce an oral presentation. Uses varied vocabulary and expressions with few errors. Uses a clear and accurate pronunciation. Speaks with some hesitation.	Can successfully prepare and carry out an oral presentation. Uses appropriate expressions and a wide vocabulary. Uses a clear and accurate pronunciation. Speaks smoothly with little hesitation.

Session # 1	Activity	Resources / Material	Skills	Grouping	Time
	Show just a piece of a poster and ask students to guess what it is and what is the unit's theme. Show more of the poster till students guess it right.	Projector, computer	I	WG	5'
	Show different film posters to elicit film genres. Invite students to share their answers to the questions with the class.	Projector, computer	I	WG	10'
	Hand in a worksheet with vocabulary activities. Ask the students to match the types of films with phrases that are most likely to describe them. Ask students to take compound adjectives by matching words in A with words in B.	Worksheet	W	I	15'
	Ask students to draw an iPhone that takes up the whole page. (See Annexe VI) Ask them to write: on the top right their favourite tv series; at the top left their favourite movie; at the right bottom their favourite reality show; on the left bottom their favourite YouTuber; in the middle an English catch phrase, quote they like, or an extract of lyrics.	Blank sheet paper	W, S	I, WG	30'

	Tell the class to stand up and mingle paying attention to their classmate's information. Encourage them to talk. Order students to go back to their seats. Ask each student to say something about another classmate with whom they have something in common.				
2	<b>Grammar</b>				
	Play popular soundtrack songs from movies or read popular film quotes, so students guess the film and the genre.	Projector, computer, audio file	L, S	WG	15'
	Distribution of the students in groups of 4.	-	I	WG	5
	Give each group a copy of a text cut into strips. Ask to rearrange the strips into sequenced order. Check the order by asking different groups to read the text out loud. Discuss the content. Ask each group to look and highlight present perfect simple and past simple structures. Revise Grammar. Hand in worksheet and ask to do two grammar exercise: choose the correct answer and T/F activity.	Worksheet, paper strips	R, S, W	SG, I	30'
	Play Taboo. Divide the class into groups of two. Place students to face each other. Let students decide who will guess and who will talk. Distribute cards with a circled word and three words that cannot be used to describe that word. Explain that the talker has to try to make their partner guess the circled word without saying it or any of the other words.	Word cards	S	PW	10'
3	<b>Plurilingualism</b>				
	Picture dictation. Create groups of three. Explain that the first member will be in charge of describing the picture of a movie poster in English. The second member will have to translate the description in Catalan/Spanish. Finally, the third member will have to draw based on the description. Afterwards, they will compare the poster and the drawing and switch roles, so everyone has the chance to do all parts.	Pictures, blank sheet paper	S, L	SG	25'
	Have you seen the film? Activity In groups, ask to choose 4 of their favourite movies and to search the original title and its translation in Spanish or Catalan. Do they agree with the translation? If not, what would they suggest?	Projector, computer	R, S, W	SG	20'

	Show a sample of what they have to do. (See Annexe VI)				
	Explain that for the next session, they will have to translate a trailer or short scene. Show three examples of videos. Give time to each group to choose the film and type of dubbing/subtitling.	Projector, computer, video file	W, S	SG	15'
4	Project: trailers				
	Allow students time to work on their videos. Provide helpful apps or editing programs to edit the video.	Computer	S, W	SG	60'
5	Project: trailers				
	Hand out a rubric to each group to know what to assess in the video.	Rubrics	I	WG	5'
	Play the videos and encourage students to provide positive and constructive feedback to the other groups. Students self-assess their performance and assess their classmate's scenes.	Computer, video files	L, S	WG	50'
	Students vote for their favourite video and explain why. Collect the rubrics.	-	S	WG	5'
6	Film and fiction				
	Show posters of different movies based on books and ask students if they know what they all have in common. Ask students to think of other examples.	Computer, projector	I	WG	10'
	One upon a time activity: In groups ask them to choose a Disney movie based on a popular fairy-tale and give the following option: a) Update the setting b) Update the characters c) Update the plot d) Update the ending Show an example.	Computer, projector	W	SG	20'
	Divide the class into two groups of ten. Assign each group a different speaking game: experts and fishbowl. Ask a group of ten to make two rows of 5 persons facing each other. Ask one team to choose a subject and to write questions they want to ask the experts about. One member reads the first question, and each member of the group of experts only says one word at the time, so the sentence is only gradually built up. After five minutes, ask them to switch roles.	Blank paper, bowl	S	SG	25'

	Ask the other group to write on a piece of paper a word, phrases, questions, and sentences about a topic of their choosing, from this unit or previous units. Divide the group into two groups of five. While a pair or trio talks on a topic of their choosing, the other two members of the group observe and later provide feedback. At a pre-arranged signal, one of them has to reach into a fishbowl and take out one of the many pieces of paper into the conversation straight away. After five minutes, ask them to switch roles.				
	Homework: ask students to do a book turn into movie review following the guidelines provided and the text example.	-	I	WG	5'
7	Movie stars				
	Play the guessing game: what am I? Ask students to write the name of a famous actor/celebrity on a paper and to stick it to another classmate's forehead. Encourage students in pairs to use yes/no questions to guess the identity of the famous person.	Blank sheet paper	S	PW	15'
	Show six pictures and ask each group to invent a movie plot. Ask them to think of the film title, a summary plot that refers to all the pictures shown, and a short description of the main characters. Ask groups to pass their story to another group and read another group story.	Projector, computer	W, S	SG	20'
	Prepare a text about a famous actor that targets the grammar, make five copies one for each group and place them on the wall around the class or outside the hall. Assign two writers and two runners in each group. Assign each group a text. Explain that each runner has to run, read, and memorize as much text as possible. Then, he or she returns to their group and reports what was read. Explain that the writers have to write until the text is complete. Remind the runners to reproduce the text exactly, including correct spelling and punctuation. Explain that the winner pair is the team that finishes first. Ask groups to check their work.	Worksheet	R, S, W	SG	20'
	Set as homework a description of an actor or character from a movie or tv show students' think is a good role model and explain why.	-			5'
8	Reality TV				
	Show pictures of different tv programmes. Ask students to provide more types and examples.	Projector, computer	I	WG	10'
	In pairs, give students time to talk about the most popular TV programmes of their country. Ask students to complete a chart of different types of shows.	Worksheet	S, W	PW	10'



