



UNIVERSIDAD DE JAÉN
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Trabajo Fin de Máster

**THE AFFECTIVE DIMENSION IN
EFL LEARNING:
“IT’S OKAY NOT TO BE OKAY”**

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Título: “La dimensión afectiva en el aprendizaje de idiomas: “No sentirse bien está bien.”

Resumen:

En el Trabajo de fin de Máster presentado a continuación se pretenden sacar a la luz los diferentes factores afectivos que influyen en el aprendizaje de lenguas extranjeras como la motivación, la ansiedad, los estilos de aprendizaje, la personalidad o la autoestima. Posteriormente, en la parte práctica de este TFM, se lleva a cabo una propuesta didáctica para ayudar con el impacto de estos factores que sufre el alumno de lenguas extranjeras.

Palabras clave: Motivación, ansiedad ante los idiomas, autoestima, personalidad, estilos de aprendizaje, lenguas extranjeras.

Title: “The affective dimension in EFL learning: It’s okay not to be okay”

Abstract:

The main aim of this masters’ dissertation is to bring some light onto the different psycho-affective variables that affect the foreign language learner, such as motivation, anxiety, self-esteem, personality traits or learning styles. Furthermore, in the pedagogical part of this dissertation, a didactic proposal is made in order to help with the different affective variables previously treated in the literature review.

Keywords: Motivation, foreign language anxiety, self-esteem, personality, learning styles, foreign languages.

Introduction

The topic of this masters' final dissertation was chosen from my own concerns about the psycho-affective dimension when learning a Foreign Language. During my teacher training experience in a secondary school, based on my class observations, I witnessed how these factors affected all students to some extent. If we consider the confusing stage that is adolescence for our students in conjunction with the impact of affective variables such as anxiety, motivation, self-esteem, inhibition, attitude, beliefs, sociocultural aspects or cognitive styles, the foreign language learning process might be deeply hampered.

Students felt very anxious when speaking or reading out loud, up to the point of refusing to speak again due to their fear of making mistakes. Furthermore, students' spectrum of motivation was very diverse. I also observed that these variables were related between them. Usually, if students' self-esteem was low and their anxiety level high, their attitude towards the language would be negative, and accordingly, they would have little motivation to learn the language. Another key aspect to keep in mind are the sociocultural factors that affect secondary school language learners. Teachers only see students' progress at school, but the truth is that there are several external factors that may affect their academic achievement such as family problems, relationship with their parents, relationships with their peers, good or bad past experiences inside and outside the language classroom or economical aspects. With respect to personality, it is important to emphasize that depending on the nature of each individual, the motivation and attitude can be more or less intense, negative or positive; an optimistic nature will allow the student to develop a better attitude as well as to tackle certain things that could demotivate him, while, in the same situation, a pessimistic learner is more likely to abandon the study or not succeed despite the effort, given their lack of security.

In this paper, it is intended to clarify the influence of the different factors mentioned above as well as the pedagogical implications for foreign language learning and teaching in secondary school. Later, in the didactic proposal of this research paper, I reflect on all the theory revised in a more practical and pedagogical way, by elaborating an "affective-friendly" didactic unit.

Chapter 1: Psycho-affective variables in foreign language learning

1.1 The affective dimension in Foreign Language learning

Secondary school students are in a stage of personal development which involves physical, psychological and emotional changes. These changes that come with adolescence have an impact in their learning process and foreign language learning is no exception. Due to the communicative component of the foreign language lessons, in many cases, factors such as introversion, lack of security or lack of interest are an added problem to get students' attention and motivation and, consequently language proficiency.

Foreign language learning has increasingly become more and more important nowadays. Learning foreign languages is crucial for personal as well as professional development in today's society, as being communicatively proficient in a foreign language can provide the learners with different future opportunities. In the globalization phenomenon currently occurring, English has become the dominant universal language in the fields of economy as well as politics, and is becoming the language of young people, mass media and social networks. Spanish people, especially millennials, have been receiving the influence of the English language and culture through TV, internet, cinema, music and social media platforms. However, when learning a foreign language, the learner might face several difficulties related to language acquisition.

When teaching a foreign language, two fundamental dimensions may be taken into account: the cognitive dimension of the language and the affective and emotional dimension. The relationship between these two dimensions is bidirectional, as one might affect the other in some way. Linguists and specialists in foreign language teaching and learning have had innumerable concerns about the large number of factors affecting the process of learning a new language.

This Master's thesis focuses on the affective dimension of foreign language learning. The deep understanding of how affective variables have an impact in the learning process is quite significant for various reasons. The study of these individual affective variables helps us explain phenomena like the disparity in students' language achievement in the different linguistic skills. Hence, if special attention is given to these affective factors, by creating and using facilitating and positive emotions, the target language achievement may be positively impacted.

It is widely accepted by research studies (Dörnyei and Skehan, 2003; Ellis, 2008) that the individual characteristics of students in the learning process affect their learning engagement as well as their results.

In language learning, the importance of students' engagement is crucial, as in order to acquire communicative competence, students need to be actively involved in the learning process. Some of the individual differences affecting the learning process include age, gender, aptitude, personality, anxiety, motivation, learning styles and strategies, self-esteem or attitude (Dörnyei and Skehan, 2003; Ellis, 2008; Zafar and Meenashki, 2012).

One of the main problems is that the research is often of very little practical value to teachers and other practitioners. Rather than providing insights into how learners differ and how best to help them, the very nature of the research and, in particular, the approach taken to measurement, has somehow lost sight of the individual (Williams and Burden, 2000, p. 89).

Formally speaking, the affective domain of learning a language is illustrated in the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001). Within the general competences of the language learner, existential competence or 'savoir être' is found, which deals with the user's individual differences, personality features and attitude towards language learning and its interaction with the target language community. The contribution made by the *Common European Framework of Reference for Languages* (CEFRL, 2001) to the affective domain of language learning has been highly important for language learning, as it sets a common ground in the development of the curriculum, manuals, language competence and levels as well as the different descriptors. In terms of the affective domain, the CEFRL states that these affective parameters need to be taken into consideration when learning a foreign language, as they are considered as part of the student's competences and abilities (2001, p. 12)

Krashen (1982, 1985) made one of most relevant theories when it comes to second language acquisition. For Krashen (1982, 1985), language acquisition is a subconscious process, in non-technical language, he called it "picking-up" a language. On the other hand, he refers to language learning as a conscious knowledge of a second language, being aware of the rules and, in a non-technical language, learning is "knowing about" a language (1982, p. 10). However, the most relevant contribution concerning the topic of this paper was the Affective filter hypothesis. According to Krashen (1982, 1985), when the affective filter is influencing the foreign language learner, there is an obstruction in the use and processing of the target language. This situation occurs when there is little motivation, a high level of anxiety and the learner experiences a low self-esteem.

The affective filter hypothesis states that the attitudinal factors relating to success in L2 acquisition are directly related to language acquisition but not necessarily to language learning. These attitudinal variables have two consequences: 1) People who are motivated and who have a positive self-image will obtain more input; 2) Attitudinal factors contribute to a lower filter; for instance, when two learners are given certain input, the learner with the lower affective filter will internalize the foreign language better than the learner with a higher level of affective filter. (Krashen & Terrell, 1988, p. 38).

According to Krashen (1982), when the foreign language teacher provides comprehensible input in a low anxiety situation successfully, that makes an effective language teaching situation. Most of the studies related to the affective filter focus in three affective variables (Krashen, 1982, p. 31). First, in terms of motivation, a high level of motivation helps the learner in second language acquisition. "Instrumental" motivation occurs when the language is a practical necessity whereas "Integrative" motivation occurs when a second language is acquired to join or identify with a group. Regarding self-confidence, a learner with self-confidence and a good self-concept tends to acquire better and earlier than a learner with low self-confidence. Finally, concerning anxiety, it can be a serious handicap when acquiring a second language. The less defensive and anxious the learner feels, the better the learning process will be.

However, according to Krashen (1982, 1985), there are several factors that influence second language acquisition, such as attitude towards the second language, which varies among students; the role of the first language and interference; routines and patterns, positive for language acquisition as long as they do not fossilize; individual differences, depending on the amount of comprehensible input and motivation and age differences.

Low anxiety and high self-confidence levels allow individuals to use the foreign language with less fear of making errors. They rely more on subconscious foreign language learning by taking in and processing, i.e. learning what they hear and read at any given moment for as Krashen (1982) maintains, the filter of the self-confident person has a higher learning rate. (McLaren & Madrid, 1996, p. 56)

Lack of self-esteem, which is the base of many of our negative reactions and behaviors, has an impact in the negative feelings of lack of aptitude of students. It is possible that negative past experiences in the language classroom such as failed exams, bad experiences, high level of competitiveness or the prohibition of using the mother tongue have an impact in the students' foreign language learning experience. There are some teaching methodologies that have adopted an approach that minimizes the impact of anxiety so that language acquisition is achieved easier.

The humanistic approach recognizes the learner as the true protagonist of the learning-teaching process. Thus, the subjective needs of learners are the highest priority. Taking the humanistic approach that arose in the 1970's, methodologies such as the silent way, suggestopedia and community language learning (CLL) have several things in common. Some of the features of humanistic methodologies are that they are mainly based on psychology, they consider the psycho-affective aspects of language and learning equally as important, their teaching approach consider the learner as a whole person with involvement in their own learning process and they believe on the importance of the learning environment in the learning process. (Williams & Burden, 2000, p. 37).

The Silent Way was first developed by Gattegno (2010) and uses silence when the process of learning is taking place. He used as pedagogic resources some colored wooden sticks usually used in mathematics called Cuisenaire Rods, which allowed the students to understand grammatical structures, word stress and intonation better. In his classes, Gattegno (2010) tried to engage students as much as possible during the learning process arranging dynamic activities while he remained silent most of the time. Suggestopedia, developed by Lozanov (1979), hypothesizes that under favorable conditions, a high level of memory can be achieved in the human mind. These right conditions include decoration, classroom distribution, and the use of classical music with the combination of yoga and psychology. Finally, Community Language Learning (CLL) was firstly developed by Curran (1972). CLL focuses on language as a social process and the affective needs of the students. In this method, the learners sit in a circle, as a community, and decide what they want to say (Williams and Burden, 2000, p. 37).

These humanistic methods provide some didactic recommendations to reduce anxiety such as: creating a sense of belonging; making the subject relevant for the learner; involving the whole person (affective domain, linguistic knowledge and behavioral skills); encouraging a knowledge of self; developing personal identity and a knowledge of the process of learning; involving feelings and emotions in class; minimizing criticism; encouraging creativity, self-initiation and self-evaluation and allowing the student to choose (Williams & Burden, 2000, p. 38). Another important pedagogical contribution is one made by Crookall and Oxford (in Horwitz & Young, 1991, p. 143) who affirm that, when the classroom is a place where students do not feel pressured or threatened to performance in front of everyone else, they become less anxious and more relaxed towards the foreign language class. In other words, a stress-free and affective climate in the language classroom is crucial for language achievement, in a way that input acquisition is a pleasant and non-traumatic experience.

1.2 Psycho-affective variables

The term of psycho-affective variables, in the context of foreign language learning and closely related to psychology, refers to the factors and emotions that affect students when learning a new language. Some of these variables include foreign language anxiety, motivation, attitude, self-esteem, personality and learning styles.

1.2.1 Foreign Language Anxiety

Nowadays, anxiety is an issue that concerns and affects millions of people and has an immense impact in their lives, socially, physically and psychologically. It is widely accepted that foreign language anxiety is likely to interfere with language acquisition. In recent years, the concept of foreign language anxiety has gained both visibility and empirical evidence. This might be because of the increasing frequency of this type of anxiety in the foreign language classroom.

Arnold and Brown (1999, p. 8) conclude that anxiety is the psycho-affective variable that has a higher impact on the learning process. There are several definitions for foreign language anxiety. For instance, for Scovel (1978, p. 140) foreign language anxiety is a cluster of several elements which are being influenced by innate and external variables to the learner. Heron (1989, p. 33) makes reference to what he terms existential anxiety, which arises out of a group situation and has three interconnected components that are relevant to the language classroom, acceptance anxiety, orientation anxiety and performance anxiety (in Arnold, 1999, p. 8). There are several classifications of anxiety. However, this masters' thesis focuses on the distinctions of anxiety made by Dörnyei (2005), Oxford (in Arnold, 1999) and Rubio (2004, p. 50 - 52).

First, facilitating anxiety has been proven to be related to a high alert and a moderate level of pressure, which can cause a better control of the target language. On the other hand, debilitating anxiety is related to a low level of motivation, which might lead to negative attitudes and beliefs towards the language. Another classification is the one between trait and state anxiety, the former being a feature of the learner's personality and the latter being a temporary reaction to a particularly anxious situation.

Horwitz, Horwitz and Cope (1986, p. 127, 128) identified foreign language anxiety as a distinct variable in foreign language learning that is correlated to situation-specific factors. They divided Foreign Language anxiety into communication apprehension, test anxiety, and fear of negative evaluation.

Firstly, communication apprehension is the feeling of uneasiness when coping with a situation that involves some type of communication and is normally higher when that situation is formal. Moreover, test anxiety is regarded as a kind of performance anxiety specific to testing situations such as exams. Finally, fear of negative evaluation occurs in any situation involving any type of social evaluation such as a job interview or oral exercises in the classroom.

MacIntyre & Gardner (1991, p. 91) also distinguished another type of anxiety, situation-specific anxiety, which can be interpreted as trait anxiety limited to a given, specific context.

In order to diagnose students with language anxiety there are several types of symptoms that should be taken into consideration (Rubio, 2004, p. 53 – 58). Physically, the most common symptoms include heart palpitations, breathing difficulties, excessive sweating, shakiness and shivering, muscular tension and sudden redness. Psychologically and in terms of behavior, the symptoms can block the learners' ability to communicate and learn. Some of these symptoms may include restlessness, a feeling of threat and overwhelm, insecurity, fear to lose control, being mentally blocked, difficulty to interact or even freezing up when being asked (Rubio, 2004). Furthermore, a student with language anxiety can have a pessimistic view of everything he or she does or says. It can also cause difficulty to understand, pay attention or to memorize. Some other symptoms might include selective mutism, an increasingly common disorder closely related to anxiety which consists on the incapacity to communicate in certain formal situations, mainly in school (Rubio, 2004).

It is not always clear how language anxiety is originated. Some students might feel anxious because they have been embarrassed, some students might not be familiarized with the teaching method or some of them may feel anxious because of external factors (Rubio, 2004, p. 84 - 100). Some of the sources of language anxiety, according to Rubio (2004, p. 84 – 100) are low knowledge and the use of the language, the attitude of the teacher, novelty, learners' past experiences as well as interpersonal and intrapersonal variables. First, Tsui (1996) developed the theory that a low level of knowledge was one of the main sources of anxiety. Previously, Liu (1989), proved that there was a difference on the anxiety levels of students who had a higher level and a lower level of language knowledge. Several research studies have shown the negative impact on the learners' attitude when they are feeling anxious. For instance, Hussain, Shahid & Zaman (2011, p. 589) conclude that there exists a relationship between foreign language anxiety and foreign language attitude, as the latter may support a high level of language anxiety.

Secondly, the attitude of the teacher can also be a source of anxiety for students. Rubio (2004) stated that the negative teacher's attitude and his expectations regarding students' learning might be a source of anxiety for language learners. Furthermore, Tsui (1996) states that the intolerant and narrow-minded attitude of the teacher facing the silence of the student creates an anxious situation. When the student is in the process of learning the language, he or she needs some time to process the information and give an answer. The fact that the teacher demands an immediate response and keeps asking the student the same question repeatedly may provoke a deterioration on the self-concept of the student. Also, some teachers consider that correcting every mistake the learner does is the right thing to do. However, this can produce a hostile classroom climate and lead to the no participation of the students (Rubio, 2004).

Other source of anxiety may be novelty or the challenge of a new or especially difficult task. This task normally involves an anxious situation for the language learner. Similarly, students' past experiences might also hamper language learning, as if a learner has experienced a slightly traumatic experience in the foreign language classroom, it is very likely to repeat in a similar situation (Rubio, 2004). Moreover, intrapersonal and interpersonal variables of the learners can also cause anxious situations in the foreign language classroom. Intrapersonal factors are the ones affecting the student himself, while interpersonal factors are the ones who affect other people. As the student is the center of the learning process, its personality, expectations, self-concept, self-confidence and its regard facing errors need to be taken into consideration (Rubio, 2004).

According to Guiora (in Rubio, 2004, p. 90), the importance of personality factors lies in the fact that the language is not only a way by which individuals communicate, but also a basic self-representation method that includes intrapersonal and interpersonal parameters as well as the processing of cognitive and affective information, which allows to have a global vision of the individual. Personality traits are related between them and have an impact in the development and reduction of anxiety. Moreover, personality is closely related to the learning style of students.

