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**Enhancing motivation in
the foreign language
classroom**

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ABSTRACT

Nowadays, learning a foreign language is essential to cope with the requirements of a world in which globalisation and multiculturalism are rapidly spreading. Nonetheless, even though we know about the importance of studying a second language, we need to feel the desire and willingness to learn it. There seems to be a consensus in recognising the relevance of motivation as a crucial aspect in language learning. Therefore, this work offers an account on the various studies that have dealt with motivation in second language learning, analysing the various factors that are involved enhancing student's motivation. Besides, all of these contributions depart from the premise that it is not enough to generate motivation, but it needs to be sustained throughout all the learning process. Finally, after providing a literature review on the subject matter, the project will culminate in a didactic proposal designed to achieve the target of the project: strengthen motivation in English learning.

Key words:

Motivation, lack of motivation, second language learning, foreign language learning, active methodologies.

RESUMEN

En la actualidad, el aprendizaje de una lengua extranjera es esencial para poder enfrentarse a las exigencias de un mundo en el que la globalización y la multiculturalidad se extienden con rapidez. Sin embargo, aunque conocemos la importancia de estudiar una segunda lengua, necesitamos tener deseo y disposición para aprenderla. Parece haber un consenso en el reconocimiento de la relevancia de la motivación como un factor crucial en el aprendizaje de lenguas. Por esto, este trabajo da cuenta de los diferentes estudios relacionados con la motivación que se han desarrollado, especialmente en el campo del aprendizaje de lenguas. Además, todas estas contribuciones parten de la premisa de que no es suficiente con generar motivación en nuestro alumnado, sino que es necesario mantenerla a lo largo de todo el proceso de aprendizaje. Por último, este proyecto culminará con una unidad didáctica diseñada para conseguir el propósito del mismo: aumentar la motivación en el aprendizaje de inglés.

Palabras clave:

Motivación, desmotivación, aprendizaje de segundas lenguas, aprendizaje de lenguas extranjeras, metodologías activas.

PART A: LITERATURE REVIEW

1. Introduction

Given the current situation, in a world in which many people from different cultures coexist, languages play a more and more important role. Linguistic and cultural exchanges are constant and the necessity to adapt ourselves to the new situations is evident in our society. Likewise, the Council of Europe language policy, cited in the Common European Framework of Reference for Languages (2001, p.2), aims to promote plurilingualism, linguistic diversity, mutual understanding and social cohesion. Therefore, it becomes essential to look for and adapt the methodology in foreign language teaching. Traditionally, in the language learning process, the motivational factor has frequently gone unnoticed. However, William and Burden (1997, p.111) claim that for most teachers, motivation is the most influential element in learning a language. This globalised and dynamic world, makes it necessary to introduce some changes in 21st century schools. L'Ecuyer (2013, p.14) wonders how teachers can make adolescents do things with enthusiasm, have an interest in knowing the world that surrounds them and feel motivated towards learning. Robinson (2009, p.146) complains that students spend long hours sitting on chair without the possibility of interacting and discovering. This situation undermines their motivation and willingness to learn, strengthening boredom and concealing their talents, he says. L'Ecuyer (2013, p.15) quotes Thomas Aquinas, who said that "wonder is the desire for knowledge". Therefore, if wonder and amazement is what arouses interest in students, their intrinsic motivation will increase, so why do not we make some fundamental changes in the way we teach? As stated in the Organic Law 8/2013, the current system does not allow to develop towards an improvement in the quality of education, as the results obtained by students in international evaluation tests (Programme for International Student Assessment) and the high rates of early school dropout confirm. Students are required to finish educational stages, drifting them apart from the possibility of discovering the world and get into reality.

The tenet of this work is to conduct an in-depth study on the issue of motivation within the field of language teaching, paying special attention to the reasons that lead students to feel the desire of doing some actions and not others, in order to provide some concrete strategies and methodologies that ensure a motivating and effective learning. In short, arousing interest and curiosity in learners, and, hence, enhancing motivation is a powerful tool that teachers have at their disposal to try to avoid school failure and dropout. Nonetheless, this is not an individual duty. Several parties, namely parents, educational authorities and educational centres should work hand in hand to achieve positive results.

2. Affective factors: motivation

Cognitive factors have traditionally been considered overriding in language learning. Hence, aptitude and students' development of knowledge being the main concern of language teachers. However, during the last decades, researchers started to give importance to the influence of affective variables in the foreign language teaching-learning process. Those previous studies started to be followed by subsequent studies which further developed this issue. As a consequence of this, the affective aspect began to be directly related to success in the learning process. In this way language teaching is no longer a purely cognitive field, taking into account other different dimensions, such as the affective one. Therefore, both aspects are equally relevant and coexistent.