	Hand in a worksheet about a tv guide chart from the UK. (See Annexe VI) What channels do they recognise? What programs can they see? Which ones they know, and which ones don't? Play audio and ask students to choose the correct answer	Worksheet, audio file, computer	I	WG	15'
	Divide the groups of four in two pairs and ask to design a channel and its logo. Write on the whiteboard possible ideas such as food network, Christmas channel, animal channel, or gossip channel.	Whiteboard	W	PW	15'
	Each pair presents their imaginary tv channel to the other half of the group.	-	S	SG	10'
9	<b>Tv series</b>				
	Play a competition game. Play different tv series intros for groups to guess the title of the tv series as well as the genre.	Computer, projector	I	WG	15'
	Ask students in pairs to talk about what they watch yesterday on TV.	-	S	PW	5'
	Explain to students that they will do a survey to know which is the most liked tv series of the class. Brainstorm possible questions to use in the survey. Ask each group to survey another, so everyone asks and answers the same questions once. Give time for each group to organize the results and select a spokesperson. Ask each spokesperson to provide the results.	Whiteboard	S, W	SG/WG	35'
	Ask why the most-watched tv show is the winner? Elicit students to give reasons.	-	S	WG	5'
10	<b>Project: Plurilingualism + Board game</b>				
	Play a short scene of a movie without audio. Ask what students think is about? Play it several times without subtitles and ask students to write down the dialogue. Replay it often enough for them to do this. Replay the last two times with subtitles so they can complete the dialogue. Ask them to translate the dialogue in their own language. Play another short scene with audio, and students guess and write what will happen next. Ask them to share it with <i>padlet</i> .	Computer, projector, video file	W, L	SG	35'
	Ask students to create a boardgame with questions related to TV and film in groups of four. Show samples to gather an idea.	Computer, projector	I	WG	5'
	Allow students time to work on their board games.	-	I	SG	20'
11	<b>Project: Board game</b>				
	Allow students time to work on their board game and prepare an oral presentation. Provide any material needed.	-	I	SG	55'
	Present rubrics for oral presentation. (See Annexe IV)	Rubrics	I	WG	5'

12	Project: Board game				
	Hand out a rubric to each group to self- assess their performance as well as to assess their peer groups. Encourage students to provide positive and constructive feedback to the other groups.	Rubrics	I	WG	5'
	Ask students to present their boardgames within 5 minutes with 5-minute feedback between each presentation.	Computer, projector	S	SG	55'
13	Project: Board game (Optional)				
	Assign a number from one to four to each group. Make groups of ones, twos, threes, and fours.	-	I	WG	5'
	Give each group a boardgame. Ask the person of each group that has created the game to refresh the rules of the boardgame. Let students play for 10 minutes, and then each group passes the boardgame until everyone has had the chance to play all of them.	-	I	SG	55'

<b>Area:</b> English	<b>Unit:</b> USA and UK pop culture	<b>Timing:</b> 12 sessions of 1 hour(# of sessions)	<b>Class:</b> 3rd of ESO)	<b>School Year:</b> 2019-2020 (2nd trimester)	<b>Teacher:</b> Miriam Reixach
<b>Dimensions and specific competences</b>			<b>Specific Learning Objectives</b>		
<p>J. Oral communicative dimension</p> <p>C1. To obtain information and interpret oral texts from everyday life, media and academic sphere.</p> <p>C2. To plan and produce oral texts of different typologies adequate to the communicative situation.</p> <p>C3. To use oral interaction strategies to communicate.</p> <p>K. Reading comprehension dimension</p> <p>C4. To apply strategies of comprehension to obtain information and interpret the content of written texts of a clear structure from everyday life, media and the academic sphere.</p> <p>L. Written expression dimension</p> <p>C8. To produce written texts of different typologies and formats applying textualization strategies.</p> <p>M. Plurilingual and attitudinal transversal dimension</p>			<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- To learn, acquire and use food vocabulary.</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>- To listen and comprehend spoken messages as instructions, explanations, guided oral interactions in audio visual format to extract specific information.</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>- To have a coherent understanding of some themes of American and British culture.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- To understand and select relevant information about American and British related topics.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- To understand and use conditionals.</li> </ul> <p>Speaking:</p>		