There are several instruments used to measure foreign language anxiety. A reliable instrument was the Foreign Language Class Anxiety Scale (FLCAS), designed by Horwitz, Horwitz and Cope in 1986. This test was composed of 33 items in a Likert-style rating scale grading from 1 to 5. The questions analyzed 3 different sources of anxiety: communication apprehension, test anxiety and fear of negative evaluation.

According to Rubio (2004, p. 210, 211), to measure trait anxiety, a useful instrument is the questionnaire. Rubio (2000) developed the COSACI, the Orientative

Questionnaire about Anxiety Situations in the English classroom in order to know which activities induced more anxiety on students. He also developed the SACI (Anxiety Situations in the English Classroom), whose main goal was to assess the different symptoms of foreign language anxiety like physical, cognitive, psychological, assertive and behavioral symptoms.

Oxford (in Arnold 1999, p. 67) provides several suggestions on how to reduce anxiety in the language classroom. Some of them include helping students understand that anxiety is not a permanent state and providing them with several opportunities for successful language in class. It is also important to boost students' self-esteem and self-confidence, as well as to moderate tolerance of ambiguity and risk-taking in a comfortable environment. She also suggested to give students permission to use the language without it being perfect as well as giving them rewards for using the language. Oxford (in Arnold, 1999, p. 67) also proposes providing students with activities according to their learning styles and strategies in the classroom.

Further suggestions to fight language anxiety came from Tsui (in Bailey & Nunan, 1996, p. 160 – 164). For instance, before answering a question, students write down what they want to say, allowing them some time to think. That way, students do not feel as much pressure to answer immediately. Also, the teacher can provide students with questions with more than one possible answer, which might foster participation. Tsui (1996) also stated that it is important that students discuss and compare their answers with their classmates before giving them, boosting their confidence.

Rubio (2004, p. 125 – 184) expands on strategies on how to prevent and reduce language anxiety. First, he mentions relaxation techniques and self-talk as a tool to lower the level of anxiety. After that, he focuses on the teaching strategies to lower anxiety, such as increasing the waiting time to answer a question, improving the asking technique, accepting a wider variety of answers, peer support or small group tasks. Dealing with communication apprehension, he proposes the use of linking phrases so that the student has more time to think, the use of comic books to motivate students, role plays, humoristic dramatization of certain speaking situations and the use of debates.

1.2.2 Motivation

In an interview in 2014 for the online journal *Radical Pedagogy*, Chomsky was asked about his opinion about language learning and teaching methods. During this interview, he gives a very interesting point:

(...) I think 90% of it is motivation: what methods you use can affect the motivation. There are ways of teaching that simply drive away any sensible person's curiosity and interest, no matter what you're teaching. (...) But there are ways you can find pretty quickly of getting kids interested and excited, trying to pursue on their own with all sorts of devices, games and other things. And I think that is teaching, and it really is at every level: by the time you get in graduate school, all the idea of teaching for tests is just inconceivable. Students are being encouraged to challenge, to discover, to try out new things and not to repeat what they heard in class...(Chomsky, 2014)

Giving a definition of motivation can be quite complicated. In fact, Gardner (2006, p. 2) stated that, for instance, the motivated individual is goal directed, makes an effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives) (2006, p. 2).

According to Dörnyei (2014, p. 519), motivation determines the choice and persistence of a particular action and the effort put into it. To simplify both types of motivation, intrinsic and extrinsic, Williams and Burden (2000, p. 123) added that, when people perform a particular action just to earn something out of it, that motivation is extrinsic. However, if the action is performed out of enjoyment and interest for the activity itself, the motivation is intrinsic.

As Arnold states, "the concept of motivation concerns the learner's reasons for pursuing second language acquisition, but precisely what creates motivation is the most important part, the core of the matter" (1999, p. 13). According to Gardner (1985, p. 54), integrative orientation is when the student is learning the language in order to be able to interact with the target language community. Gardner (2006, p. 6) also added that foreign language learning is different to other subjects, as it involves taking on elements of a different culture. This way, when special focus is given to motivation in language learning, the learner is a member of its own culture and it is therefore influenced by it. The student will show different attitudes to the process of learning, beliefs about it, meaningfulness and expectations about the language.

There are 3 conceptual systems closely related to the motivational field mentioned by Dörnyei (1994, p. 276) but previously analyzed by Weiner in 1992. The first one is the attribution theory which studies the way past situations, either successful or unsuccessful, affect the expectations for the future and, consequently, our achievements. Secondly, learned helplessness, which occurs when the learner has a feeling of impossibility to achieve success when learning the language. Finally, the self-efficacy theory which is the judgement the language learner does of his own ability to perform a certain task.

According to Penny Ur (2009), some sources of extrinsic motivation can be affected by the action of the teacher (2009, p. 276 – 279). For instance, success in previous tasks can provide students with confidence and active engagement towards future tasks. The teacher's most important function is to make sure that learners are aware of their own success and help them recognize it. The more confident they become and the more able to recognize such success on their own, the less they will need explicit support from someone else. Furthermore, It is important for learners to be aware that they are failing if they have done significantly less than they could have, if they are making unsatisfactory progress, or not taking care. However, they need to know that failing is a normal thing through the process of learning and that there is nothing to be ashamed of. Also, learners are often motivated under the teacher's pressure. However, if learners do things just because their teachers tell them to, they can become less autonomous, lowering the effort and achievement that can lead to learner dissatisfaction. Dealing with tests, learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it. Finally, learners will be often motivated to give their best in order to beat their opponents in a competition. However, individual competition can be stressful and humiliating. Group contests tend to get better results than individual ones, they are more enjoyable, less tense and equally motivating.

As provided by Dörnyei, there are three fundamental motivational principles (2014, p. 523). The first principle states that rewards and punishments are not always effective tools in language teaching. Secondly, Dörnyei (2014) mentions that learners' motivation has to be maintained and protected, as the students might tend to get tired, distracted or lose sight of their goal. Furthermore, the third principle states that quality is the most important feature when talking about motivational strategies and creating a positive learning environment.

One key feature which is crucial for students' engagement, and therefore, for their foreign language motivation is peer group dynamics. There are four aspects of group dynamics which are especially relevant for motivation (Dörnyei, 1994, p. 278, 279). First, goal-orientedness, which is the degree to accomplish certain goal for the whole group. Secondly, the norm and reward system, which concerns extrinsic regulations for appropriate behavior required for efficient learning and avoiding chaos. Group cohesion is also key for group dynamics, as they relationship between the members of the group will determine their productivity and engagement in the language classroom. Furthermore, the structure of the different goals of the classroom is also crucial. In a competitive structure, students compete, and the best ones are rewarded. In a cooperative structure, students work with each other in small groups and they are equally rewarded. In an individualistic structure, students work on their own and the chances of a reward are not increased or decreased by another student

Humor, can contribute to class unity among the language learners and make learning process more effective and fun by decreasing anxiety and stress (Azizinezhad and Hashemi, 2011, p. 2). The teacher's use of humor in the classroom impact student learning as a way of getting their attention, motivating them as well as relaxing the atmosphere so that it benefits the learning process. It also contributes to see the teacher as a human, and not as a mere instructor or negative authority. Using humor, students lower their fear of speaking in the target language even though they are not using it accurately. Moreover, teaching a language through humor can enhance students' cultural knowledge of the target language community, when cultural humoristic resources are used (Azizinezhad and Hashemi, 2011).

1.2.3 Attitudes and beliefs

The definition of attitude in the language learning context can be quite difficult to understand. The *Longman Dictionary of Language Teaching and Applied Linguistics* (Richards & Schmidt, 2010, p. 314) defines it as "the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language".

It is crucial to emphasize the importance of attitude in the language learning process, as it usually determines the success or failure in learning a second language, as well as the view students have towards the target language, their community, their culture or even their teacher. In the foreign language learning field, attitudes are important because they have an impact on learners' behavior.

Among the affective variables related to language learning attitudes it can be distinguished the opinion about the language and its culture, the social and psychological distance towards the target language and its community and learners' ego permeability. In 1983, Stern (in McLaren & Madrid, 1996, p. 59) categorized attitudes into three: attitudes towards the target language community and people, attitudes towards the target language itself and attitudes towards general language learning.

Attitudes, like any aspect of the development in human beings, are developed in early childhood and influenced by the environment that surrounds us. Besides, attitudes and beliefs can also be positive. For instance, if the attitude of the learner is open-minded, he or she has little social distance towards the target language and he or she has fun in the language classroom, the language learning process is likely to be a pleasant experience for both the student and the teacher himself. Furthermore, studies indicated that, generally, positive attitude toward second language learning decreases with age, and, although it is not clear why, it is thought to be related to education and maturation (Gardner, 1985, p. 43, 44). Gagnon (1974), did not agree with the association of target language attitudes and achievement. He demonstrated that this relationship is not as important as it was thought to be when he found out that only 4 of 22 relationships measured were significant (Gardner, 1985, p. 43 - 45)

The positive attitude of the learner towards the target language community and the language itself might help with its integration or "acculturation", concept first introduced in the Acculturation Model by Schumann (1976). Acculturation depends on positive factors in terms of social distance and psychological distance. Schumann (1976, p. 136 in Brown, 1980, p. 185) divided social distance in different parameters: Dominance (Is the L2 dominant, non-dominant or subordinate?); Integration (What is the L2 group degree of acculturation and assimilation?); Cohesiveness (Is the L2 group cohesive?); Congruence (Are the cultures in L1 and L2 similar in values and beliefs?) and Permanence (What is the L2 group's intended length of residence in the L1 area?).

Dealing with students' beliefs about themselves, as acknowledged by Arnold (2010, p. 17), a student who believes he or she is not capable of learning something is not going to learn it, unless their beliefs about themselves change. Arnold (1999, p. 257) also states that "negative beliefs influence our students' expectation. Low expectations lead to a low level of motivation and every failure is seen as confirmation of the initial beliefs."

When the language teacher has a negative belief about their students, this situation might lead to a negative learning experience for the language learners and, consequently to a low level of motivation and self-esteem.

Teachers may have some beliefs about their students. Meighan & Meighan (1990) suggested that learners may be construed metaphorically as: resisters, receptacles, raw material, clients, partners, individual explorers and democratic explorers. Resister learners are those who generally have a negative attitude towards learning and are normally punished by the teacher for this resistance in the classroom. When learners are receptacles, the teacher is a mere instructor or even lecturer for students, that is, a source of information. When learners are seen as raw material, the teacher sees some potential solid future in them, which he or she helps them build. When a teacher sees the learner as a client, special attention is given to their needs and their individual features, as well as changing the role of the teacher to a mentor (Williams and Burden, 2000, p. 57 - 59). When the learner is seen as partner, the teacher may become in certain occasions an equal to students. For instance, students are involved in deciding what to do in class, the topics to be treated and the books to read. When the learner is considered as an individual explorer, the teacher becomes a facilitator on the learning process, in which the student researches by itself and comes to its own conclusions. Finally, when the learners are democratic explorers, they have the freedom to decide their learning plan, their goals and the way they work (Williams and Burden, 2000, p. 59).

A well-known instrument used to measure attitude and motivation together in language learning is the AMTB or Attitude/Motivation Test Battery (Gardner, 1985). The non-linguistic goals of any foreign language teaching programme mention such aspects as improved understanding of the other community, desire to continue studying the language or an interest in learning other languages. (Gardner, 1985, p. 1) Gardner developed this questionnaire in 1985, in order to assess the non-linguistic aspects in second language learning and decided to use a Likert scale seven alternative response format from Strongly Disagree to Strongly Agree. The Attitude/Motivation Test Battery is comprised of scales assessing the individual's affective reactions toward various groups, individuals and concepts associated with second language acquisition, and consequently discretion is required of the user (Gardner, 1985, p. 5). Following this, a number of indices are calculated, representing integrativeness, motivation, attitude towards the learning situation and an overall composite attitude/motivation index (Williams & Burden, 2000, p. 116).

1.2.4 Self-esteem

Sometimes, foreign language learners might feel like they are not capable of doing certain tasks or achieving the level of proficiency expected from them. During adolescence, a low level of self-esteem can induce thoughts like the ones mentioned among other issues, foreign language related or not.

Plus, language and identity are closely related, as language learning might allow the learner to develop its skills and aspects of its personality that are not present in its mother tongue. According to Williams & Burden (2000, p. 97):

Self-concept is the combination of the notion and judgement the learner has of itself, which results in a sense of identity. Self-image is the view that the student has of himself. Self-esteem is the evaluation the learner does of his own worth and can be positive (high) or negative (low). Finally, self-efficacy are the beliefs that the learner has about its own abilities and skills to perform a certain task.

According to the *Longman Dictionary of Language Teaching and Applied Linguistics* (2010) "self-esteem is a person's judgement of their own worth or value, based on a feeling of "efficacy", a sense of interacting effectively with one's own environment." Self-esteem is part of the learner's personality and it is probably the most pervasive aspect of any human behavior. Almost any activity that is carried out without some degree of self-esteem is unsuccessful (Brown, 2000, p. 145). A well-known definition is the one made by Coopersmith (1967, p. 4-5) "Self-esteem is, in short, a personal judgement of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior."

Brown (2000, p. 146) concluded that self-esteem appears to be a relevant factor in L2 acquisition, particularly in view of cross-cultural factors in L2 learning. So, the image of ourselves as language learners, as well as our beliefs and attitudes have an impact on our learning process in a positive or negative way. That image, as mentioned earlier is called self-concept, and when learning a second language, is closely linked to self-esteem. Self-concept and self-esteem play an important role in language learning, since these affective variables make the learner have a negative perspective of themselves that will lower the possibilities of approaching the learning process in a positive way. According to Brown (2000, p. 145, 146), three types of self-esteem are distinguished. First, general or global self-esteem is the stable judgement the learner does of himself and which is considerably resistant to change. Situational self-esteem is the evaluation the student does of himself in a particular situation such as in the language classroom or in social interaction. Finally, task self-esteem is related to the difficulty the learner has to perform a certain task in a specific situation.

One theory proposed to explain this phenomenon was the social comparison theory (Damon & Hart, 1982 in Williams & Burden, 2000, p. 97 – 98). This theory claims that the perception the learner has of him or herself is partly based on the interaction that occurs in the language classroom.

The learner, especially during adolescence, tends to compare with others and to develop its self-concept from the information received about himself from others. During adolescence, peers begin to take on a more central role with regard to one's self-image (Williams & Burden, 2000). Furthermore, the evaluations, either positive or negative that the learner received throughout their language learning experience, might affect their motivation and their sense of self-efficacy in that particular area (Williams & Burden, 2000, p. 98). The concept the learner has of itself begins to build from the early stages of its life.

Canfield and Wells (1994, p. 6; In Arnold 1999, p. 12, 13) stated that the teacher should make small learning steps to avoid the learner to feel overwhelmed. Thus, the learner builds its confidence and, step by step starts taking more risks and starts feeling uninhibited.

Some symptoms of a low level of self-esteem are, for instance, a feeling of insecurity, of being negatively judged and sometimes even a feeling of despair and sadness (Rubio, 2004). Students with a low self-confidence have less emotional balance, which may conduct to a high level of anxiety, tension, a fear of failure and a feeling of frustration towards language learning. Students with a low self-esteem try to avoid the teacher, using their first language instead of the target language and they do not feel comfortable with any activity in the classroom. On the other hand, students with a higher level of self-esteem tend to learn languages easier, since they have a positive attitude towards the process of learning languages hence their tolerance of frustration is higher than a student with low self-esteem (Rubio, 2004).

Self-concept and self-esteem play an important role in language learning, since these affective variables make the learner have a negative perspective of themselves that will lower the possibilities of approaching the learning process in a positive way. However, self-esteem and self-concept would also be determined by the learning experience. (Rubio, 2004) For instance, if the teacher has a negative attitude towards the students, giving them feedback in a non-appropriate way for the affective dimension of learning, their level of self-esteem will decrease drastically and so will the concept they have of themselves. Teachers have the responsibility to change the self-concept our students have of themselves. Canfield and Wells (1994, p. 5 in Arnold, 1999, p. 12) suggest that "the crucial thing is the safety and encouragement students sense in the classroom...Further, they must recognize that they are valued and will receive affection and support."