Similarly, Arnold and Brown (1999, p.2) address two reasons why affect in language learning is important. Firstly, they ensure that "affective aspects can lead to more effective language learning" in the sense that, when dealing with emotions in language learning, we can help students manage their emotions, overcoming the negative ones, such as anxiety, stress, fear, etc. and stimulating positive emotions at the same time, such as self-esteem, self-confidence or motivation. The second reason has to do with life goals. They (1999, p.3) point out that "as we teach the language, we can also educate learners to live more satisfying lives and to be responsible members of society. To do this, we need to be concerned with both their cognitive and affective natures and needs". Then, as they say, this is a bidirectional relationship, while affect can benefit language teaching, language teaching may take part into educating students effectively.

This work focuses on one of these affective aspects: motivation. Research based on second language learning, have showcased that a high motivation is an important variable that influences language learning positively and, in many cases, directly relates to learners' success. Nevertheless, is motivation always a guarantee for success? This question and some other aspects related to the effect of motivation in foreign language learning will be revised and an answer will be provided in succeeding sections.

2.1. Definiton

A basic definition of motivation, as stated in Macmillan Dictionary (n.d.), is the "feeling of enthusiasm or interest that makes you determined to do something". But, in order to draw a clear picture of what the term motivation means, it is convenient to, firstly, resort to its etymological origin. The word *motivation* comes from the Latin verb *movere*, which means 'to move'. Motivation is, therefore, what moves people to do certain actions, to be engaged in those actions and to persist in doing it. In this sense, the American Psychological Association defines motivation as "the impetus that gives purpose or direction to behaviour and operates in humans at a conscious or unconscious

level". Another word coming from this root, and which is essential to understand motivation, is *motive*. Both terms are interrelated although they do not have the same exact meaning; in fact, motive is complementary to motivation. To be precise, motive is a "state of arousal that directs an organism's energies toward a goal" (American Psychological Association). Additionally, motives must be divided into two groups: (a) primary motives, which refer to physiological needs, such as hunger, thirst, sleep, etc., and (b) secondary motives. Thereupon, motivation is the process or force that drives you to do something, while motive is the reason why you do something. In this sense, both motivation and motives are highly affected by social and psychological elements.

Considering these foundations, it can be concluded that motivation is a factor that involves cognitive and affective processes. In this respect, it is evident that there are direct psychological implications when understanding how the brain works to explain motivation. Even though it seems difficult to give a precise definition to this concept in contemporary psychology, there have been many psychologists who have made their contributions in the study of motivation. Atkinson (1964, p.263), for instance, defines it as "the strength of the tendency to act in a certain way in order to get on to the goal"; tendency being understood as motivation itself.

Other classical authors in the study of motivation, Cofer and Appley (1979, p.9), state that motivation is understood as the integration of mental processes which determine and regulate behaviour. They say that it initiates, maintains, strengthens or weakens the intensity of behaviour and put an end to this behaviour when the set goal has been achieved.

Following these same lines, Palermo *et al.* (2011, p.10), describe the concept as a group of internal forces of an organism that stimulate, direct and maintain its behaviour in attaining some specific goals. Moreover, Petri and Govern (2006, p.4) add a further idea to this definition. They refer to two concepts that intervene in the process of motivation, which are intensity and persistence of behaviour. According to them, intense behaviours occur as the result of a high level of motivation. Likewise, the persistence of a given behaviour depends on the motivation of the person; in other words, if a person is highly motivated, the behaviour will persist, although intensity may have decreased.

For her part, Woolfolk (2006, p.350), a psychologist specialised in education, defines motivation as "an internal state that arouses, directs, and maintains behaviour". Coinciding with Woolfolk, Barón (1997, p.271) refers to motivation as "the internal processes that activate, guide and maintain behaviour for a long time".

If we pay attention to all these definitions of motivation, it can be acknowledged that there is a close relation between motivation and behaviour, and their relation lies in a basic assumption —motivation determines the way people behave—, in other

words, if a person has good motives, he or she will probably act or behave in a positive attitude and the reverse will happen when the person does not feel sufficiently motivated.

Once the concept of motivation has been addressed from a psychological perspective, it is time to focus on the main tenet of this dissertation, which is the study of motivation in the educational context and the power of motivation in the teaching-learning process. For this reason, it is convenient to specify the various stances of authors who have written about this topic.