	<ul style="list-style-type: none"> <li>- To be able to express their thoughts and defend and argue a given position.</li> <li>- To prepare and produce an oral presentation.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- To improve their writing skills incorporating new vocabulary and to be able to adapt in different writing formats.</li> </ul>			
<b>Key Contents</b>	<b>Diversity</b>			
CC2. Oral comprehension strategies CC3. Oral production strategies CC4. Oral interaction strategies CC5. Out loud reading CC7. Written comprehension: global, literal, interpretive and evaluative CC8. Written comprehension strategies CC9. Search and management of information and linguistics research CC10. Selection criteria and evaluation of information CC11. Strategies on planning written expression CC12. Adequacy, coherence and cohesion CC13. Strategies of revision, correction, repair and presentation CC14. Written interaction strategies CC15. Creative production CC16. Use of dictionaries CC17. Oral, written and audio-visual literary texts CC21. Phonetics and phonology CC22. Lexicon and semantics CC23. Morphology and syntax	<p>In case of dyslexic students give them plenty of time to complete reading, listening and writing activities. Give them a printout containing key information of what will be covered in class so they don't have to copy text from the blackboard or book. Avoid asking them to read aloud as they will likely misread or skip words that could cause embarrassment.</p> <p>In case of students diagnosed with hyperactivity seat them at the front row to reduce the chance of distraction. Pair them with students that can help them refocus if they get distracted. Give them more time to complete activities or tests, plan short assignments. Provide them with opportunities to move around such as hand out or collect materials, erase the blackboard, etc.</p> <p>In case of advanced learners give them activities that challenge and extend their knowledge. Also, provide opportunities where the advanced learners can explain or revise concepts to the slow learners.</p> <p>In case of slow learners develop consolidation activities so they can assimilate key contents. Use total physical learning techniques to help improve understanding. If necessary, adapt the teaching and learning process to their learning pace.</p>			
<b>Evaluation Criteria</b>	<b>Failing (NA)</b>	<b>Average (AS)</b>	<b>Very good (AN)</b>	<b>Excellent (AE)</b>
1. To produce written texts using adequate grammatical structures	Is not able to produce a coherent written production. Content is sloppy and difficult to understand. Often repeats	Is able to formulate important ideas but with few supporting details. Content is somewhat hard to follow or understand.	Can express himself/herself in a written form with detail. Content is generally easy to follow. Good use of	Can write clear and detailed ideas in the appropriate style with rich vocabulary and no grammar, spelling errors.

	same words. Many grammar and spelling errors. Lacks detail.	Lack of variety vocabulary. Some grammar and spelling errors.	vocabulary with few grammar and spelling errors.	
2. To understand the main idea and most relevant details of oral texts and communicative intention of the speaker.	Is not able to understand and follow the content of the oral text.	Is able to understand some of the main ideas of the oral text.	Understands and can follow the main ideas of the oral text.	Can easily understand the main ideas with detail as well as the common expressions and vocabulary.
3. To have a coherent understanding of some themes of American and British culture.	Is not able to understand much or any themes of American and British culture.	Is able to explain some themes of American and British culture but with difficulty.	Understands and can explain most of the themes of American and British culture.	Can fully understand and successfully explain all themes of American and British culture.
4. To apply different reading strategies to understand and select relevant information from a text related to food.	Is not able to understand much or anything and therefore can't select relevant information.	Is able to understand but fails to select the key information.	Understands and selects relevant information missing some key points	Can fully understand and select the relevant information.
5. To acquire vocabulary related to food.	Is not able to understand much or any vocabulary related to food.	Is able to understand and use some vocabulary related to food but with difficulty.	Understands and uses most of the vocabulary related to food.	Can fully understand and successfully use all the vocabulary related to food.
6. To prepare and produce an oral presentation about a deconstructed decade	Is not able to prepare and produce an oral presentation. Uses few expressions and inadequate vocabulary. Can't use appropriate sentence structures. Speaks with hesitation.	Is able to prepare and present an oral presentation with simple vocabulary and expressions. Makes frequent errors. Pronunciation errors makes it difficult to understand. Speak with much hesitation.	Can adequately prepare and produce an oral presentation. Uses varied vocabulary and expressions with few errors. Uses a clear and accurate pronunciation. Speaks with some hesitation.	Can successfully prepare and carry out an oral presentation. Uses appropriate expressions and a wide vocabulary. Uses a clear and accurate pronunciation. Speaks smoothly with little hesitation.

Session # 1	Culture shock	Resources / Material	Skills	Grouping	Time
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	Introduce the topic of America and British culture with pictures of popular festivals, food, currency, monuments, etc.	Projector, computer	I	WG	5'
	Write on the board the words biscuit and cookie and ask if they know the difference. Hand out a worksheet and ask students to match English words with their American equivalent.	Whiteboard, worksheet	I, W	WG/I	10'
	Ask students to do a circle the odd one out exercise.	Worksheet	W	I	5'
	Make groups of four students. Let each group choose between a British recipe and an American short story and ask to find the equivalent words in bold in the other language. Ask to translate the text in Spanish/Catalan.	Worksheet	W	SG	20'
	Play Find someone who. Give time to write ten sentences related to American and British culture and ask them to walk around the class to find at least one person for each sentence. (See Annexe VII)	Blank paper	S	WG	20'
2	<b>Food and Celebration</b>				
	Ask students to give examples of traditional celebrations and festivals. Focus on one (e.g., Halloween) of the festivals and invite students to say what they know about its origins and traditions. Ask students to say which festival might seem most unusual to a foreign visitor to their country.	Whiteboard	I	WG	10'
	Hand out a reading text about Cooper's Hill Cheese Rolling races in Gloucestershire, England, and tell students to answer a T/F activity.	Worksheet	R	I	10'
	Hand out a worksheet with a list of celebrations and a calendar and ask to fill each festival in the correct month. (See Annexe VII) Ask to fill in a chart to categorize each festivity as both American and British, only American, or only British. In pairs, ask to talk about which festivity is the more interesting and to talk about those that are celebrated in their country.	Worksheet	R, W, S	I/PW	20'
	Ask students to search for one American and one British festivity. Ask them to write a short paragraph describing the festivals and to share them with <i>padlet</i> .	Computer	R, W	SG	20'
3	<b>Food and Celebration</b>				
	Explain that in groups they are going to invent a new and unusual festival in their country and present it to the class. Write on the whiteboard key information that students have to include. Encourage them to be inventive and have fun with their ideas.	Whiteboard, computer	I	WG	5'
	Allow time to develop the festival and to design an advertisement poster to include important information.	Computer, colored	S, R, W	SG	40'