A teacher can make a difference in the life of a child or an adolescent, in a positive or a negative way. For instance, if at home, parents make children feel as if they cannot do anything or that they are useless, they induce a feeling of negative image; but, when children go to school, and their teacher has a positive concept of them, in the long run, this will make the student have a positive self-image and a higher self-esteem. However, this can also happen vice versa. If students, that already have a fragile self-esteem, find that their teacher humiliates them, embarrasses them in front of the rest of the class and refers to them always in a negative way, they will believe that negative image that parents and teachers have of them. Furthermore, during adolescence, the teacher becomes an authority figure that they have to challenge. However, they will really care about what the teacher thinks about them, as adolescence is a very vulnerable stage (Rubio, 2004)

1.2.5 Personality traits

Another important factor affecting foreign language learning is the personality of the student. However, in the field of L2 acquisition, there have been three different models of personality traits (Ortega, 2013, p. 193 – 196). One model of personality was developed by Myers-Briggs (1985), which proposed four traits based on the preferred ways of processing information. They divided personality into Extraversion vs Intraversion; Feeling vs Thinking; Perceiving vs Judging and Intuiting vs Sensing. Finally, the five-factor model (also known as FFM) has become the contemporary model in the psychological field (Myers & McCaulley, 1985). It divides personality into five different traits: Emotional stability, Extraversion, Agreeableness, Conscientiousness and Openness to experience.

The language learning process is different when a student is an extrovert than when it is an introvert. An extrovert learner will probably be more communicatively active, more open-minded and will establish contact with the teacher as well as peers without any boundaries, whereas an introvert learner might be more reserved, quiet and cautious. Moreover, there is a factor which can affect both extroverts and introverts, and that is shyness. Shyness deals with the levels of fears with interacting with other people. That way, an extrovert can experience shyness the same way and introvert does. Accordingly, an extrovert and an introvert cannot be treated the same way in the classroom. For instance, extroverts need to “shine” in the classroom setting, they need to be supported about their enthusiasm and they need physical and verbal recognition and positive feedback.

On the other hand, introverts need to be respected about their need for privacy, they become very affected when interrupted, they need more time to think and to observe in unfamiliar situations. Furthermore, introverts nor extroverts cannot

be forced to change their way of perceiving the learning process: an introvert cannot be forced to speak more and be more open or an extrovert to keep quiet and be less impulsive. Extroversion and introversion should also be considered in group dynamics by making diverse groups, where introvert students could be supported by extrovert students and not feel embarrassed under any circumstance. Arnold (1999, p. 11) claimed that not all classroom activities are suitable for all students and that cultural norms should be considered.

The ability to take risks of a student may seem as a positive aspect of students' personality when learning a language, mainly during oral tasks. The assumption of risks generally implies participating in communicative situations and ignoring the uncertainties of the foreign language. As mentioned throughout this paper, all these variables are interrelated, and risk-taking is no exception. A student who feels anxious in a foreign language situation is less likely to take any risks, and consequently, to have a more negative attitude towards the target language. However, the assumption of risks is not always positive, as it may lead to an impulsive attitude in the learning situation, without a thoughtful and conscious learning process, which can provoke a more "superficial" learning. Arnold (1999, p. 9 – 11) claims that making mistakes is implicit when learning a language and that inhibitions first appear when the learner realizes that him or herself is different from others.

In adolescence, the physical, emotional and cognitive changes of the preteenager and teenager bring on mounting defensive inhibitions to protect a fragile ego, to ward off ideas, experiences, and feelings that threaten to dismantle the organization of values and beliefs on which appraisals or self-esteem have been bound. (Brown, 1994, p. 138)

The concept of language ego was first mentioned by Guiora et al (1972), defining it as "the identity a person develops in reference to the language he or she speaks" (Brown, 2000, p. 64). Following this definition, ego permeability can be conceptualized as the process of adapting that language identity when being in contact with another culture. When learners become aware of their differences with other learners, they feel the need to protect that ego, if necessary by avoiding everything that may affect that ego. The weaker the ego, the higher the walls of inhibition (Arnold, 1999, p. 10).

To lower students' ego boundaries and inhibition, Dufeu (1994, p. 89, 90 in Arnold, 1999, p. 10 – 11) suggests establishing an ego-friendly context so that the learner feels comfortable when first communicating in a foreign language. A climate of acceptance needs to be created with the stimulation of students' self-confidence,

encouraging them to take risks without a feeling of embarrassment.

Another aspect which can differ from one student to another is the level of empathy. According to Guiora, Brannon and Dull (1972, p. 115 – 118), students' ability to empathize with the thoughts or feelings of others has been difficult to measure in the investigations made. Dealing with language learning, the most important aspect of empathy is that our students show towards the target culture. If a student does not show any empathy about the target culture, it might lead to a negative attitude in the foreign language classroom (Guiora, Brannon & Dull, 1972).

Finally, also a feature of the student's personality is their willingness to communicate, which is closely related to the students' self-esteem and level of inhibition. It can be defined as the "readiness to enter into discourse at a particular time with a specific person or persons using a second language" (MacIntyre et al., 1998, p. 547). Even though in this paper it is considered as a personality feature, for Kang (2005, p. 291), "willingness to communicate is an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutors, topic and conversational context, among others". Our students' confidence when communicating in a foreign language contributes to their willingness to communicate. Ortega (2013, p. 203) mentions the research of Clément et al. (2003) concluding that communicative anxiety and self-perceived competence are shaped by past experiences with the target language community, and both contribute to the confidence of students when talking in the L2.

1.2.6 Cognitive styles

Cognitive styles differ in every learner. Language teaching works all the key competences but, in the case of cognitive styles, special attention needs to be given to the "learning to learn" competence or "savoir apprendre" as it is crucial for students to be conscious of their own learning process and how they learn best. The learning to learn competence refers to the ability of learning effectively and autonomously, given our style preferences and needs. The student needs to be aware of its own aptitudes and skills, including intellectual and emotional. They should also acquire the ability to develop these skills in a life-long learning process, gaining independence and, with that, fostering their own motivation, self-confidence and, consequently, achieving language proficiency.

According to Reid, learning styles refer to "an individual's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills" (1995, p. 8). For Nunan (1991), learning style is the preferred way of going about

learning, which will result from personality variables. Previous to the classification made by Oxford in 1990, Kolb's model of cognitive learning styles (1984) was also highly relevant. The learning style construct was divided in two dimensions, concrete vs. abstract thinking and active vs. reflective information processing. Concrete thinking focused on being involved in experiences, dealing with an immediate situation, focusing on feeling. In contrast, abstract thinking focused on ideas, concepts and thinking. Active information processing focused on influencing people and changing situations, emphasizing practical applications instead of reflective observation. Lastly, reflective information processing focused on understanding the meaning of concepts and situations by describing them, emphasizing understanding.

Based on the combination of the two continuums, he divided learner types into four different groups (Dörnyei, 2005, p. 130). First, the divergers, who are concrete and reflective learners, prefer learning by observation and making sense of experiences. They tend to be highly creative and interested in people and their emotions. Secondly, the convergers, who are abstract and active learners, are pragmatists and prefer technical tasks and the practical application of ideas. Thirdly, the assimilators, who are abstract and reflective learners, enjoy constructing models and they tend to be more logical. Finally, accommodators, who are concrete and active learners, learn best by simulations of real situations, are intuitive problem-solvers and tend to take risks.

Another classification was made by Reid (1995), who divided learning styles into cognitive, sensory and affective styles. Cognitive styles are those dealing with the learning dimension, which he divides into field-dependent or independent, global-analytical and reflexive-impulsive styles. He also divided sensory styles into perceptual, in which he included visual, auditory, kinesthetic and tactile learners; social, which included individual or group learners; and environmental styles influenced by things such as lighting, temperature and sound.

Finally, Oxford (2003) proposed four dimensions to divide cognitive styles: sensory preferences, personality types, desired degree of generality and biological differences. Sensory preferences can be divided into visual, auditory, kinesthetic and tactile. Visual learners prefer visual stimulation when learning a new language, they need to visualize or read the information they receive to memorize it. They assimilate better pictures, diagrams and videos rather than any other kind of material.

They prefer the teacher to be descriptive so that they can visualize what they are learning. For visual learners, the most useful resources are mind maps and flashcards (Oxford, 2003). In order to memorize new things, auditory learners need to listen to the new input. Unlike visual learners, auditory learners enjoy oral directions and

lectures. They learn better with discussions or debates; podcasts and they tend not to take any notes in class. Kinesthetic and tactile learners are those who feel comfortable with activities involving movement and tangible objects, such as flashcards and dynamic games. They are more practical and need external stimuli in order not to lose attention (Oxford, 2003).

Similarly, Gardner developed a theory based on different types of intelligences in the late 1970's and early 1980's: the Multiple Intelligences (MI) theory. The MI theory claims that individuals who demonstrate a particular aptitude in one intelligence will not necessarily demonstrate a comparable aptitude in another intelligence. This theory has gained a lot of reputation, which has led to its implementation in many schools' methodological approaches (Davis, Christodoulou, Seider & Gardner, 2011, p. 7, 8). First, linguistic intelligence is considered an ability to analyze information and create products involving oral and written language such as speeches, books and memos. Logical-Mathematical Intelligence is an ability to develop equations and proofs, make calculations and solve abstract problems. Spatial-visual intelligence is an ability to recognize and manipulate large-scale and fine-grained spatial images. Musical intelligence is an ability to produce, remember, and make meaning of different patterns of sound. Naturalistic intelligence is an ability to identify and distinguish among different types of plants, animals and weather formations that are found in the natural world. Bodily-Kinesthetic intelligence is the ability to use one's own body to create products or solve problems. Interpersonal intelligence is an ability to recognize and understand other people's moods, desires, motivations and intentions. Intrapersonal intelligence is the ability to recognize and understand his or her own moods, desires, motivations and intentions.

Personality types are also important in L2 learning styles, since they can influence the way students learn (Oxford, 2003, p. 4 – 6). Extroverts usually get greatest energy from the external world, wanting interaction with people, while introverts derive their energy from the internal world, tending to have a few friendships. Enforcing time limits in the L2 classroom can keep extraverts' enthusiasm to a manageable level. Rotating the person in charge of leading L2 discussions gives introverts the opportunity to participate equally with extroverts. Intuitive-random students like to create abstract theories and new possibilities, often have sudden insights, and prefer to guide their own learning. In contrast, sensing-sequential learners are concerned with facts rather than theories, want guidance and specific instruction from the teacher, and look for consistency.

Thinking learners want to be viewed as competent and do not tend to offer praise easily – even though they might secretly desire to be praised themselves. In

comparison, feeling learners show empathy and compassion through words, not just behaviors, and say whatever is needed to smooth over difficult situations. Closure-oriented learners want clarity as soon as possible, they are hard-working students who want written information and specific tasks with deadlines to plan ahead and avoid improvisation. In contrast, open learners want to stay available for new perceptions, they are spontaneous, and they take language learning not as seriously as closure-oriented learners and they do not like deadlines.

The desired degree of generality also has a role in students' learning styles. It focuses either on the global idea or the details of something. Global students like communicative events and they are comfortable even when not having all the information, and they feel free to guess from the context. Analytic students, in contrast, concentrate on grammatical details and avoid communicative events. They also do not take risks unless they are sure of their guesses (Oxford, 2003, p. 6, 7).

Biological differences are an important factor when determining a learning style. Oxford (2003, p. 7) considers that factors such as biorhythms, sustenance and location are related to students' learning styles. For example, biorhythms show us the time of the day when students feel more comfortable and therefore, they learn better. Sustenance is the students' need for food or drinks while studying. Lastly, the type of environment that surrounds the student is also important, that is what Oxford (2003) called location, which involves temperature, lighting and sound.

A well-known instrument to measure students' learning styles is the Perceptual Learning Style Preference Questionnaire, developed by Reid in 1984. It measures the way students learn better by a Likert-style self-scoring questionnaire that ranges from Strongly Disagree to Strongly Agree. There are 5 questions for each type of learning style with a total of 30 questions and each response has a numerical value from 1 (strongly disagree) to 5 (strongly agree). The learning styles included visual, auditory, kinesthetic, tactile, group and individual learners. This questionnaire determines the major style preference of the student (from 38 to 50 points), the minor learning style preference (from 25 to 37 points) as well as negligible learning styles (from 0 to 24 points), which indicates that the learner has some kind of difficulty using that learning style (Reid, 1995). The role of the teacher dealing with the different learning styles consists on identifying how their students learn best and adapting these subjective needs into the foreign language classroom. However, this requires a lot of flexibility and practice from the teacher, as adapting to the students' cognitive styles almost implies individually personalized teaching for each student. The teacher can study the predominant learning styles of students and try and design the course, the activities and the different tasks around that cognitive style.

Finally, it can be said that learning styles are formed by cognitive, affective and behavioral components. If students' learning styles are taken as a priority in the foreign language classroom, students are likely to have a higher level of satisfaction and tend to work more autonomously, as they realize how they learn better and the most useful strategies for them in the foreign language learning process.

1.3 Final remarks

After reviewing the different research studies on the psycho-affective variables mentioned all throughout this chapter, it can be concluded that individual variables impact foreign language learners. It seems clear to me as a foreign language teacher that, if teachers give the affective dimension of learning the attention it deserves, the impact these variables have in language learning can be reduced significantly. After this literature review, the second part of this Masters' thesis will deal with the pedagogical implementations which can be done in order to diminish or improve the impact of the individual variables treated previously. The activities are proposed in an attractive way for our students.

Chapter 2: "It's okay not to be okay". Didactic proposal

The didactic part of this masters' thesis intends to help with the impact of the psycho-affective variables reviewed in the first chapter at the same time that students revise the linguistic contents they have previously studied. Almost every figure or image appearing in this didactic unit has been made by myself using ITC tools such as Canva, Google Slides, Google Classroom or Genial.ly, as nowadays their use in the foreign language classroom has become practically indispensable.

The poster below, made with Google Slides, overviews the main aspects of the didactic proposal, which is called "It's okay not to be okay". This title was chosen because of the deep message behind this quote, which is what this didactic unit tries to communicate to students affected by the affective factors mentioned in the first chapter. The poster includes formal aspects such as the context, the legislation used, the materials and resources, attention to diversity, methodology, interdisciplinarity and cross-curricular elements.



It's okay not to be okay!

4th C.S.E
A2.2

28 students
Mixed abilities

7 sessions
3rd term

BOE

→ Decree-Law
1105/2014

BOJA

→ Order 14th July 2016

INTERDISCIPLINARITY

Ethics and morals
ICT
Biology

CROSS-CURRICULAR

Cultural awareness
Entrepreneurship
ICT skills
Learning to learn
Critical thinking

MATERIALS & RESOURCES

- Padlet
- Google classroom
- ICTs
- Kahoot
- Conversation cards
- Fast finishers jar
- Tablets & Computer
- Whiteboard

HOLISTIC APPROACH
COMMUNICATION FOCUS
FLUENCY > ACCURACY

**SEE YOU IN
CLASS**



Peer Mentor Circles



dysLexia

FINAL PROJECT:
YouTubers for a day



Figure 1. Poster-summary of "It's okay not to be okay" (made with Google Slides)

1. Introduction

This didactic unit “It’s okay not to be okay” has been designed to be carried out in 4th year of Compulsory Secondary Education (ESO). It is planned for a group of approximately 28 students who are from 15 to 17 years old. One of the main aims of this didactic unit is to raise awareness about the impact of the psycho-affective factors in the English as a Foreign Language classroom in Secondary Education. Furthermore, some useful ideas and strategies are given to lower the impact of these variables at the same time that students practice English. This didactic unit therefore complements the theoretical contents reviewed in the first part of this Masters’ thesis.

2. Justification

This didactic unit is developed according to the Spanish and Andalusian legal framework, including Real Decreto-Ley 1105/2014 from Boletín Oficial del Estado (Official State Bulletin Royal Decree-Law 1105/2014) as well as Orden del 14 de Julio de 2016 from Boletín Oficial de la Junta de Andalucía (Official Regional Bulletin’s Order from the 14th of July 2016). Following the recommendations of the regional and central government, this lesson plan contributes to develop students’ key competences and skills. It is considered of special importance the following objectives proposed in the Real Decreto-Ley 1105/2014 from Boletín Oficial del Estado (Official State Bulletin Royal Decree-Law 1105/2014, page 177):

d) To strengthen their affective abilities and capacities in every aspect of their personality as well as in their relationships with each other. Also, to reject any type of prejudices in any shape or form.

e) To develop basic skills in the usage of information resources, with critical thinking, for acquiring new knowledge, especially information and communication

g) To develop entrepreneurship, self-confidence, participation, critical thinking, planning, learning to learn competence, decision making and assuming responsibilities.