Every student has different goals and different motivational interests; therefore, it is the duty of teachers to understand what every single student need and wants in order to meet their necessities satisfactorily. In this view, one of the primary concerns of teachers is how to motivate learners, but first of all, what is a motivated student? In this respect Crookes and Schmidt (1991, p.480) give a clear definition. They emphasise that “teachers would describe a student as motivated if he or she becomes productively engaged in learning tasks, and sustains that engagement, without the need for continual encouragements or direction”. In other words, motivated students are the ones who are interested in their learning process and take actions to learn. They learn because they enjoy the process itself, so they do not need to be forced. Motivated learners become responsible of their own learning process and make efforts to achieve their goals. Suárez (1980, p.175), adds that to motivate a student to learn means to create the adequate and necessary conditions for their achievement and destroy the obstacles that impede it. Which are the things that drive students to act and learn and which are those barriers that stop them? Necessities, objectives and interests are conditioned by the circumstances and context around learners, then, teachers should aim to provide a safe environment. Nevertheless, this ideal situation, which every teacher would dream of having in their classroom, is not an easy path.

There exist a wide range of definitions of motivation given by authors and experts in the field of education and its effect in the learning process. All the previous definitions are more than enough to have a clear mental picture of motivation to, proceed, from now onwards in a deep analysis of other aspects related to motivation. Taking into account what these authors detail, it can be concluded that motivation is a vital process in human beings, which is closely related to personal experiences occurring in and outside the educational context, which, in turn, requires a great effort on the part of students and teachers at the same time looking together to make learning happen.

2.2. Types of motivation

We all know what to be motivated in a particular activity is. After providing various definitions of the concept, it can be stated that motivation includes drives, incentives, goals, interests, needs, curiosity, self-confident, values, believes, etc. According to some researchers, motivation may be due to personal traits. People have individual interests, needs and fears that drive to do or avoid doing something. On the other hand, other psychologists see motivation as a state, which is generated by a temporary situation (Woolfolk, 2006, p.351). However, further conclusions suggest that motivation is combination of individual characteristics and a state.

Therefore, some explanations about motivation are based of internal and personal factors such as interest, curiosities or needs, while some others point out that external factors such as rewards, punishments, social pressure, etc. cause motivation. What does motivation arise out of then? A classical approach, in an attempt to explain which are the reasons that direct our behaviour towards a certain goal, distinguishes between intrinsic and extrinsic motivation. Intrinsic motivation is the natural tendency of looking for and achieving challenges and goals as we follow our interests. For Deci and Ryan, (1985, p. 5) human bodies are innately motivated to effectively relate to their environment. It is based on “the innate, organismic needs for competence and self-determination”. When we are intrinsically motivated, we do an activity for the mere fact of having interest and feeling enjoyment, we do not need any kind of reward or punishment to motivate us because the task is rewarding for us in itself. We just do it because we enjoy it (Deci and Ryan, 1985, p. 34). Intrinsic motivation is, therefore, associated with seeking challenges, personal interest, learning, feeling of competence and self-determination, etc. On the contrary, if we do something to obtain a high mark, to avoid a punishment or to receive a reward, to please someone else or for any other reason that has nothing to do with our own real interest in the task itself, we talk extrinsic motivation. In such cases, we are not actually interested in the task but in what we can achieve by doing it (Woolfolk, 2006, p. 351).

As quoted in Woolfolk (2006, p.351), Reeve (1996) state that it is impossible to determine if motivation is intrinsic or extrinsic just by observing people’s behaviour. What gives us the answer of whether such motivation is intrinsic or extrinsic is the reasons why individuals carry out an activity. In psychology this is known as *locus of control*, that it to say, the place where we put the control of the action, inside or outside the person. As a result, we can distinguish between internal locus of control, which is related to intrinsic motivation and external locus of control, connected to extrinsic motivation.

Nonetheless, both intrinsic and extrinsic motivation are needed in language learning and they are not mutually exclusive. This means that motivation can include

intrinsic and extrinsic factors; consequently, when we feel motivated at a given moment, we can have a bit of both. In the learning process, we can increase students' intrinsic motivation by trying to connect the contents and tasks to students' actual interests. But this kind of motivation is not sustained lifelong, so we cannot take for granted that our students will be always intrinsically motivated. In some situations, external reinforcers, such as rewards may help to maintain students' interest and motivation. As Woolfolk (2006, p.352) states, teachers should enliven intrinsic motivation and, at the same time, making sure that external motivation guarantees that learning takes place. However, some authors suggest that excessive external rewards may undermine intrinsic motivation. Sometimes, those external rewards can be beneficial for raising motivation, but some others they may "interfere with student's inner motivation" (Reeve, 2006, p.645). Further explanations about the relationship between rewards and extrinsic and intrinsic motivation will be provided in the subsequent sections.