		cardboard, colour pens			
	Pin up their posters around the walls and ask each group to visit each other's posters.	-	S	WG	10'
	Take a class vote on the best festival.	-	S	WG	5'
4	<b>Food and Celebration</b>				
	In pairs ask what food dish is famous in their country and if they enjoy it? Why? /Why not?	Whiteboard	S	PW	5'
	Show different food dishes for students to guess the country based on the ingredients.	Computer, projector	I	WG	10'
	Assign two pictures to each group to guess the country (American or British) and the ingredients and write them down on the back. Online dictionaries can be used if needed ( <i>WordReference</i> , <i>Reverso</i> , etc.)	Set of picture cards	S, R, W	SG	10'
	Ask each group to choose an American or British celebration, search information, and describe the food: e.g., Christmas.	Computer	S, R, W	SG	25'
	<b>Stop! Game</b> Ask students in groups to take a blank paper and write on the top the following categories: name, place, animal, and food. Say a letter of the alphabet or a phoneme to practice pronunciation and tell students to find words that start with that letter or phoneme and fill out the category chart. Explain that the first group to finish filling all the categories has to shout STOP! Ask groups to compare their words.	Blank paper	S, W	SG	10'
5	<b>Celebrities and food</b>				
	Show different celebrities and ask students to recognize their nationality (American or British).	Computer, projector	I	WG	5'
	Give rubrics for oral presentation. (See Annexe IV)	Worksheet, rubrics	I	WG	5'
	<b>Who's coming to dinner activity</b> Divide the groups of four into pairs. Hand out a worksheet to each pair. Hand in worksheet and explain they are going to plan a special dinner party. They can invite eight American or British famous guests that can be from the past or the present. Tell students to work with their partner to decide who to invite and then complete their guest list. Encourage them to use expressions to give opinion and agree or disagree. Tell students to describe the food in detail and mention American and British typical dishes.	Whiteboard, worksheet	S, W	PW	35'

	Tell them to decide on the seating plan, including themselves and why.				
	Each pair presents their dinner party to the other half of their group.	-	S	SG	15'
6	Music				
	Show different singers and bands and ask students to recognize their nationality (American or British).	Computer, projector	I	WG	10'
	Song puzzle activity Hand out paper strips of lyrics of a song in English to each pair. Ask students to try to put the song together. Play the audio as many times as necessary.	Lyrics strips, audio file	L, R	PW	15'
	Ask students to choose an American or British band or singer and to listen to their popular songs. Ask students to choose a song and read the lyrics (using azlyrics web page).	Computer	L, R, W	PW	20'
	Ask to select ten words from the song and write a short story.	-	W	PW	
	Instruct students to play <i>Lyricstraining</i> in pairs.	Computer	L, W	PW	15'
7	Mythical creatures				
	Ask if they know about Dracula's legend. Ask if they know the city linked to the monster. Ask students to think of other creatures and locations.	Whiteboard	I	WG	10'
	Assign each home group member to an expert group and ask to: <ul style="list-style-type: none"> <li>- Read about mythical creatures from America and the United Kingdom (bigfoot, chupacabra, loch ness monster, selkies, and leprechaun).</li> <li>- Write down key information.</li> </ul> Give time to read the text at least twice. Students go back to their home groups and explain what they have learned. Ask home groups to: <ul style="list-style-type: none"> <li>- Take notes of the other countries' explanations.</li> <li>- Complete a questionnaire</li> </ul>	Worksheet	R, W, S	SG	35'
	Play optimists and pessimists game. Divide the class into two teams. Assign one team as an optimist and the other a pessimist. Ask a student from team optimist to give a statement, and one student from the other team (pessimist) gives the other point of view. Tell the pessimist to take a card and continue with a new topic statement for the optimist team to react.	Topic cards	S	WG	15'
8	Celebrities				