Furthermore, the contents proposed in Orden del 29 de Julio de 2016 from Boletín Oficial de la Junta de Andalucía (Official Regional Bulletin’s Order from the 29th of July 2016, page 221) had great relevance in this didactic unit. Also, Boletín Oficial de la Junta de Andalucía, Artículo 22 del Decreto-Ley 110/20016 del 14 de Junio (Article 22 of the Decree-Law 110/2016 of the 14th of June 2016 in Official Regional Bulletin)

establishes educational measures of attention to diversity, aimed to the different skills, cognitive styles and learning rhythms, degrees of motivation, interests, socioeconomic and sociocultural and socioeconomic situations in order for the students to acquire all the key competences and acquire stage objectives.

3. Contextualization

The school where this unit is applied is located in the city center of Córdoba and, generally, students come from middle class families, even though there are some socioeconomic differences between them. However, it is essential to consider that several localities nearby allocated to it. Therefore, the school receives students from many different small towns and villages. As for the school itself, it houses the four levels of Compulsory Secondary Education plus the two levels of Non-compulsory Secondary Education and Vocational Training.

Concerning the projects that the school has to improve the quality of the educative offer, they include the Plan de Fomento de la Lectura (Plan for Reading Promotion), Plan de Educación Medioambiental (Plan for Environmental Education) and Plan de Igualdad de Género (Plan for Gender Equality), and the Proyecto de Integración de las TIC (ITC Project). Firstly, the Plan of Reading Promotion consists on the creation of a Reading club inside each group, in which, once a month, students share their reads and, also learn how to make use of the school library. Secondly, the Plan for Environmental Education focuses mainly on promoting recycling in the school. In order to do that, students make informative posters about environmental issues and recycling, as well as measures to protect the environment. Furthermore, with the Plan for Gender Equality, the school contributes to gender equality by treating this topic through the whole academic year, by reading articles and short stories about gender-based violence in the counselling class as well as attending talks by victims related to this issue. Finally, the ITC Project intends to promote the use of Information and Communication Technologies inside and outside the classroom, in this case by using tablets and computers and doing activities using tools such as Google Classroom, Kahoot or E-mail. There will also be an Exchange Project with a school from Ireland in the 2nd term of 4th year of Compulsory Secondary Education.

The total of students in the secondary school, including compulsory secondary education, non-compulsory secondary education and vocational training is approximately of 600 pupils. As for the number of teachers, there are a total of 120 teachers, approximately 8 per department.

The organization of the school staff is divided into: school principal, head of studies, stage coordinators for E.S.O and non-compulsory secondary education, department head teachers, guidance and counselling department and PAS

(administration and services staff). Dealing with facilities and resources, the school features an auditorium, a chapel, TV room, science lab, technology lab, multimedia-computer room, ITC classrooms and WiFi wireless internet connection. The school also features a gym and two open-air schoolyards and one roofed patio.

Regarding the rules and regulations of the school, students' personal electronic devices such as smartphones or gaming consoles are not allowed inside the school without permission. Furthermore, tardiness or absence to class, not doing the homework as well as disruptive behavior is immediately communicated to parents via the virtual platform PASEN. This is the module of the platform Séneca created by Junta de Andalucía that allows communication between the school and the parents and students. PASEN allows parents and students to consult several aspects like the school calendar and schedule, attendance tracking, students' grades and personal observations.

Students do not constitute a homogeneous group. The 4th year of C.S.E consists of two groups of 28 and 30 students each. Thus, they come with different levels of competence depending on their possibilities outside school as well as the different affective individual factors mentioned in the theoretical part of this master's dissertation. Classes are then organized as mixed ability groups, in which there are students with different styles of learning, learning rhythms and motivation degrees. Students in 4th year of C.S.E are in a difficult age because of their physical and psychological changes. Apart from that, there are other cases of students' diversity in this school. There are students with specific educational needs, which may need more support to achieve the objectives successfully. In the particular case of 4th year of C.S.E, there are 2 boys with Attention Deficit Hyperactivity Disorder (ADHD) and 1 girl with dyslexia.

The socio-economic environment of the students is varied. There is a ratio of 50/50 students from lower class families and from middle-upper class families, as it is a big secondary school. There are also students with background problems related to drugs and violence that come from juvenile facilities. The extent to which parents are involved in students' education is generally low, even though everything is immediately communicated to them through PASEN and face-to-face communication with their children' teachers and school staff.

Finally, after getting to know students better, they have some interests in common such as, for instance: YouTube and youtubers, social media, love, music and videogames.

4. Objectives

As this didactic unit is mainly focused on the affective domain of language learning, the main objectives are to foster students' motivation, lower their level of foreign language anxiety, make them feel more self-confident and improve their self-esteem as well as getting to know students' learning styles and different intelligences. With this didactic proposal, the main concern is to raise awareness about the impact these variables make in students' foreign language learning process. However, the objectives proposed by the central government previously in Real Decreto-Ley 1105/2014 from Boletín Oficial del Estado (Official State Bulletin Royal Decree-Law 1105/2014, page 177) mentioned in the legal framework are also taken into consideration. Furthermore, special relevance is given to objective d) *To strengthen their affective abilities and capacities in every aspect of their personality as well as in their relationships with each other. Also, to reject any type of prejudices in any shape or form.*

5. Key competences

Key competences are to be acquired throughout Compulsory Secondary Education in order to reach personal realization, practice civic responsibility, get into the adult life satisfactorily and develop a constant learning process throughout life. The acquisition of competences does not depend on a specific subject or educational stage. Each curricular subject contributes to the development of different competences and, at the same time, each competence is reached as a consequence of working in different subjects.

Following the recommendations from the *Common European Framework of Reference for Languages* (CEFRL, 2001), as well as Boletín Oficial del Estado, Orden ECD/65/2015 Artículo 2-5 (Official State Bulletin Order ECD/65/2015, Articles 2 to 5, pages 6988-6989) the subject of English as a Foreign Language must contribute to a further development of these key competences:

- C1. Linguistic competence.
- C2. Competence in mathematics, science and technology.
- C3. Digital and information processing.
- C4. Learning to learn competence
- C5. Social and civic competence.
- C6. Competence in personal autonomy and entrepreneurship.
- C7. Cultural and artistic competence.

This didactic unit contributes to the acquisition of some of the competences mentioned and especially to *linguistic communicative* competence, which refers to the use of language as an instrument to oral and written communication, representation, interpretation and comprehension of reality, as a means of knowledge construction and organization and self-regulation of thinking, emotions and behavior. Knowledge, skills and attitudes characteristic of this competence, allow students to express emotions, experiences and opinions, as well as discuss, develop a critical and ethical point of view, generate ideas, structure their thoughts, have a coherent and cohesive speech, take decisions, and enjoy listening, reading or expressing themselves both in an oral or in a written way. Learning a foreign language has a straight contribution to the acquisition of this competence as far as students get and develop their listening and speaking skills. Furthermore, learning English also improves linguistic communicative competence by developing the ability to express themselves both in an oral or in a written way, using and understanding the conventions and the appropriate language to each situation. Apart from that, progressive learning and the recognition of the working rules of the English language, improves the acquisition of this competence. *Mathematical competence* is perhaps the least practiced competence in the English as a Foreign Language classroom. However, it can be practiced by mathematical reasoning, problem solving and logical reasoning. *Digital and information processing competence* consists of being able to search, obtain, process and communicate information and transform it into knowledge. English will contribute to this competence through the use of computers either to revise before tests or to search information for the different projects through the web.

Learning-to-learn competence implies getting the skills to initiate the learning process and being able to keep learning in an effective and autonomous way and being aware of the abilities that come into play in the learning process, such as attention, concentration, memory, comprehension and linguistic expression. As language is the means of thought transmission and the ultimate learning tool, the foreign language subject contributes in a fundamental way to the development of the competence of learning to learn as it offers more possibilities and different resources to understand, interpret, express opinions or feelings and emotions, and formulate hypothesis of how language works. The contents needed to the acquisition of this competence are clearly reflected in the sections related to a reflection about language or about learning.

Consequently, learning English helps developing and acquiring *social and civil competence*. This competence is shown in the activities in which students need to exchange personal information, take part in discussions, express opinions or ideas, listen to others, create dialogues or assess and show respect for classmates' contributions.

The study of English, therefore, contributes to this competence since learning a second language helps to develop attitudes of respect, interest, and acceptance of other people's cultures and ways of behavior.

Competence in personal autonomy and Initiative, as well as in entrepreneurship refers, on the one hand, to the acquisition of consciousness and to put into practice a set of values and personal attitudes, and on the other hand, to the ability to choose following one's own judgement, to imagine projects, to do the necessary actions to develop the personal options and plans –within the framework of individual or collective projects- and being responsible for them. Knowing a foreign language contributes to the acquisition of this competence, as it fosters cooperative work in the classroom as well as the social skills and it allows the development of initiatives about planning, organizing and managing work, favoring this way the personal autonomy and initiative.

Cultural and artistic competence involves knowing, understanding, assess and evaluate critically, with an open and respectful attitude, different cultural and artistic events, use them as a source of enrichment and personal enjoyment and regard them as part of the richness and heritage of people. This competence also incorporates an expressive component based on the own aesthetic and creative capacity, and the mastery of skills related to capacity related to different artistic and cultural codes, to use them as a means of communication and personal expression. It also implies expressing interest in the participation in cultural life and contributing to the conservation of cultural and artistic heritage, both the own community and other communities. This competence will be carried out through reading both intensively and extensively; students will work on the different cultural manifestations of the English-speaking countries and at the same time contrasts will be established between their mother tongue's culture and the culture of the second language they are studying.

6. Contents

The following contents have been adapted from the legislative framework such as Real Decreto 1105/2014 del Boletín Oficial del Estado (Royal Decree-Law 1105/2014 from State Official Bulletin) as well as Decreto 111/2016 and Orden del 14 de Julio del Boletín Oficial de la Junta de Andalucía (Official Regional Bulletin's Decree 111/2016 and Order from the 14th of July).

- a) Oral comprehension (Listening):
 - a. Distinction of the different types of comprehension (general, specific, dates and key information)
 - b. Description of physical and abstract qualities of people, objects, places and activities as well as situations.
 - c. Vocabulary related to personal information and language.

- b) Oral expression and interaction (Speaking):
 - a. Creating the message clearly, identifying the different ideas and basic structure.
 - b. Expressing the message in a clear, coherent way, using a clear structure and adjusting to fixed formulas of each type of oral text.
 - c. Being communicatively efficient in: descriptions, expressing opinions and explaining facts and features about a place, a person or an object.

- c) Written comprehension (Reading):
 - a. Inference and formulation of hypothesis about the meanings from the understanding of the different semantic, linguistic and paralinguistic elements.
 - b. Description of physical and abstract qualities from people, places and activities.
 - c. Narration of past experiences, habitual situations, descriptions of present states and expression of future events.

- d) Written expression and interaction (Writing):
 - a. Coordinating the different communicative skills in order to complete the tasks successfully.
 - b. Using the language the student already knows in order to make the most of their foreign language knowledge.
 - c. Description of qualities of people, objects, places and events.
 - d. Narrate specific and habitual past events, current states and situations and future events.

Linguistic contents: Modal verbs of ability and possibility; Present simple; Verb to be in the present; Past verb tenses (Past simple and continuous); Second conditional (If I were you, I would); Used to + infinitive; Positive personality adjectives; English borrowings in Spanish; Meditation and mindfulness vocabulary; Parts of the body terms.; Positive self-affirmations; Intensifiers (very, really), Emotions adjectives; Adverbs of manner; Numbers; Foreign cultures vocabulary.

Sociocultural contents: Adopting a respectful attitude toward the foreign language culture and countries. Getting to know English-speaking countries' customs, clothes, famous native people, accents, flags, food and holidays.

7. Methodology

There is not one specific methodology applied in this didactic unit. However, it is important to mention that this unit follows a Holistic approach, i.e. a mixture of the most positive aspects of each foreign language teaching methodology adapted to the features of the class, in which the communicative aspect will be highly important. This holistic approach promotes interaction between student-student and teacher-student to allow them to build up their knowledge in a continuous process of participation in individual, peer and group work activities. The Boletín Oficial del Estado's Real Decreto-Ley 1105/2014 (State Official Bulletin's Royal Decree-Law 1105/2014) for foreign languages points out a methodological approach for students to acquire oral and written communicative competence in meaningful contexts. This Decree-Law stresses the importance of a methodology that copes with every circumstance, and it states that methodology in Secondary Education will be active and participative, favoring individual and group work, and will refer to everyday life and to the student's world.

An active and participative methodology allows a progressive transition from the Compulsory Secondary Education to Non-Compulsory Secondary Education. The teacher uses diverse material and varied methodological devices.

The student is not simply a passive recipient but he/she will observe, reflect, participate and investigate. It is necessary to promote motivation, taking the learning situations to their own necessities. Therefore, to get the curiosity of the student for new knowledge, a motivating methodology will be used, using varied didactic devices. The teaching action is oriented towards enhancing the students' communicative competence and autonomy when speaking the foreign language. To achieve this aim, the material and discourse to be used in class should be as varied, comprehensible and authentic as possible. The organization of the classroom must be flexible so as to facilitate the students' work. The activities will make it clear that most knowledge overlaps with the knowledge shown in other activities as well as in other subjects. This will make students think that there is always a new opportunity to either maximize their actual knowledge or else to overcome the weaknesses from the present or the past. The role of the teacher may vary according to the situation. The teacher will promote communication, answer students' questions and monitor their performance.

At other times the teacher may engage in the communicative activity along with the students. All the activities proposed to the students must be oriented to the

acquisition, and development of a capacity, concept or value. The activities will favor constructive learning. The tasks and activities presented should be authentic, motivating and related to the students' interests, to their previous knowledge and experience, resembling as much as possible everyday life.

The activities and tasks need to favor the active participation of students and they also must stimulate the interest and the habit of reading and the capacity of expressing themselves in public as well as the use of the Information and Communication Technologies (ICTs). The use of the internet and the Google Classroom, as well as other technological tools will be fostered to give the students information about the didactic materials and the tasks to perform in class and at home. This will increase the independence and responsibility of the student. Google Classroom will be the main platform in which students will have all their homework, projects, useful links and resources as well as a calendar for deadlines and key dates.

Students' autonomous learning and the use of appropriate research methods are favored throughout this unit. Such tasks and activities will be graded according to different levels of difficulty and degrees of accomplishments in order to cope with the different levels within the group.

The foreign culture should be studied as a way to stimulate the students' curiosity and also as a source to minimize negative prejudices and to foster their critical spirit and their tolerance towards socio-cultural differences. This didactic unit is concerned with promoting students' interest in the mechanisms of language and in the resulting function in order that they can use the language properly in the appropriate contexts. It is also important to offer students comprehensible input as a means to make them acquire linguistic knowledge inductively. The foreign language will be used as the main vehicle of communication in the classroom, although the mother tongue may be used in situations the teacher considers necessary. Cooperative learning, based on negotiation of meaning, will be one of the didactic aspects to be considered in order to help communication the ultimate aim of the teaching project being to develop the students' communicative competence in the foreign language.

Language use will be analyzed in context. Errors are inevitable; they will be viewed as a natural part of the learning process and developing competence. They will be corrected without embarrassing them in an affective-friendly way and helping students towards self-correction. Students will produce errors because their hypotheses about the new language are wrong or incomplete. Errors are not, therefore, to be regarded as signs of failures, but as evidence that students are working their way towards the correct language.

8. Attention to Diversity

Variety is the spice of life, and diversity is a feature of human condition and a fact in our class. Diversity is not only linked to the development of students' capacities or to their learning difficulties, but also to individual differences related to their expectations, motivations, learning styles, interests or personalities. All these aspects need to be taken into consideration in the teaching-learning process, so that it develops in an effective and appropriate way. When planning this didactic unit, it is crucial to bear in mind the characteristics of the groups of students. As seen above, the 4th year of C.S.E in this school is formed by a heterogeneous group of students from different schools and different villages, and they obviously start the course with different levels. There are students with different rhythms of learning and different grades of motivation. There are 3 students with Specific Educational Support Needs: two students with ADHD and a student with dyslexia. The students with ADHD will be especially taken care of, as they lose attention easily, so they will be placed closer to the teacher. On the other hand, as for the student with dyslexia, some of her spelling errors cannot be taken into account, as they are being caused by this condition. The teacher needs to work out a strategy to cater for at least some aspects of this problem.