	Play <i>Kahoot!</i> related to American and British differences.	Computer, projector	I	WG	15'
	Hot air balloon speaking activity. Divide the class into two groups of ten. Give out role cards to each student or ask students to take on the role of a real-life person of their choosing, either living or historical: five American and five British. Encourage the conditional structure. Explain that someone has to jump off the hot air balloon in order for the others to survive. Allow them time to think of arguments about who they are and why they should stay in the hot air balloon. Encourage them to be imaginative and to give lots of reasons. Ask everyone to vote who should be the first to jump on a piece of paper after a first round. Keep repeating till eventually, there is only a sole survivor.	Role cards, piece of paper	S	SG	45'
9	Popular monuments				
	Show different popular monuments from around the world.	Computer, projector	I	WG	5'
	Ask students to say different American and British monuments.	Whiteboard	I	WG	5'
	Ask to read The London eye text and to punctuate and add capitals to the text.	Worksheet	R	IW	10'
	Play a short video with different popular monuments and places from England. Ask them to take notes. Hand out a worksheet and ask to complete the chart with information about the video in pairs. Ask students to point out in a map all the different cities from the video.	Computer, projector, video file, worksheet	L, W	IW/PW	10'
	Ask students to choose a monument and to write a brief description with five facts about the information they have found. Write on the whiteboard important questions for students to answer about their chosen monument. Ask each group to pass their description and read another's group text.	Computer, whiteboard	R, W	SG	15'
	Liar! Game. Divide the class into two groups of ten students. Give a folder to four students of each group and invite them to look at what is inside without revealing its content. Have the four students take turns giving a truthful description of their picture, except for one student with a blank paper who will have to invent a convincing description of an imaginary picture. Encourage the rest of the students to ask questions with the aim of exposing the liar.	Folder with pictures	S	SG	15'



	Let the class vote on who they think is the liar and have the four students reveal their folders' contents.				
10	<b>Popular monuments</b>				
	Play wall game. Split the class into two teams. Take two empty chairs and put them at the front of the class, facing the students. Get one member of each team to come up and sit in that chair so they face their team-mates and have their backs to the whiteboard. Write on the whiteboard a word from the vocabulary list. Ask students to describe that word to their team-mate. The first of the two students with their back on the whiteboard to say the word wins a point for their team.	Bingo grids	S, W	WG	10'
	Play a short video with different popular monuments and places from England. Ask them to take notes.	Computer, projector, video file	L, W	IW	15'
	Ask students to take out the map from the last session and ask to point out all the cities mentioned in the video.	Worksheet	I	PW	10'
	Explain that they will have to create a poster or pamphlet with places and monuments to visit from the chosen city.	Whiteboard	I	WG	5'
	Ask them to choose an American or British city from the map and to find relevant information for the project.	Whiteboard, computer	R, W	SG	20'
11	<b>Popular monuments</b>				
	Show them the rubric to assess the oral presentation. Introduce students to different options they have to present their city guide. The different options would be posters, interactive images, infographics, videos, etc.	Whiteboard, rubrics	I	WG	10'
	Allow students time to read and select relevant information for their project and to prepare a presentation.	Computer	R, W, S	SG	50'
12	<b>Popular monuments</b>				
	Hand out a rubric to each group to self- assess their performance as well as to assess their peer groups. Encourage students to provide positive and constructive feedback to the other groups.	Rubrics	I	WG	5'
	Have an oral presentation of 5 minutes with 5-minute feedback between each presentation.	Computer, projector	S	WG	50'
	Prompt a debate about what they enjoyed the most and not about the project. What topics did they find more interesting?	-	S	WG	5'

## 6.1 Speaking activities proposal

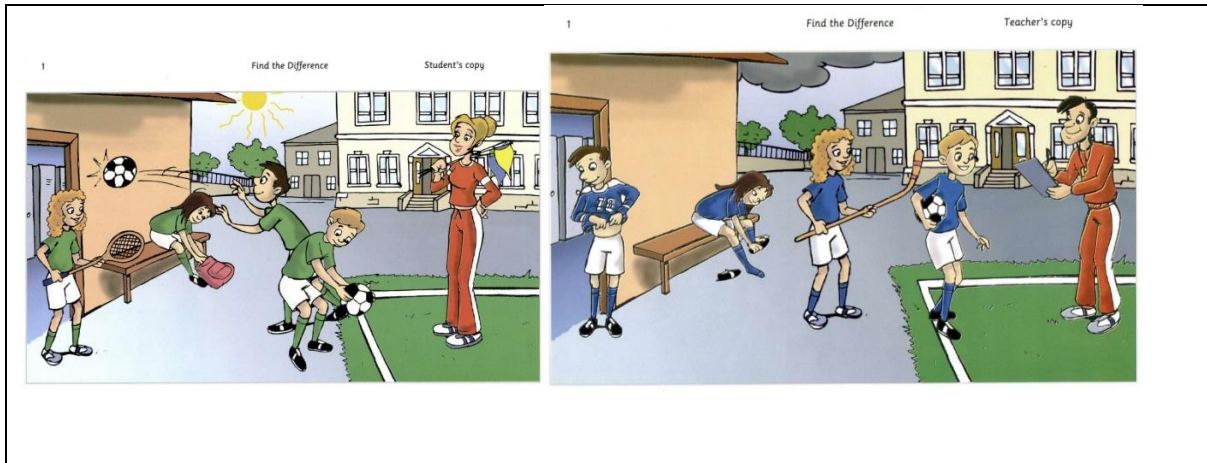
I have selected six engaging activities from my proposal for students of third of ESO that I believe can boost students' motivation to participate and improve their speaking skills. The main goal of these communicative activities is to get students to speak and listen to one another as much as possible. In addition, these activities also intend to lower student's language anxiety by creating a safe space for learners to practice the language they are learning and interact in a meaningful way.

I chose these activities not only because they can be implemented in any unit, but also be adapted to any context to suit students' interests and needs. Another aspect that factors into my decision was the grouping of the activities. Most of the selected activities are carried out in pairs or small groups because it helps students to feel less pressured and more comfortable to practice the target language. Small group activities help to maintain fairly equal participation because usually in whole class activities, there is a small minority that tends to dominate the conversation and the shy, and introvert students don't get a chance to participate.