Some of the measures that can be put into practice for with slower learners are offering a seat near the teacher's desk, helping them plan and organize their materials and time management and always giving them individualized attention and adapting to their special needs. Slower learners would have permission to use the class dictionary and the online dictionary in their tablets if necessary. Also, classes must be adequately equipped for those students with special educational needs and the subsequent individualized pedagogic attention. As slower learners, they will be offered the possibility of "peer's mentoring", i.e. having a classmate (a fast finisher preferably) help them whenever they need to. Also, every student will have access to the teacher's e-mail in order to solve any doubts. However, there will be a "spokesperson" that will gather all the doubts from the group, that way, clogging the teacher's inbox will be avoided. Students with Specific Educational Needs are identified by the school system and teachers provide them with the right support. In common with other teachers, English teachers have a significant role in identifying and dealing with a student who needs extra help or attention. Thus, the teacher will work closely with the parents or tutors, specialist teachers and other institutions supporting these students.

As for fast finishers, the teacher will make a fast finishers jar with wooden sticks of different colors. The wooden sticks will be divided into red (difficult task), yellow (medium difficulty task) or green (easy task). One example of difficult task would be writing a composition about what the student would do if he/she was the

president. A medium difficulty task would be to write a composition about what the student did the weekend before. Finally, an easy task would be to write all the words he or she remembers beginning with a specific letter. This way, depending on the level of the student, the teacher will ask them to grab one of the sticks if they finish their class work earlier than their classmates. As mentioned before, fast finishers will also help the rest of the students, which is best known as “peer’s mentoring”. This way, fast finishers feel useful and help their peers with any problems they have.

This didactic unit considers the different levels of knowledge in the classroom and therefore, the different degrees of learning styles that will be found among students. Every student has his/her own ability to learn, which is not synonymous with his or her intellectual capacity. This way, the activities proposed are oriented for the different types of learning styles. Also, each student’s interest in learning a foreign language will depend on his motivation and on necessity. Motivation to learn a foreign language is a complex matter. It may depend on differences in the socio-cultural surroundings of our students or on the student’s record of successes and failures up to that moment among other reasons. Consequently, this teaching unit include a variety of topics in the hope that they will interest the majority of students. Care has been taken to include topics that have an application in the near future, such structures used for maintaining informal or formal conversations, teenagers’ lives and habits, writing letters and emails, new technologies and listening to and understanding current trends.

9. Cross-curricular elements

Cross-curricular elements are a fundamental aspect in today’s foreign language teaching and learning experience. These elements need to be included in the foreign language curriculum, as our students live in a society in which these skills are crucial for their everyday life. These are usually related to moral values education or special skills that the student can acquire.

According to Artículo 6 del Real Decreto 1105/2014 del Boletín Oficial del Estado (Official State Bulletin Royal Decree-Law 1105/2014, article 6, page 173) as well as Orden del 14 de Julio de 2016 del Decreto-Ley 111/2016 del Boletín Oficial de la Junta de Andalucía (Official Regional Bulletin’s, Decree-Law 111/2016 of 14th July 2016, page 110-111) the cross-curricular elements in Compulsory Secondary Education are: Moral and Civic Education, Cultural awareness, Consumer Education, Citizenship, Entrepreneurship, Education for peace and solidarity, Environmental education, Road safety education and Health and sex education.

Consistent cross-curricular references between the home and foreign countries can help learners to stand back from certain opinions and prejudices and achieve a more balanced view of both cultures. All these activities within the language classroom should be embedded in the framework of the school's policy on cross-curricular education. The study of modern foreign languages also has an important contribution to make to cross-curricular skills and competences. These skills include for example communication and cooperation, developing creative and imaginative skills, research and planning skills using a variety of media and independence, problem-solving and decision-making.

This unit acknowledges that moral and civic education is the main basis for the rest of elements. This includes respect and tolerance towards the target language culture and towards the rest of students. The unit works on cultural awareness by treating the foreign language culture with tolerance and learning aspects about the target culture. Entrepreneurship is also treated through the individual and autonomous work of students in some of the tasks. ICT skills are very present through the use of technology. Students acquire critical thinking skills by reflecting about their opinions in a critical way.

10. Interdisciplinarity

As for interdisciplinary dimension, this didactic unit shares contents with the Ethics and Morals subject as students have to treat in a respectful manner and empathize with the target language culture. ICT subject is also present thanks to the use of Information and Communication technologies such as tablets, computers, overhead projector, internet connection, software tools and certain apps such as Kahoot or Padlet. Biology is also treated through the mindfulness and relaxation activities in the first two sessions of this didactic unit.

11. Materials and resources

In the Foreign language subject, the materials and resources need to be varied and they change according to the methodology followed. As the methodology of this didactic unit uses a holistic approach, the materials used are relevant and innovative for the activities developed. A mixture of technology, paper and board-work is used.

Fast finishers jar	Post-it notes, A4 paper.
Students' tablets	Teacher's computer
Overhead projector	Whiteboard and markers
Pens and pencils	Coloured crayons and markers

Padlet App, Google Classroom.	Conversation cards
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12. Assessment

The assessment part of this didactic unit consists on different instruments so that the evaluation can be as varied as possible. Furthermore, two different rubrics were created for this particular lesson plan. The first rubric (see figure 2) is the general evaluation rubric in which the tasks carried out throughout the unit as well as aspects such as participation and attendance are assessed. In this evaluation rubric, you can see that the percentages are quite balanced so that students do not feel the pressure and anxiety that represents a big assessment such as an exam counting 50% of the overall grade. Moreover, as the methodology of this unit tends to focus on oral communication, another rubric for oral presentations (see figure 3) was created. The oral assessment evaluates students' originality, structure of the presentation, use of the language, pronunciation and overall delivery of the presentation. At the very end of the unit, a Kahoot survey was developed in order to receive students' feedback about the unit (see figures 43-52). Finally, the teacher also takes notes about particular situations that occur when carrying out the unit.

MARKING CRITERIA	EVALUATION INSTRUMENTS	ASSESSABLE LEARNING STANDARDS
<p>- <u>ORAL COMPREHENSION</u>: a) Identifying the general information, key information and details about oral texts in any linguistic register.</p> <p>b) Recognize commonly used lexical items related to every day affairs, general topics, as well as some expressions related to them.</p> <p>-<u>ORAL EXPRESSION AND INTERACTION</u></p> <p>a) Producing oral texts with a clear and basic structure in any situation or context, expressing opinions and formulating hypotheses.</p>	<p>- Evaluation rubric. (see figure 2)</p> <p>- End of unit Kahoot. (see figures 43-52)</p> <p>- Oral presentation rubric (see figure 3)</p> <p>- Attendance and participation list and notes</p>	<p>-<u>ORAL COMPREHENSION</u>: a) Gets the general information, key information and details about oral texts in any linguistic register.</p> <p>b) Recognizes commonly used lexical items related to every day affairs, general topics, as well as some expressions related to them.</p> <p>-<u>ORAL EXPRESSION AND INTERACTION</u></p> <p>a) Produces oral texts with a clear and basic structure in any situation or context, expressing opinions and formulating hypotheses.</p>

<p>b) Applying strategies to produce monologues or dialogues using the language already known.</p> <p><u>-WRITTEN COMPREHENSION</u></p> <p>a) Knowing and applying the strategies for general comprehension of the key information, details or general information about the text.</p> <p><u>- WRITTEN EXPRESSION AND INTERACTION</u></p> <p>a) Writing coherent clear texts about personal interests, everyday issues in any linguistic register using the correct structures, expressions and vocabulary related to that topic.</p>		<p>b) Applies strategies to produce monologues or dialogues using the language already known.</p> <p><u>-WRITTEN COMPREHENSION</u></p> <p>a) Knows and applies the strategies for general comprehension of the key information, details or general information about the text.</p> <p><u>-WRITTEN EXPRESSION AND INTERACTION</u></p> <p>a) Writes coherent clear texts about personal interests, everyday issues in any linguistic register using the correct structures, expressions and vocabulary related to that topic.</p>
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It's okay not to be okay!		Evaluation rubric		Teacher: Maria del Mar Muñoz Garrido	Student: _____	10	
ASSESSMENT		Great job! 4	Well done! 3	Just enough! 2	Needs to improve 1	Observations	Mark
YouTubers for a day 25%	Outstanding presentation. Creative, funny and perfect pronunciation	Great presentation. Original, good pronunciation	Good presentation. Lots of effort into it. Pronunciation needs to improve	It is done, but I can't see much effort. Needs more work!			??
Attendance and participation 10%	Attends and participates actively every day	Attends and participates usually	Attends and participates sometimes	Rarely attends or participates			??
Oral interaction 20%	Interacts fluently with long answers and good pronunciation and structures	Interacts fluently, with short answers but good use of structures.	Interacts with some mistakes related to structures and pronunciation	Interacts with several mistakes making it unintelligible			??
Written production 20%	Writes the compositions without any mistakes and outstanding English	Writes the compositions with minor mistakes and good English	Writes the compositions with serious mistakes and acceptable English	Writes the compositions with several mistakes and poor English			??
Pecha Kucha 25%	Outstanding presentation. Very creative and perfectly created	Great presentation. Very good performance and well designed	Good presentation with minor structural and pronunciation mistakes	There are major formal and pronunciation mistakes			??

Figure 2. Evaluation rubric (designed with Genial.ly)

ORAL PRESENTATIONS RUBRIC

Teacher: Maria del Mar Muñoz Garrido

Student:

10

	Great job! 4	Well done! 3	Just enough! 2	Needs to improve 1	Observations	Mark
ASSESSMENT	4	3	2	1		??
ORIGINALITY 20%	Amazing. Presented in an innovative way keeping the interest of the audience	The attention of the audience was kept and the presentation was original	Student was enthusiastic and he/she kept the attention of the audience most of the time	Unenthusiastic. The audience was uninterested most of the time		??
STRUCTURE 20%	Exceptionally organized and easy to understand	Clear structure and presentation was easy to follow	Clear presentation but difficult to follow at times	Very disorganized structure and was confusing to follow		??
LANGUAGE USAGE 20%	Outstanding use of structures to support the presentation and appropriate language	Correct use of structures to support the topic. Appropriate language	Correct structures and vocabulary. However, some mistakes were made.	Incorrect use of structures and language with mostakes.		??
PRONUNCIATION 20%	Speaks clearly 100% of the time with perfect pronunciation.	Speaks clearly 70-90% of the time with minor mispronunciations.	Speaks clearly 50-70% of the time with some mispronunciations	Frequently mispronounces key words of the presentation.		??
DELIVERY 20%	Very well prepared. Delivering ideas in a clear manner, correct volume and intonation	Well prepared and delivered with appropriate volume and intonation	Somewhat prepared. Delivered with some hesitation but enough volume and intonation	Clearly unprepared to deliver the presentation.		??

Figure 3. Oral presentation assessment (designed with Genial.ly)

13. Step-by-step lesson plan

The didactic unit proposed provides a balance and variety of activity types aimed at improving students' general English level as well as developing the language and skills they will need to succeed in getting their Compulsory Education diploma. However, this didactic unit is focused especially on the affective variables that impact learners in the foreign language classroom. Furthermore, this unit will consider motivation to be a fundamental aspect in the learning process. The nature and interests of students of these age groups must be carefully assessed in the choice of topics and communication areas, as well as the methodological approach and the way the material has been organized. They will encourage self-evaluation in the students' own learning process. They help students to become aware of their own progress. Each session of this didactic unit is 55 minutes long.

SESSION 1

You know some useful English!

Warm-up: Mindfulness

Time: 10 minutes

Group: Whole class

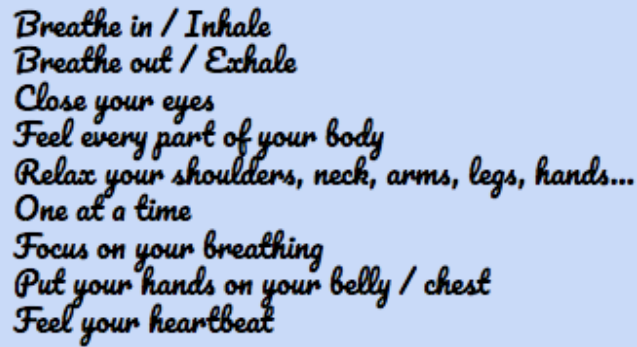
Skills: Listening

Materials: Relaxing music through the computer.

Contents: Mindfulness and parts of the body vocabulary.

Affective dimension: Anxiety relieve.

Description: This activity has been designed by myself, as I consider highly important that, from a young age, students learn to relax and meditate. This way, they feel relaxed before an exam or a stressful situation. The teacher will guide students through a short meditation session. Students can sit on the floor, lying down, sitting on their desk or chair. This way, students can relax and get into the mood of the session. With a very low voice and low relaxing music, the teacher will make students relax every part of their body from head to toe.



*Breathe in / Inhale
Breathe out / Exhale
Close your eyes
Feel every part of your body
Relax your shoulders, neck, arms, legs, hands...
One at a time
Focus on your breathing
Put your hands on your belly / chest
Feel your heartbeat*

Figure 4. Mindfulness expressions (made with Google Slides)

English IS useful!

Time: 20 minutes

Group: Individual work and whole class work.

Skills: Speaking and Writing.

Materials: Students' tablets, teacher's computer, overhead projector, internet connection, Padlet app.

Affective dimension: Integrative motivation and self-efficacy.

Contents: Can + bare infinitive + complements, uses of English vocabulary.

Attention to diversity: Access to online dictionary and use of simple structures and vocabulary.

Description: One of the most important aspects of foreign language learning motivation is to know about the usefulness of the target language for students' life. This way, students can boost their intrinsic motivation to learn the language, without feeling they are learning something useless for their lives.

Students will be asked to brainstorm full sentences with the reason why they think English is useful for and every student has to say at least one sentence. For this activity, they can use the Padlet app in their school tablets in order to have all the answers projected with the overhead projector. Students use structures such as "I can + bare infinitive + complements". For instance, *I can understand people from other countries, I can get a better job, I can travel abroad...* Once students have acknowledged every possible use of English, they have to explain why they think that their contribution is the most interesting one. Students have to debate for about 5 minutes. After that, the teacher will explain them why is English useful for their life and their future in order for them to be conscious of the many uses of English as a Foreign Language related to their age, such as understanding the lyrics of the songs they listen to.

The figure below, made by myself through my Padlet account, is a simulation of what the finished Padlet would look like after finishing the activity. As it can be seen, each student sends his or her reply to the question: “Why is English useful?”. The Padlet screen ends up with a variety of answers and opinions that makes students think that English is useful for their lives.

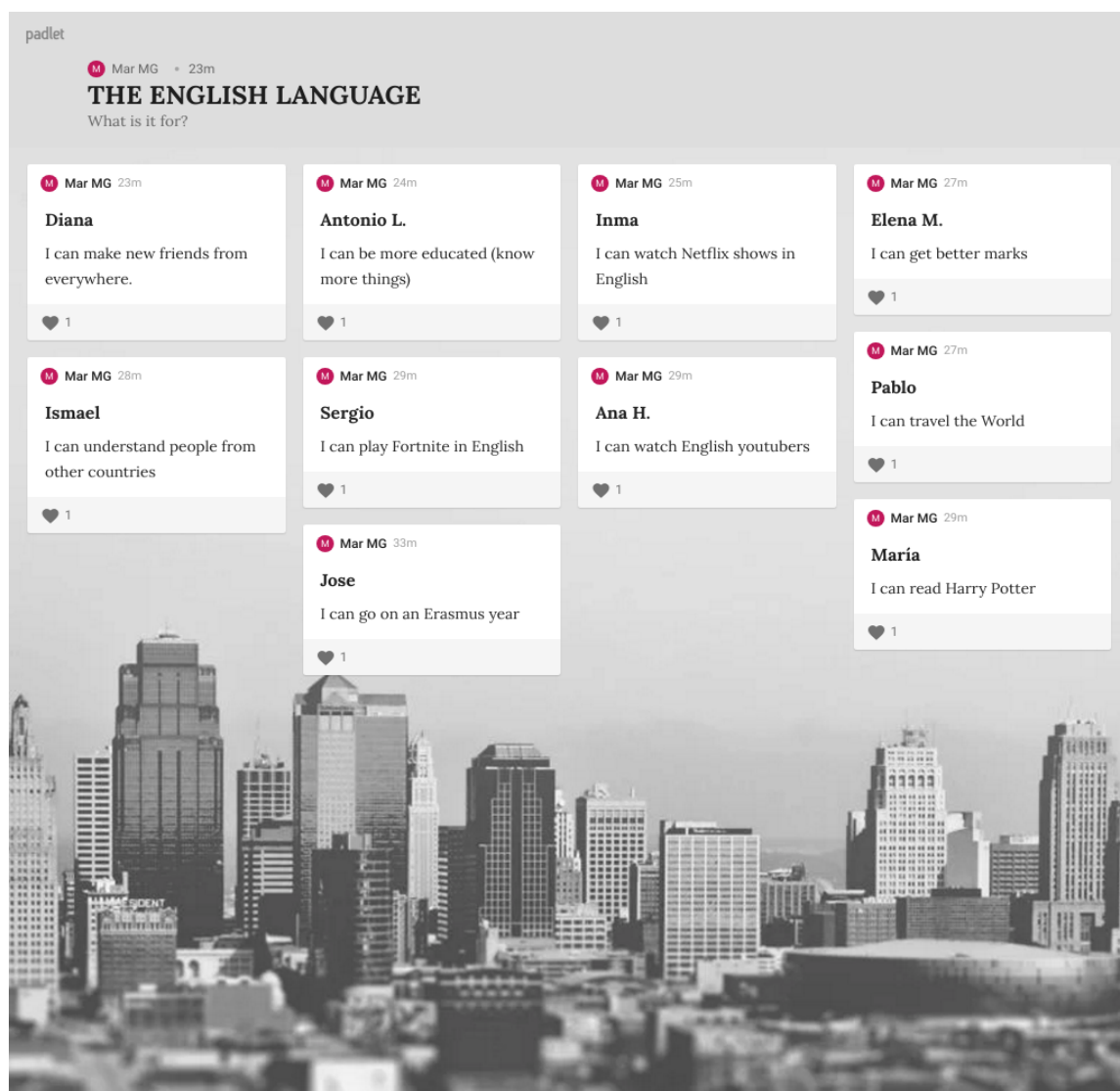


Figure 5. English IS useful Padlet (made with <https://padlet.com/marmuga2812/>)



The English you don't know you know.

Time: 25 mins

Group: Group work

Skills: Speaking, writing and listening.

Materials: 50x65 white cardboard, crayons and colored markers.

Contents: English borrowings vocabulary

Affective dimension: Intrinsic and integrative motivation.

Description: As we live in a globalized World, we live surrounded by English. English is the new Latin. This activity gets students to realize that they know more English than they think. The teacher will show students the following picture:



Figure 6. Abuse of fake borrowings in Spanish. (retrieved from <http://anglicismosensalta.blogspot.com/>)

Divided into 7 groups of 4 students, each group will have a specific topic. These topics will be: Social media, Technology, Beauty and Fashion, Sports, Cinema and Television, Business and Economy and Miscellaneous. In about 10 minutes, students have to write down in a big piece of cardboard as many words that come from English as possible related to their topic. These words are borrowings from English, so our students use it in their mother tongue, in this case, Spanish. The teacher will illustrate an example from each category. Figure 7 illustrates some examples of borrowings from English and figure 8 is an example of how one of the posters made by students would be.



Figure 7. Examples of borrowings for students. (made with Google Slides).



Figure 8. Example of borrowings poster (made with Google Slides).

SESSION 2

KICKING ANXIETY OUT!

Warm-up: Breathing techniques

Time: 10 minutes

Group: Whole group

Skills: Listening

Materials: No materials are necessary

Contents: Breathing vocabulary, adverbs of manner and numbers

Affective dimension: Relaxation and managing stress

Description: The teacher will guide students through a breathing techniques session. With a very low voice, the teacher will make students breathe in and out several times. Breathing through their stomach in order to relax properly but also breathing deeply, inhaling through the nose and exhaling through the mouth. These breathing techniques will help students with stressful situations and nervousness, for example when doing an exam.

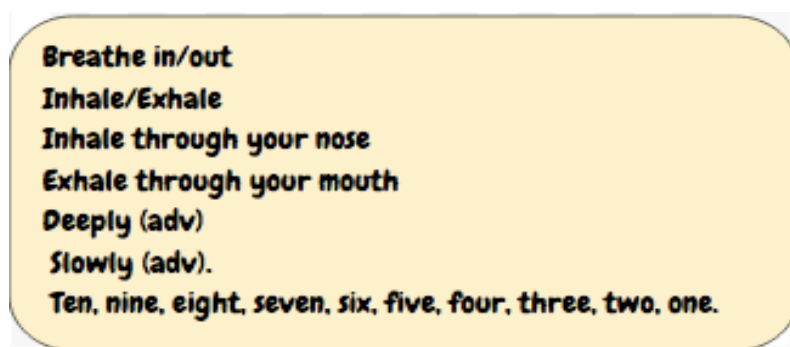


Figure 9. Relaxation vocabulary (made with Google Slides).



Anxiety, who?

Time: 20 minutes

Group: Individual work, pair work and whole group.

Skills: Speaking and Writing.

Materials: A5 paper, pen.

Contents: Past simple, past continuous, emotions adjectives.

Affective dimension: Anxiety relieve.

Description: The teacher explains that is normal to feel some type of anxiety or experience an anxious situation when learning a foreign language. The teacher writes in the whiteboard some anxious situations which can provoke anxiety and explains one of her own experience as a student. After that, students discuss with their partners which ones they feel more uncomfortable in.

“When I **was studying** in London, I **took** the B2 English exam. Everything **was going** well until I **had** to do the oral part. My palms **were sweating**, everyone **was** in silence, **I felt very anxious and insecure because I hadn't practiced** for that part, even though I **was living** in the UK! Fortunately, I was **lucky** and I **got** a very good mark”

Figure 10. Anxiety-activating situation as an example of input.

Then, each student must describe in a piece of paper the situation they feel more anxious in and write their names. They would have to use past simple and continuous as well as adjectives to describe their emotions in that particular situation. The teacher will read each story out loud and students will have to guess whose story it is. Through this activity we want to make students understand that feeling anxious when learning a language is normal and that their classmates also experience it, even the teacher.



The spotlight

Timing: 30 minutes

Grouping: Group work (4 groups of 7 students), individual work and whole class.

Skills: Writing, speaking, listening and reading

Contents: Verb to Be in Present Simple, intensifiers such as very or really, positive adjectives.

Affective dimension: Fostering self-esteem and confidence, interpersonal and intrapersonal intelligences and group bonding.

Description: First, the teacher will write in the whiteboard different positive personality and appearance adjectives and students will revise these adjectives with the teacher (see figure 12).

Then, students will be divided into 4 groups of 7 students each and they will sit in a circle on the floor. One student from each group will sit on the center of the circle, so that he becomes “the spotlight”. Every student then has to write in a post-it note one positive thing about the student in the middle with the expression: YOU ARE + POSITIVE ADJECTIVE or something they love about the “spotlight” student. The next step would be to hand out the post-it notes to their classmate. Then, the “spotlight” student gives an opinion about him or herself using a positive adjective with the structure “I THINK MY BEST QUALITY IS THAT I’M + POSITIVE ADJECTIVE”.

After every member of the group finishes and they all have their post-it notes, all the students stand up and walk around the room trying to find their “soulmate”, that is, the classmate with more qualities in common with them. Finally, to consolidate the vocabulary given, the groups of soulmates read their qualities out loud while the teacher writes the adjectives in the whiteboard.



Figure 11. Examples of students' post-its (made with Genial.ly).

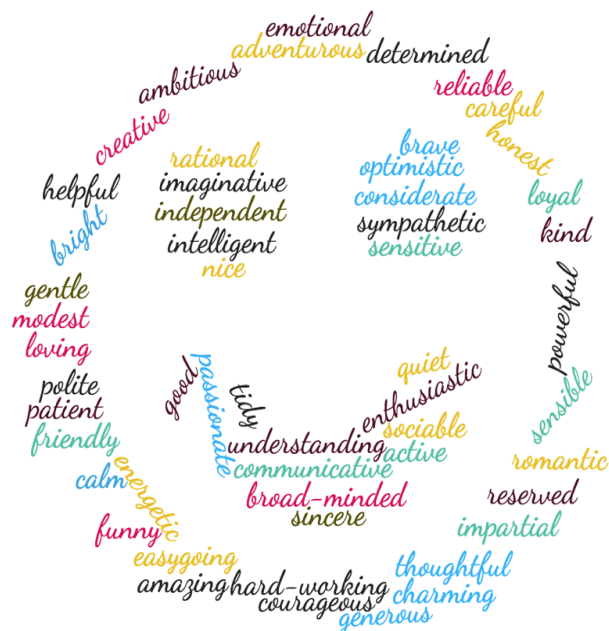


Figure 12. Positive adjectives written in the whiteboard (made with nubedepalabras.es).

In other people's shoes - Homework explanation

Time: 5 minutes explanation.

Group: 7 groups of 4.

Skills: Reading, writing and speaking.

Materials: Internet connection, computer or tablet, PowerPoint software.

Contents: English-speaking countries' cultural facts, present simple.

Affective dimension: Integrative motivation, team-work, communication apprehension, cultural awareness.

Description: Having awareness about foreign cultures is a must of the foreign language classroom. As homework for session 4, students have to make a mini-project at home with some classmates. This project allows students to lose their fear of public speaking as it is very quick and simple, at the same time that they gain confidence through preparation for their presentations. At the same time, it raises students' awareness about foreign cultures, improving their integrative motivation i.e. their interest for the target language culture. The project consists on researching cultural facts about English-speaking countries such as Canada, South Africa, Ireland, the UK, the US, India and New Zealand. The innovative aspect is that the presentation will be a PechaKucha, a special type of presentation with just 20 slides using just pictures of 20 seconds each. In total, each group will talk for 6 minutes and 40 seconds. Approximately, each student will talk for 1 minute and 40 seconds (5 slides each). Students do a brief research about cultural facts such as customs, the flag, food, clothes, famous native people, national holidays and accents. Students will upload their presentations to the classroom's Drive and send it to the teacher's e-mail. The figures below correspond to the explanation in Google classroom as well as some useful expressions, resources and websites to help the students research and develop their PechaKucha.

The foreign country we have chosen is...

The capital is _____. The most important cities are _____.

Their flag is this one. The green color represents nature and the orange color represents the strength of the native people.

The traditional clothing is...

Some famous people are...

The most typical food is the _____. It's a _____ dish whose main ingredients are... (for example: rice, pasta, meat, fish, vegetables, spices...)

Their accent is... They pronounce the _____ like _____.

Their national holiday is the _____. It's celebrated on the (day) of (month).

Figure 13. Useful expressions for PechaKuchas.

English-speaking countries PechaKucha

Dear students,

As I said in class, you have to do a Powerpoint presentation PechaKucha style. But, what is a PechaKucha? A PechaKucha is a quick presentation with just 20 slides USING JUST PICTURES in which each slide is just 20 seconds long ,so that, in total it is 6 minutes and 40 seconds long.

In 7 groups of 4 people, you will choose one English-speaking country (to choose between Australia, Canada, South Africa, Ireland, the UK, the US, India and New Zealand). At home, you will do a brief research about these countries: their customs, flag, food, clothes, famous native people, national holidays and accents. The day of your presentations will be the 17th of May, so you must upload your presentations before the 15th. Each of you will tackle 5 slides, 20 seconds each. In total, each of you will talk for 1 minute and 40 seconds. You will upload your Powerpoint presentation to the Classroom Drive and send it to me via e-mail (marenglishteacher.1984@gmail.com)

ATTENTION: This task is about understanding foreign countries culture, because, as you all know, communication and culture go hand in hand. The trick for this presentation is using short structures, having fluency and having your oral presentation carefully prepared. Originality will also be taken into account. YOU ARE THE TEACHERS!

P.S. If you have any doubts or questions, do not hesitate to send me an e-mail and I'll get back to you as soon as I can.

Figure 14. Homework explanation in Google Classroom.

USEFUL RESOURCES FOR YOUR PECHA KUCHAS

1. Tutorial about how to create a Pecha Kucha using PowerPoint
2. Examples of Pecha Kuchas
3. Sample of an individual Pecha Kucha presentation
4. YouTube (a few examples below)
5. <https://www.learning-english-online.net/more/cultural-studies/english-speaking-countries/>
6. Pinterest
7. National Geographic
8. Travel Channel

	Creating a Pecha Kucha Presentation Using PowerPoint Vídeo de YouTube 6 minutos
	PechaKucha 20x20 https://www.pechakucha.com/
	3. Sample of Pecha Kucha Presentation Vídeo de YouTube 7 minutos
	South Africa Culture Vídeo de YouTube 10 minutos
	10 Unique Things About Australian Lifestyle Vídeo de YouTube 3 minutos
	Destination Ireland National Geographic Vídeo de YouTube 3 minutos

Figure 15. Useful resources for PechaKuchas in Google Classroom.

SESSION 3

I'M COOL AS A CUCUMBER

Warm up: Positive affirmations

Time: 5 minutes

Group: Whole group

Skills: Listening and speaking

Materials: Whiteboard, markers.

Contents: Positive self-affirmations

Affective dimension: Self-esteem and positivity.

Description: Energetically, teacher and students will say every positive affirmation out loud about themselves. The teacher will explain that, sometimes, when we are feeling sad and we are not feeling ourselves, the best thing to do in the mornings is to look ourselves in the mirror and tell ourselves how amazing we are. Later, students will revise the vocabulary of these affirmations trying to translate them into their mother tongue. They can use the classroom dictionary as well as an online dictionary. This way, students can use these self-love affirmations every day or when they are feeling down.

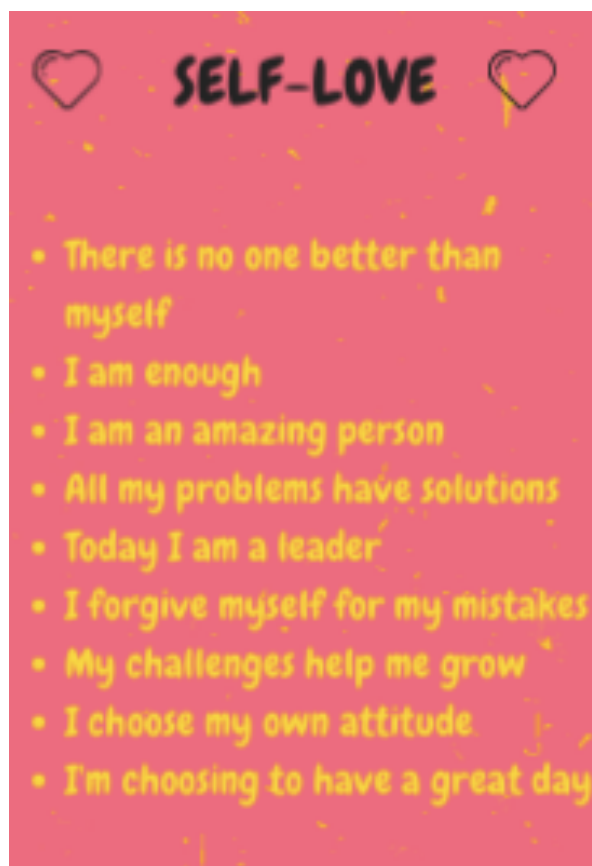


Figure 16. Self-love vocabulary and positive affirmations (made with Genial.ly).

Final task explanation: YouTubers for a day

Time: 10 minutes

Group: Whole class

Skills: Listening

Materials: Teacher's computer, internet connection.

Affective dimension: Motivation and communication apprehension.

Description: The final task of this unit will consist on being YouTubers for a day.

FINAL PROJECT

YouTubers for a day

I started thinking about this project during my teacher training practice from this Masters' Degree. I realized that teenagers liked YouTube, Social media platforms as well as videogames. Every single student had an Instagram account and followed lots of YouTubers and influencers. Some of them even watched English-speaking YouTubers such as PewDiePie, Zoella or Jake Paul. So, as we live in the World of social media and technology, I thought that a project in which they become YouTubers for a day would be a great idea.

This project includes oral production as well as written production as its main skills. As for the key competences, students acquire ICT competences by using electronic devices as well as editing their videos with Windows Movie Maker or the app for Android VideoShow. Linguistic competence is acquired by the correct use of the grammatical structures and vocabulary as well as working on their own pronunciation and learning their script by heart. Entrepreneurship competence is improved by fostering students' autonomous work and boosting their researching abilities.

Students will have to research about the vocabulary and structures they have to use in their video, as well as writing their script for it. In Google Classroom, the teacher posts each of the videos linked. (see figure 19)

They must hand in the script and an mp3 file voice message with their oral and written composition a week before the deadline to send the videos, so that the teacher can give them feedback before they film the video at home. Further indications are detailed in the Google Classroom platform, available to all students. They can do this project individually, in pairs or in groups, depending on the video project they choose to do.

This project will be developed in the 6th and 7th session of this unit for a total of 100 minutes. That way, the teacher is able to monitor students' work, solving any doubts, having the role of facilitator and mentor in the learning process.