<b>Activity</b>
Role-play
<b>Duration</b>
35 minutes
<b>Organization</b>
Two teams
<b>Specific objectives</b>
To encourage oral fluency To work on language anxiety To practice specific pieces of language grammatical points and lexical groups in a useful and interesting way
<b>Materials</b>
Blank sheet paper
<b>Description</b>
In this activity, students will act out an interview between a reporter and a sports star. First, the teacher makes sure the students understand the idea of "role-play" and that the situation is clear. Second, the students are divided into two groups: interviewers (reporters)

or interviewees (sports stars). Third, the learners take a little preparation time. Students with the role of interviewer try to think and prepare as many questions as they can think of. Students with the role of interviewees try to predict what questions they will be asked. Then, students meet up with other students of their group of four. One pair acts out the interview while the other assess it and gives feedback. Then the pairs switch places and do it again. The teacher encourages each group to improvise rather than rely on prepared speeches and notes.

<b>Activity</b>
Picture difference
<b>Duration</b>
10 minutes
<b>Organization</b>
Pair groups
<b>Specific objectives</b>
To encourage real-life communication To practice vocabulary related to clothes and sports. To get students to speak and exchange information To use language to communicate
<b>Materials</b>
A set of picture cards
<b>Description</b>
In this information gap activity, one student is given picture A, and the other one picture B. Each pair has a different picture (either A or B). Without looking at the other picture, they have to find the differences by asking questions or describing the pictures. Afterwards, learners look at each other's pictures, compare them, and discuss it further.



### Activity

Picture dictation

### Duration

25 minutes

### Organization

Group of three

### Specific objectives

To achieve real and meaningful communication

To practice vocabulary related to film

### Materials

Picture cards

### Description

In this activity, student A describes the picture of a movie poster in English to student B who runs to the other side of the class to translate it in Spanish or Catalan to student C, who will draw based on student's B instructions. Afterwards, they will compare the poster and the drawing and switch roles, so everyone has the chance to do all parts.



<b>Activity</b>
Fishbowl
<b>Duration</b>
25 minutes
<b>Organization</b>
Groups of five
<b>Specific objectives</b>
To provoke meaningful communication To improve oral fluency
<b>Materials</b>
Piece of paper, pen, bowl
<b>Description</b>
In this activity, everyone writes on a piece of paper a word, phrases, questions, and sentences about a topic of their choosing, from this unit or previous units and put them inside a bowl. Two students face each other while the other three gathers around them. The pair start speaking about their chosen topic while the other three members of the group observe. At a prearranged signal, one of the participants has to reach into the fishbowl and take out one of the many papers and incorporate them into the conversation straight away making sense within the context. After five minutes, the other partners will do the same. As they don't know where the conversation will take them, their spontaneous interaction can be quite amusing.

<b>Activity</b>
Who's coming to dinner?
<b>Duration</b>
50 minutes
<b>Organization</b>
Pair work
<b>Specific objectives</b>
To exchange ideas and opinions To work on students' confidence
<b>Materials</b>
worksheet

## Description

In this activity, students plan a special dinner party. They can invite eight guests. The guests must be famous American and British celebrities from the past or the present. Students work with their partner to decide who to invite and complete their guest list. They are encouraged to use the language of expressing opinions and agreeing and disagreeing. They also have to plan their dinner menu together, describing the food in detail. They have to decide on the seating plan, including themselves. They must arrange the guests in a way that will keep everyone happy and lead to an interesting conversation. Finally, they present their dinner party to another pair or whole class, giving a reason for their choices and explaining why their dinner party will be a big success.

<i>Guest list</i>		<i>Menu</i>	
1 .....	5 .....	<i>Starter:</i> .....	.....
2 .....	6 .....	<i>Main course:</i> .....	.....
3 .....	7 .....	.....	.....
4 .....	8 .....	<i>Dessert:</i> .....	.....

	Name:	Name:	Name:	Name:	
Name:	Table				Name:
	Name:	Name:	Name:	Name:	

<b>Activity</b>
Optimists and pessimists
<b>Duration</b>
15 minutes
<b>Organization</b>
Two teams
<b>Specific objectives</b>
To promote fluency and confidence by expressing different points of view Be creative To create meaningful communication
<b>Materials</b>
Topic cards
<b>Description</b>
<p>One student from team 1 (optimists) starts by giving a positive statement, e.g., “Playing sports is good for your health.” Then one student from team 2 (pessimists) responds with a negative statement, e.g., “But sports like boxing are dangerous.” Another student from team 2 makes a pessimistic statement about another topic, and a student from team 1 responds with an optimistic statement.</p> <p>After a few minutes of changing statements, the students are asked if they found it difficult to adopt one point of view throughout. Students are encouraged to explain which statement went against their personal viewpoint.</p>

## 7. Conclusion

The main purpose of this study is to research the role that motivation plays in spoken production in foreign language learning. For many learners, the acquisition of this skill is the most important to master because it enables them to communicate efficiently in English. However, it is also the most challenging skill for many of them. For this reason, there is a need to explore students' and teachers' perception towards oral productions to get a clear picture of how motivation contributes to the promotion and consequently, improvement of spoken production. Going back to the objectives of my study, I can say that nowadays, the teaching of oral skills has shifted from focusing on perfect pronunciation through drills to other approaches that centre on developing fluency through speaking activities. Usually, that is carried out in pairs or small groups to promote meaningful communication. In regards to the challenges that students encounter when performing spoken production, it can be affirmed that language anxiety, as stated by Arnold (1999), is the main challenge for students. Similarly, it could be said that there is a correlation with four factors identified by Ur (1996), which are related to the student's inhibition, lack of motivation towards the target language, participation, and mother tongue use.