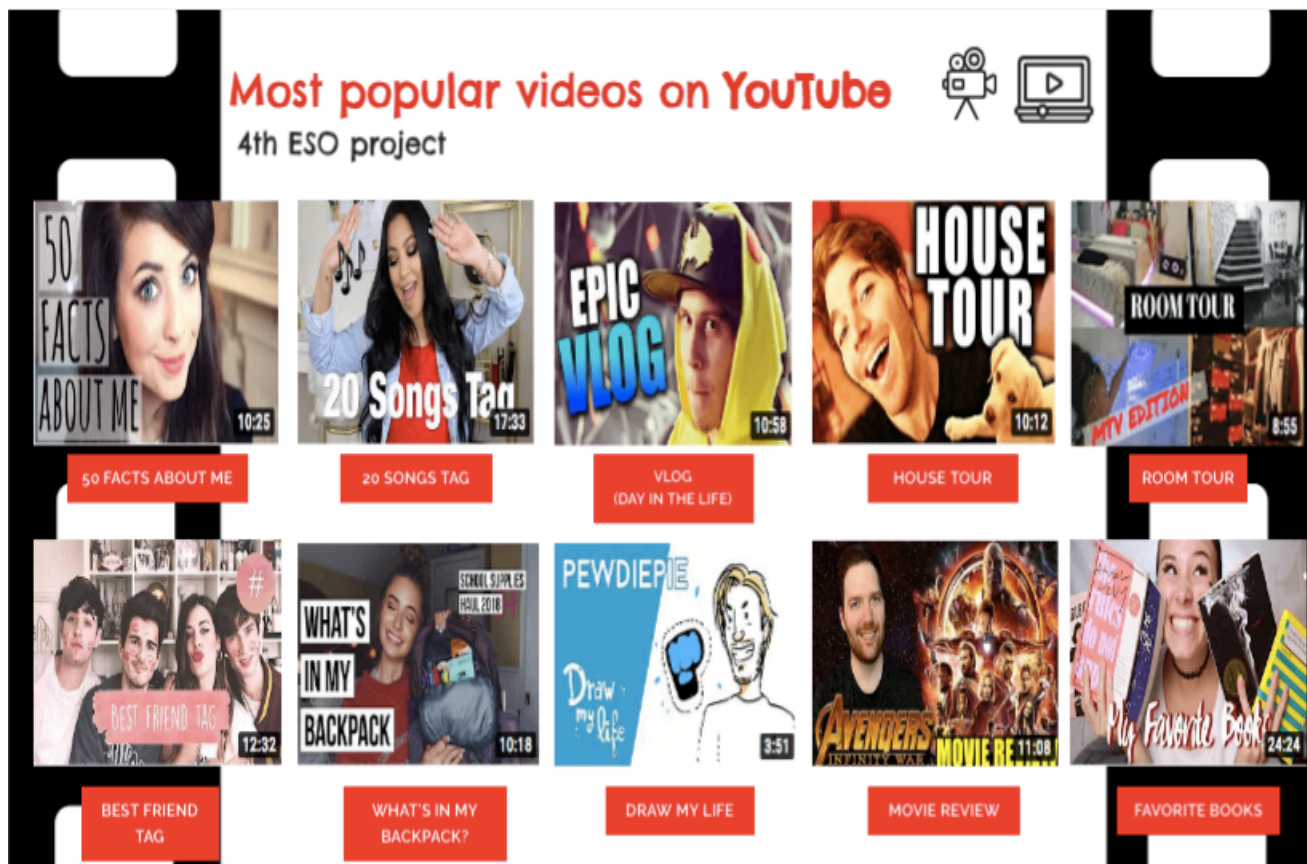


Figure 17. Screenshot. Popular videos on YouTube for students to make (made with Genial.ly).

Límite de entrega: 24 may. 18:00

YouTubers for a day - Video project

Hey guys! Hola a todos! So, just in case you had any doubts during the explanation in class, here's everything you need to know:

1. This project is about YOU being YouTubers for a day.
2. You should choose ONE of the videos from the image (see below).
3. You can choose to do it individually, in pairs or groups (depending on the video)
4. You must hand in your written script and an mp3 file (just voice) to the English teacher email (marenglishteacher.1984@gmail.com) before the 17th of May.
5. You must upload your video in .zip format to the classroom Drive or email it to me.
5. This project is 25% of the total mark of this unit - SO DON'T PANIC!
6. THE MORE CREATIVE, THE BETTER!
7. Use humor!!!
8. Last, but not least: HAVE FUN! :)

P.S. If you have any questions or doubts, PLEASE do not hesitate to email me A.S.A.P (As soon as possible) and I'll get back to you as soon as I can.

xo - Teacher Mar.



YouTubers for a day.png

Imagen

Figure 18. Screenshot. YouTubers for a day in Google Classroom.

	50 Facts About Me Zoella Vídeo de YouTube 10 minutos
	20 SONGS TAG EVETTEXO Vídeo de YouTube 17 minutos
	SEANS BIRTHDAY & BEACH WITH FRIENDS Vídeo de YouTube 17 minutos
	HOUSE TOUR Vídeo de YouTube 10 minutos
	room tour 2019 Vídeo de YouTube 6 minutos
	BEST FRIEND TAG!!! Vídeo de YouTube 11 minutos
	what's in my backpack 2018? *7th grade* Nicole Laeno Vídeo de YouTube 8 minutos
	PEWDIEPIE - Draw My Life Vídeo de YouTube 3 minutos

Figure 19. Screenshot. YouTubers for a day video examples.

What would you do? Cooperative work

Time: 40 minutes

Group: Pair work and Whole group

Skills: Speaking, listening and writing.

Materials: Teacher's computer, notebooks, pens.

Contents: Second conditional

Affective dimension: Problem-solving, risk-taking.

Description: The teacher illustrates some situations in which students may find themselves feeling sad, anxious or stressed in their daily life. For instance:

You've forgotten that you had an exam and you haven't studied.

You didn't have time to do your homework.

Your parents yelled at you because you failed an exam.

You and your best friend had a huge fight.

Figure 20. Anxious situations for students.

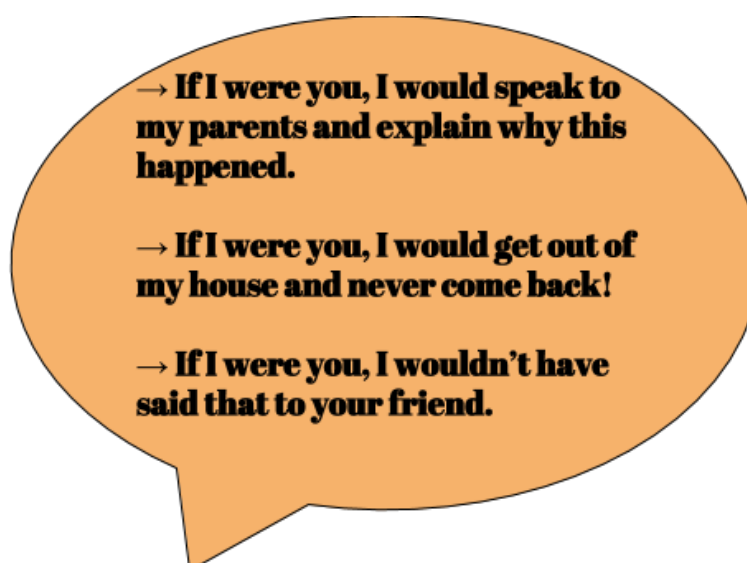
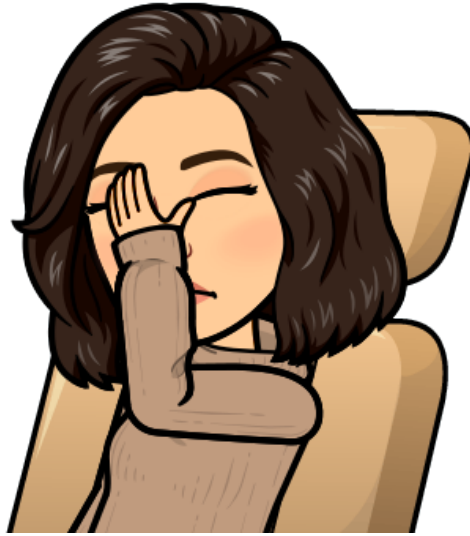


Figure 21. Examples of second conditional structures.

After that, in groups of 4, students have to write down a role play for an anxiety-activating situation and represent it in front of their classmates. Two of the students will be the actors and actresses, the other two students will write the situation. The rest of the groups will then give some pieces of advice about that situation, about managing their feelings and problem solving using the second conditional (see figure 21)



SESSION 4

In other people's shoes

Students will present their Pecha Kuchas. As explained before, each presentation will be approximately 7 minutes long. As there are 7 groups, the presentations will take the whole session. The teacher will value pronunciation, originality, organization, use of the language and the overall delivery of the presentation (see figures 3, 13, 14 and 15)

SESSION 5

It's okay to make mistakes!

Walkies and talkies.

Time: 15 minutes

Group: Pair work

Skills: Speaking

Materials: Conversation cards. (see figures 23-32)

Contents: Various conversation topics, Present tense.

Affective dimension: communication apprehension and foreign language anxiety.

Description: The teacher divides the class into 2 large groups of 14 students each. One group would be students WALKIES and the other group would be students TALKIES. Walkies have to make a line at the very end of the classroom. Then, talkies will be

asked to find their couples. Every talkies will be given a random conversation card such as, for instance: music, sports, weather, literature, TV shows, politics, money, social media, food and travel (see figures 23-32). Students have to walk around the perimeter of the classroom while they talk to their couple. The teacher will walk around the classroom listening to the students' conversations and every 2 minutes, the teacher will say WALKIE TALKIES!, so students have to change couples and topic. To assess this activity, the teacher will prioritize fluency over accuracy, as the main objective is for students to lose that communication apprehension when talking in English. The following dialogue serves as an example of expressions for students. The different colors illustrate different speakers.

Well... Shall we start? Sure! Okay. Our topic is Literature...Do you think that literature and reading are important? Yes, definitely, I love reading and I think that it's essential for improving skills and vocabulary. What do you think? Yes, I totally agree. What's your favorite book? My favorite book is Harry Potter. I have read the whole collection. What about you? My favorite book is La Sombra del Viento by Carlos Ruiz Zafón. Do you like comic books? Well...they are not really my cup of tea. Yes, I don't like them either. Do you prefer real books or e-books? I really like e-books, you can have hundreds of books inside! Oops, time's up! Bye! Bye!

Figure 22. Example Walkie-talkies dialogue



Figure 23. Music conversation card (made with Genial.ly)

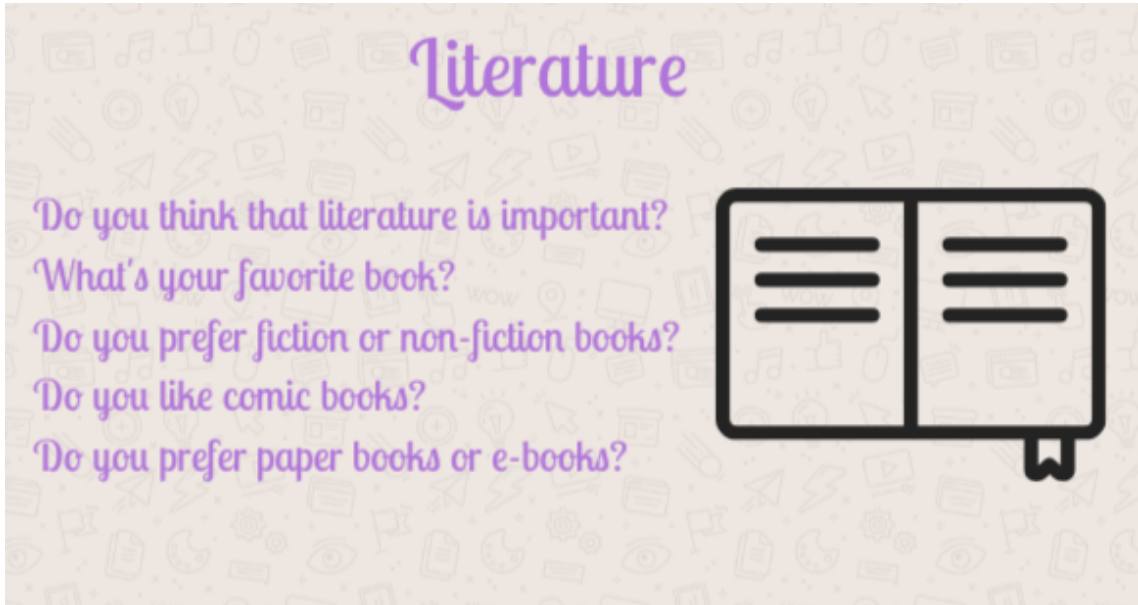


Figure 24. Literature conversation card. (made with Genial.ly)



Figure 25. Money conversation card. (made with Genial.ly)

Travel

Where have you been to?
What's your favorite city?
Where are you going next summer?
What is the worst trip you have ever experienced?
Do you prefer planes or trains?
Do you prefer travelling solo or with people?



Figure 26. Travel conversation card. (made with Genial.ly)

TV

What's your favorite TV show?
How often do you watch TV?
Is TV bad for us?
What did you watch when you were little?
Are there any TV shows you hate?
Do you think adverts affect our lives?



Figure 27. TV conversation card. (made with Genial.ly)



Figure 28. Social media conversation card. (made with Genial.ly)



Figure 29. Weather conversation card. (made with Genial.ly)



Figure 30. Sports conversation card. (made with Genial.ly)

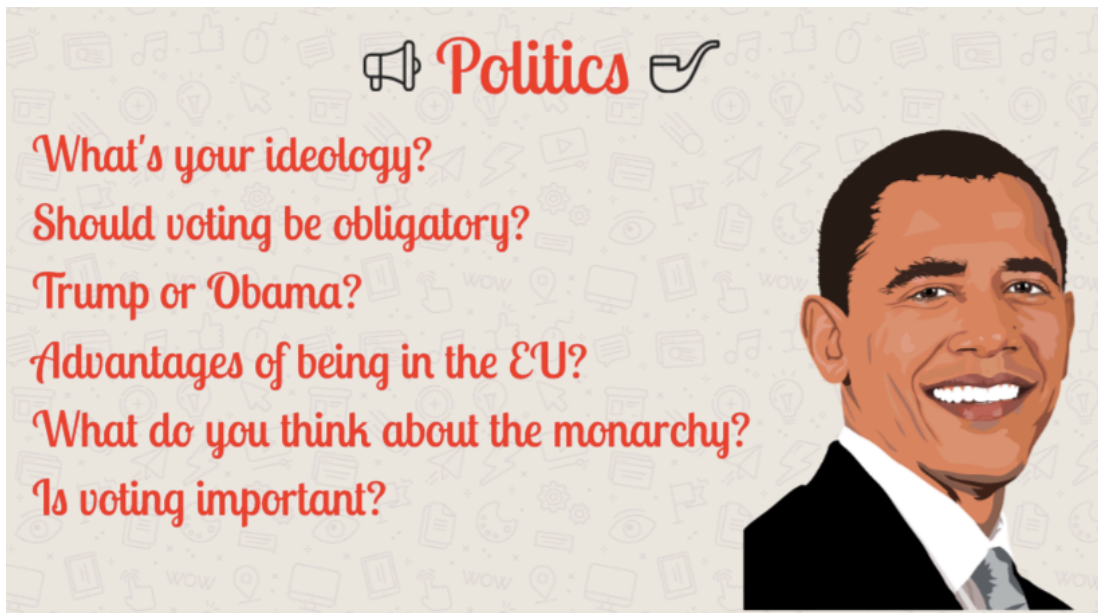


Figure 31. Politics conversation card. (made with Genial.ly)



Figure 32. Food conversation card. (made with Genial.ly)

Everybody makes mistakes!

Time: 40 minutes

Group: Group work and individual work.

Skills: Writing, listening, speaking.

Materials: A5 pieces of paper (half a sheet)

Contents: Past tenses, used to + infinitive, telling stories vocabulary.

Affective dimension: Normalizing mistakes and fostering tolerance towards them.

Attention to diversity: Slower learners will use simple structures and have access to the classroom dictionary.

Description: In life, everybody makes mistakes. In this activity, the teacher writes in the whiteboard some inspiring quotes about making mistakes and explain students that it is okay to make mistakes, as it is part of the learning process, not only in school but also in life. Then, the teacher tells students about a mistake she made when she was their age. This story will also be projected with the overhead projector as a form of input, so that it helps students with telling their stories using past tenses and used to + infinitive:

“**When I was** your age, I **used to leave** everything for the last minute. One day, I had only **got up** and one of my friends **texted me:** *Did you do the Arts drawings?* And I **replied:** *No! lol They are for Friday!* My friend **called** me immediately telling me that the deadline for the drawings was that evening. I **panicked** and had a melt-down. After crying for a while, I **went** to the high school library and **finished doing** the drawings just in time for the deadline. Since then, I **learnt** my lesson!”

Figure 33. Example of making mistakes.

Then, in 10 minutes, students have to team up in groups of 4 and decide which one they like best and why. After having a little discussion about these quotes, individually, students have to write a little description about a mistake they have made during their lifetime in 10 minutes. This mistake needs to be one they feel comfortable telling their classmates, as they have to work in groups again, tell their mistake to their group mates and decide which story is the best one. Then, one member from each group tells the best story to the rest of the class. After listening to the stories chosen, the whole group has to vote for the best one having in mind the use of the language, creativity and pronunciation. At the end of the lesson, the teacher has every mistake story from the students to assess them accordingly.

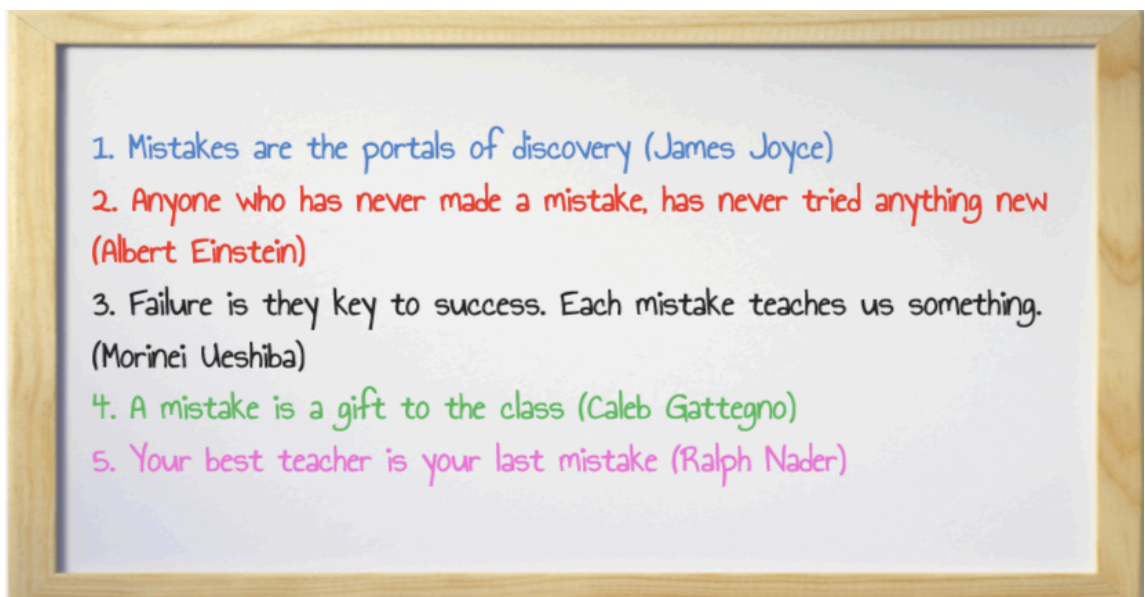


Figure 34. Quotes about mistakes (made with Genial.ly)

SESSION 6

We are researchers.

Preparing for the final project: Researching and writing the script.

Time: 45 minutes

Group: Whole group, individual and group work.

Skills: Reading, writing, listening and speaking.

Materials: Students' tablets, dictionary, coursebook, useful expressions PowerPoint.

Affective dimension: Motivation and communication apprehension.

Key competences: Listening, reading and writing

Attention to diversity: Help from the teacher, use of tablets, dictionary and coursebook.

Description: Students will devote 45 minutes of this session to research about their video projects. This includes brainstorming, searching for specific vocabulary, writing the script for the video, watching videos for ideas, asking the teacher among many other things. They will do as much as possible in class and they will record the videos at home or the chosen location. They will choose one video from the ones shown in the picture shown in class from Google classroom. (see figures 17-19). They can consult the coursebook for grammatical structures and vocabulary ideas, as well as taking them from the videos posted in Google classroom. Furthermore, students have this presentation with useful expressions and vocabulary for each video idea in Google Classroom (see figures 35 – 42)

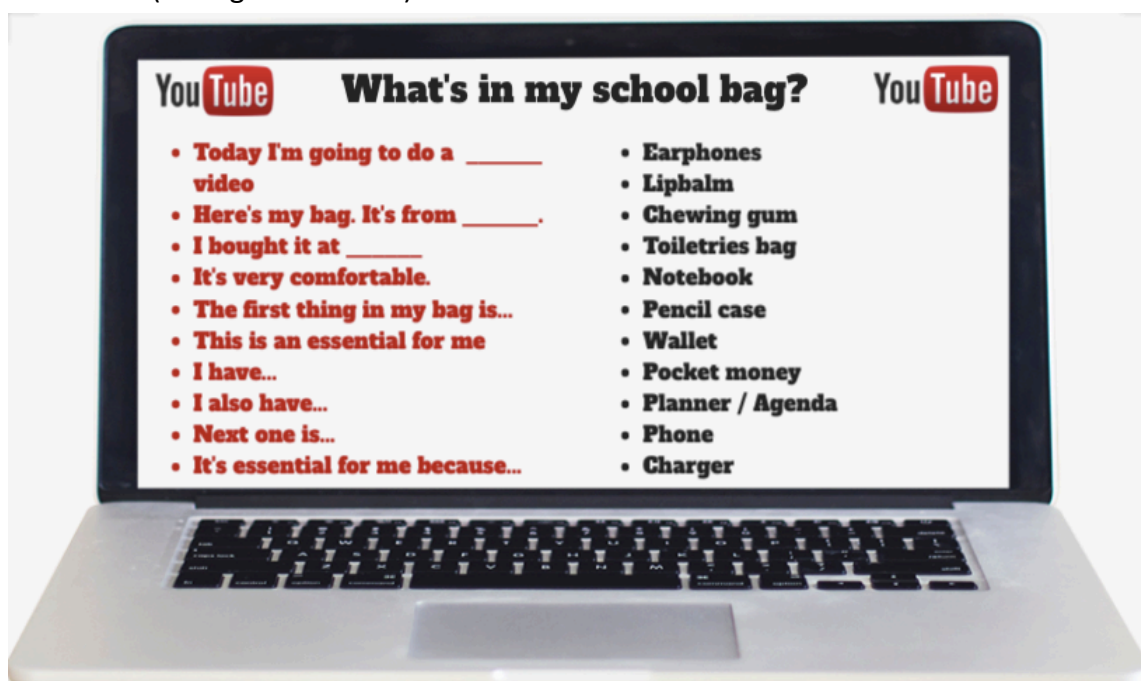


Figure 35. What's in my school bag useful expressions (made with Genial.ly).



Figure 36. Film review useful expressions (made with Genial.ly).



Figure 37. My favorite books useful expressions (made with Genial.ly).

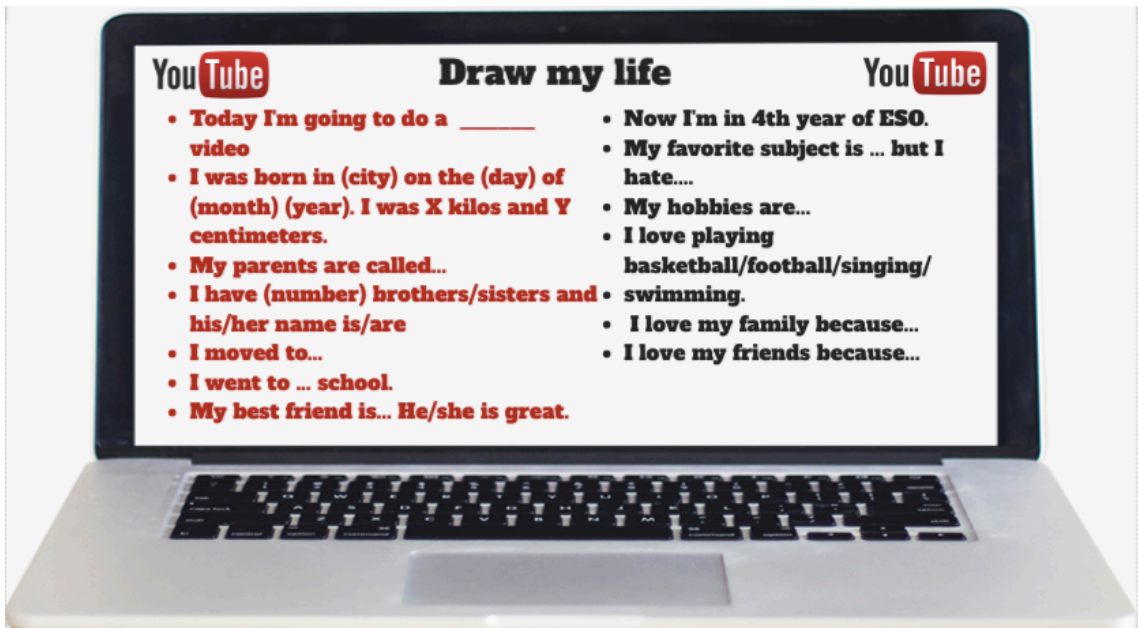


Figure 38. Draw my life useful expressions (made with Genial.ly).



Figure 39. Best friend tag useful expressions



Figure 40. Vlog useful expressions



Figure 41. 20 songs tag useful expressions

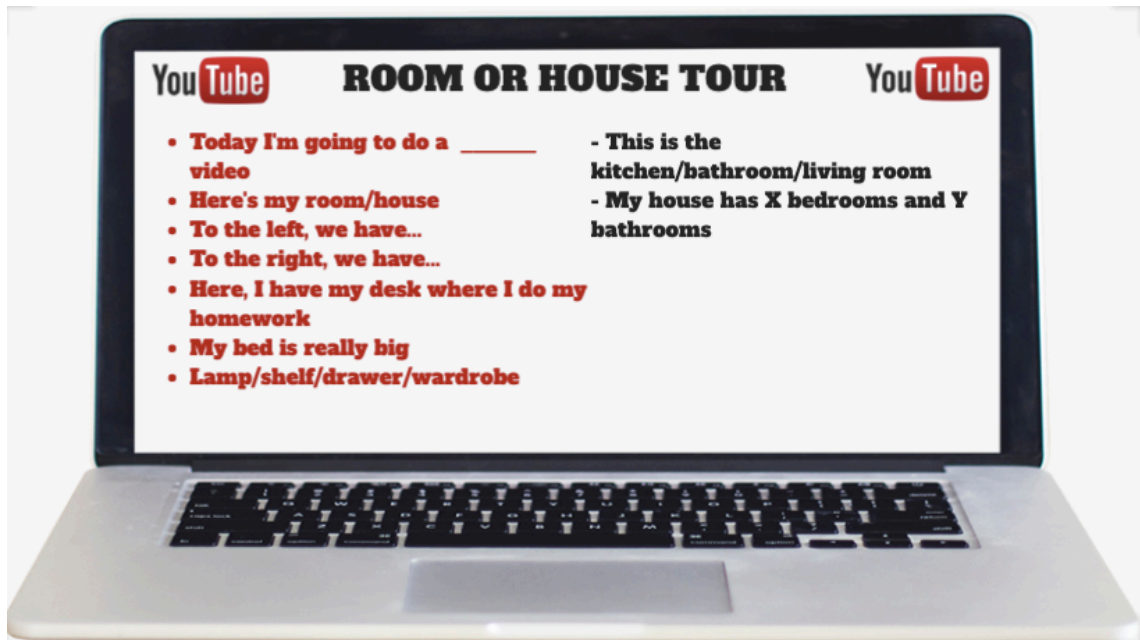


Figure 42. Room or house tour useful expressions.

KAHOOT SURVEY: What do you think?

The last 15 minutes of the session, students will take part of the assessment about this didactic unit. The main objective of this survey is to know about students' opinions and assess their feelings after this didactic unit. Kahoot is a useful tool for teachers as it saves time and it is presented in an attractive and innovative manner to the students. They will have to insert the Game Pin and start answering the questions from the survey.

I consider highly important to make this type of survey. This way, the teacher receives feedback about how students feel all throughout the unit and about all the activities. Without this feedback, the teacher would not have the option to improve certain aspects of the following units or change the way to present the activities and projects. The figures below belong to the Kahoot survey made (see figures 43-52).

How did the teacher do during these sessions?

49

Skip

0 Answers

Not good

Not too bad

Good

Amazing

kahoot.it Game PIN: 880672

Figure 43. Kahoot Q1.

How did you feel during the last sessions?

50

Skip

0 Answers

Same as before

Worse than before

Better than before

Motivated and very happy

kahoot.it Game PIN: 880672

Figure 44. Kahoot Q2.

I feel less anxious thanks to the relaxation techniques.

51

Skip

0 Answers

HIGHLY DISAGREE (--)

DISAGREE (-)

AGREE (+)

HIGHLY AGREE (++)

kahoot.it Game PIN: 880672

Figure 45. Kahoot Q3

Now, I feel like English is essential for my life

51

Kahoot!

Skip

0 Answers

▲ HIGHLY DISAGREE

◆ DISAGREE

● AGREE

■ HIGHLY AGREE

kahoot.it Game PIN: 880672

Figure 46. Kahoot Q4.

I feel more motivated to keep learning English

51

Kahoot!

Skip

0 Answers

▲ HIGHLY DISAGREE

◆ DISAGREE

● AGREE

■ HIGHLY AGREE

kahoot.it Game PIN: 880672

Figure 47. Kahoot Q5

Now, I feel less anxious when speaking in English

53

Kahoot!

Skip

0 Answers

▲ HIGHLY DISAGREE

◆ DISAGREE

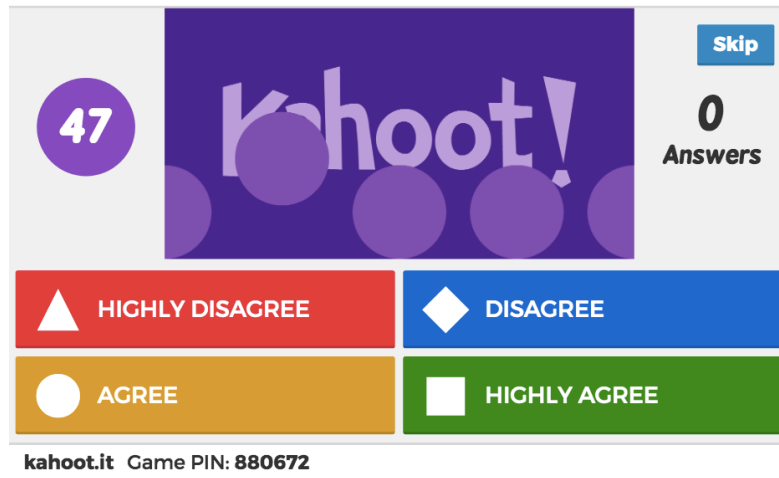
● AGREE

■ HIGHLY AGREE

kahoot.it Game PIN: 880672

Figure 48. Kahoot Q6.

I feel more confident and my self-esteem is better than before



The image shows a Kahoot! question interface for question 47. The question text is "I feel more confident and my self-esteem is better than before". The interface includes a "Skip" button, a "0 Answers" counter, and four response buttons: "HIGHLY DISAGREE" (red triangle), "DISAGREE" (blue diamond), "AGREE" (orange circle), and "HIGHLY AGREE" (green square). The Kahoot! logo is prominently displayed in the background. At the bottom, it says "kahoot.it Game PIN: 880672".

Figure 49. Kahoot Q7

I think that my English teacher cares about me a lot



The image shows a Kahoot! question interface for question 48. The question text is "I think that my English teacher cares about me a lot". The interface includes a "Skip" button, a "0 Answers" counter, and four response buttons: "HIGHLY DISAGREE" (red triangle), "DISAGREE" (blue diamond), "AGREE" (orange circle), and "HIGHLY AGREE" (green square). The Kahoot! logo is prominently displayed in the background. At the bottom, it says "kahoot.it Game PIN: 880672".

Figure 50. Kahoot Q8.

I think that learning English is fun



The image shows a Kahoot! question interface for question 53. The question text is "I think that learning English is fun". The interface includes a "Skip" button, a "0 Answers" counter, and four response buttons: "HIGHLY DISAGREE" (red triangle), "DISAGREE" (blue diamond), "AGREE" (orange circle), and "HIGHLY AGREE" (green square). The Kahoot! logo is prominently displayed in the background. At the bottom, it says "kahoot.it Game PIN: 880672".

Figure 51. Kahoot Q9



Figure 52. Kahoot Q10.

SESSION 7

YouTubers for a day

This whole session will be devoted to watch students' "YouTubers for a day" videos. The teacher will assess it with the oral presentation rubric and the unit's evaluation rubric (see figures 2 and 3). Students will also briefly comment on which video they enjoyed the most, which one is the most original and which one is the funniest.

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