In order to overcome language anxiety, teachers promote the use of a variety of strategies to improve students' oral skills. Based on my findings, the most used strategy to prepare for an oral presentation is rehearsing, which also correlates with Wilson's (2005) statement that planning and rehearsing can improve a student's performance. In that respect, Porte (1988), and Vann and Abraham (1990) point out the importance of appropriate choice of strategies as it can influence students' performances. In other words, the matter is not on how many strategies to use but on choosing the appropriate ones.

In that same line of thought, Dörnyei (1998) states that motivation is a crucial factor in student's success in academic performance, particularly intrinsic motivation, which is the type of motivation that comes within the individual. For instance, students that see the importance of speaking in English for their future career, as stated in my findings, are more motivated to participate in class and take the appropriate steps to become a better speaker.

As mentioned before, for students to become fluent speakers, they need time, and effective speaking tasks to practice in the target language and, most importantly, receive constructive feedback. Extensive studies reveal that the most used method to correct mistakes in spoken production is a type of instant correction referred to as corrective feedback. In particular, the



technique of recasting because, as stated by Trofimovich, Ammar, and Gatbonton (2007), it is a subtle way to correct a student without turning the attention towards the error.

This research study and proposal can be of use to teachers, instructors, trainees, among others that want to learn insight on what factors influence students' spoken production to take the necessary steps to plan activities that target these elements. Besides, it places the attention on the implementation of engaging activities that not only pique students' interest and enhance their oral skills but also help them to cope with language anxiety, shyness, and low self-esteem, among others.

In fact, it is as important as the planning of speaking tasks to teach and encourage the use of language learning strategies that aim to boost students' confidence and improve fluency. In addition, it is crucial to create a safe and conducive learning environment that favours speaking and pays especial attention to how to correct mistakes so as not to disrupt the conversation mid-flow.

This study had some limitations which have to be pointed out. First, the number of participants was relatively small in size. The addition of students from other schools would have made a good contribution to the research. Second, the questions could have been asked to be completed in Spanish or Catalan instead of in English to allow students to express their views more accurately. Besides, there could have been more opened-ended questions which provided the most insight.

This study could be a foundation for further research on the importance of motivation in spoken production. In fact, it could contribute to providing the first picture on some key elements on spoken production to those interested in starting a project from scratch. Future studies could attempt to explore in more detail all the elements involved in spoken production as well as how it is taught with a detailed description and comparison of effective approaches, methods and techniques. Moreover, make additional research on teachers' role and its importance in boosting students' motivation and improving their speaking skills. Additionally, delve in what are the characteristics of a successful speaking activity and mention of its categories. It would be useful to further study popular and effective speaking activities such as role-play and explore its origins, main characteristics, and new versions, etc.

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## Annexes

### Annexe I

#### Students' survey

1. What is your favourite part of English?
  - Grammar
  - Speaking
  - Writing
  - Reading

Why?
2. Do you prefer to work in pairs or groups when doing a speaking activity?
3. What topics would you like to talk in class and which ones you would avoid?
4. Write three words that you connect with speaking.
5. Do you think speaking in English is...

Easy / Difficult
6. Do you think that speaking in English is important?

Yes /No/ Why?
7. What speaking activities you would like to do in class?
8. Do you like to participate in speaking activities?

Yes/ No
9. How often do you participate?

Always /Sometimes/ Rarely /Never
10. In speaking activities do you feel?

Excited /Nervous/ Bored
11. In an oral presentation what makes you nervous?

Teacher / classmates /Forgetting what to say
12. What do you think is more important when speaking in English?

Fluency / Pronunciation
13. Do you speak English outside the class?
14. How do you prepare for an oral presentation?
15. Do you like role-play speaking activities?

Yes / no
16. To learn English, you prefer to:
  - Listen to songs

- Watch a movie/tv show
- Use social media (you tube/Instagram/tik tok, twitter, etc)
- other

## **Annexe II**

### **Teachers' interview questions**

1. How long have you been teaching English?
2. How comfortable students feel speaking in English with their classmates in class?
3. How comfortable students feel speaking in English in front of the class in presentations and class interventions?
4. Do students acknowledge the importance of speaking?
5. What is the speaking level of your students?
6. How do you practice speaking in class?
7. What strategies do you use to promote spoken production in class?
8. Do you use only speaking activities from the student's book or use other resources?
9. What speaking activities students enjoy the most in class?
10. How do the students feel when speaking in English?
11. What are the challenges that students encounter when doing spoken productions?
12. What type of speaking activities have you noticed that make students anxious, or nervous?
13. How you encourage those students that struggle with speaking English?
14. Do you correct your students' errors when carrying out a spoken production?
15. Based on your experience, what is an effective way to correct speaking errors?
16. Do you find difficult to assess a spoken production?
17. Do you only assess their performance?
18. Do you take into account students' shyness or anxiety?
19. How does the student's motivation affect the final grade?
20. How do you give feedback to your students after a presentation or spoken production?
21. Do you use a webpage or app?



22. Do you spend the same amount of time practising speaking with your students as you do with the other skills (reading, writing and listening)? Why?

### **Annexe III**

Cohen and Weaver (2005) made a distinction between strategies for learning and use of the target language:

- Strategies for learning, such as:
  - identifying the language material required to learn
  - distinguishing the material from the rest of the material
  - grouping the material for making easier the learning process
  - practising the material in the classroom by participating in activities and by doing homework
  - memorizing the material with techniques such as repetition, use of mnemonics, etc.
- Strategies for use such as:
  - Retrieval strategies: remembering a verb in its appropriate context, using mnemonic to remember a word.
  - Rehearsal strategies: rehearse by repeating the pronunciation of a word or expression for its correct use.
  - Communication strategies: paraphrase words or concepts, use facial expressions to communicate.
  - Cover strategies to create the illusion of understanding the language so as not to be seen unprepared, i.e., like laughing at a joke that the learner didn't understand.

Naiman (1978) classified strategies by skills as follows:

- Sound acquisition: repeating aloud after a teacher, a native speaker, or a tape; listening carefully; talking out loud.
- Grammar: following rules given in texts; comparing L1 and L2; and memorizing structures.

- Vocabulary: making up charts and memorizing them; learning words in context, and using dictionaries when necessary.
- Listening comprehension: listening to the radio, TV, movies; and noting down new items in a notebook.
- Learning to talk: not being afraid to make mistakes; making contact with native speakers; asking for corrections; and memorizing dialogues.
- Learning to write: having pen pals; writing frequently; and reading frequently on what you expect to write.
- Learning to read: reading something every day; reading things that are familiar; reading texts at the beginner's level; and looking for meaning from context without consulting a dictionary.

#### Annexe IV

Oral presentation rubric:

Evaluation Criteria	Failing (NA)	Average (AS)	Very good (AN)	Excellent (AE)
Grammar	Frequent use of incorrect grammatical structures.	Adequately use of grammatical structures with some errors.	Good use of grammatical structures with few errors.	Accurate use of grammatical structures.
Vocabulary	Weak use of vocabulary.	Adequate use of vocabulary.	Good use of vocabulary.	Excellent range of vocabulary
Fluency	Speech is slow and strained. Volume very soft.	Speech is relatively smooth with some hesitation due to rephrasing and searching of words. Volume wavers.	Speech is smooth with few hesitations. Good volume.	Speech is smooth and fluid with no hesitation. Excellent volume.
Pronunciation	Weak pronunciation with various intonation errors and word stress.	Adequate pronunciation with some intonation errors and word stress.	Good pronunciation with appropriate intonation and word stress.	Excellent pronunciation with perfect intonation and word stress.

#### Annexe V

Sports unit worksheet table 1 and 2 from session 1

Go	Play	Do

sport	equipment	place

Sports unit worksheet session 8

Source text from TOLC (Translation for Other Learning Contexts): Some Class Activities, Maria González Davies, University Ramon Llull.

Football, of course. Shostakovitch stared up at the glinting windows. Not just one game, but two. With alarming rapidity, his attention switched back to Elias. I don't suppose you want to come, do you? Zenith is playing the Moscow Locomotives. Dementiyev has been drafted in from the Dynamos and he's in top form! (The Conductor, Sarah Quigley, 2011:73)

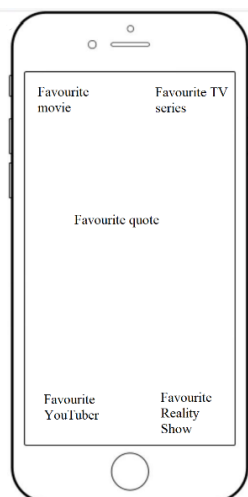
Culture reference	Exoticism (Foreignising)	Explicitation	Neutralization	Cultural transplantation (domestication) Spain	Cultural transplantation) UK
Zenith					
Moscow Locomotives					
Dynamos					
Dementiyev					

Sports unit worksheet table 1 from session 9

Colours	
Country/region	Association

## Annexe VI

Cinema unit drawing from session 1



Cinema unit chart from session 8

Original film	Spanish/Catalan translation	Suggestion

Cinema unit chart from session 8

Type of show	example	My favourite

## Annexe VII

USA and UK culture unit game sample from session 1


Find someone who

1. \_\_\_\_\_ Find someone who has been to London
2. \_\_\_\_\_ Find someone who has gone to an American singer concert
3. \_\_\_\_\_ Find someone who doesn't like Halloween
4. \_\_\_\_\_ Find someone who can hum the British national Anthem
5. \_\_\_\_\_ Who has relatives in Britain


USA and UK culture unit worksheet from session 2

<b>JANUARY</b>	<b>FEBRUARY</b>
<b>MAY</b>	<b>JUNE</b>
<b>SEPTEMBER</b>	<b>OCTOBER</b>
	Hallowe'en


  




**St Patrick's Day**  
St Patrick is the patron saint of Ireland. St Patrick's Day is in the Spring. This month has got five letters. The last letter is H.



**Valentine's Day**  
This is the festival for people in love. It's in the Winter. This month has got eight letters. The third letter is B.



**St Andrew's Day**  
St Andrew is the patron saint of Scotland. St Andrew's Day is in the Autumn. This month has got eight letters.



**Christmas Day**  
This is the most important Christian festival of the year. It is in the Winter. This month has got eight letters. The fifth letter is M.

American/British	American	British	Spain' equivalent festivity

USA and UK culture unit chart from Stop! Game from session 4  
Stop! Game

Letter	Name	place	food	animal	Singer/band	film