Additionally, another classification of motivation has been adopted within the field of foreign language learning, which differentiates between *integrative* and *instrumental* motivation. This distinction is mainly focused on the reasons or motives that prompt students to learn a second language. Gardner (1985, p.11), together with some other researchers, conducted a study in which a group of students were asked to rank the reasons, provided by them, why they studied French. Once the results were obtained, students were classified as integratively or instrumentally motivated. Thus, integrative motivation is related to the wish of being in contact with the target culture and community and to establish relationships with the native speakers of the language so that to be accepted as member in that community. As Gardner and Lambert (1972, p.132) state, integrative motivation reflects "a sincere and personal interest in the people and culture". In this sense, integrative motivation is associated with social purposes. Closely connected to this idea, we must refer to the CEFR (2001, p.102), which defines the general and communicative competences that are required for any learner to deal with pluricultural communicative situations effectively. In this respect, the learner needs to have a certain knowledge of the society and culture of the target community so as to meet the requirements in the L2 communication. On the other hand, following Gardner (1985), McLaren and Madrid (1996, p.59) define instrumental motivation as the desire of learning a foreign language for practical reasons, such as to travel, to find a job, to be better educated, etc. Instrumental motivation is, therefore, linked to extrinsic motivation. They also added a new concept to motivation, which they called *activity motivation*. This kind of motivation alludes to the students' desire of learning a language to discover the world, and in this way, satisfying their self-realization and self-expression needs. Activity motivation is achieved by working cooperatively with the rest of the class, developing groups tasks and accomplish the learning goals together with other members in the classroom; in other words, activity motivation is sustained

and increased by means of participatory learning. According to them, this sort of motivation is associated with intrinsic motivation.

Referring back again to the CERFL (2011, p.105), it states that the learner's individual characteristics also need to be taken into account. Among these individual characteristics, which include attitudes, values, personality, beliefs, cognitive styles, etc. motivation is the main concern of this work. In terms of this, it includes intrinsic/extrinsic motivation; integrative/instrumental motivation and the communicative drive of humans, which are the dichotomies that have been developed above.

2.3. General theoretical models to explain motivation

Motivation is a complex concept which encompasses a plethora of theories. As stated in Woolfolk (2006, p.352) some of them have been elaborated after being carried out with animals. Some others are based on research done with humans. If we intended to refer to all the theories that have explained motivation through history, it would be an endless approach. Nonetheless, according to Atkinson (2006, p.350), psychologists who are interested in the study of motivation contemplate the following questions:

- Which decisions do people take with regards to their behaviour?
- How much time do people need to start an activity?
- What is the intensity and level of willingness and participation in the chosen activity?
- Which are the reasons why people persist or give up?
- Which are the feelings and thoughts of individuals while they are doing a given activity?

Similarly, Dörnyei (2001, p.7) asserts that motivation is mainly concerned with the choice of a particular activity, and the effort and persistence we put in doing such activity. Therefore, motivation explains "*why* people decide to do something, *how hard* they are going to pursue it and *how long* they are willing to sustain the activity". On his part, MacIntyre (2002, p.46) suggests three questions that the studies on motivation should address: "(1) why is behaviour directed toward a specific goal, (2) what determines the intensity or effort invested in pursuing the goal and (3) why do different people in the same situation differ in the direction and strength of motivated behaviour?"

So as to throw some light on these issues and to try to answer these questions, this section will focus on some of the most extended theoretical models in educational psychology and their relation to motivation during the learning process.

Behavioural approach

Navarro Guzmán *et al.* (2017, p.24) argues that theories based on behaviourism and learning are concerned about how behaviour can be controlled by its consequences. In this sense, if teachers can control some of the consequences of students, they can exert certain influence on their learning process. One basic concept accompanying this theory is *conditioning*. Conditioning refers to the way of learning which consists in associating one element to another one, in other words, learning occurs through the association of an initial stimulus with a meaning. Two types of conditioning lie behind this theory: Classical Conditioning (CC henceforth) and Operant Conditioning (OC henceforth).

- Classical conditioning, first developed by the Russian physiologist Ivan Pavlov, is based on a pattern of stimulus – response. The most famous exponent of this theory is the experiment that Pavlov conducted with dogs. He found that dogs salivated with the sound of a bell after associating that sound to food. Following these findings, we can classify three stages in this process of classical conditioning as explained in (Navarro Guzmán *et al.*, 2017, p.25):

Stage 1. Before conditioning. There is a neutral stimulus, which, initially, does not produce any stimulus, for example a teacher. One day, the teacher reprimands a student for making a mistake (unconditioned stimulus) and the student feels ashamed (unconditioned response).

Stage 2. Conditioning process. When the neutral stimulus is associated to the unconditioned stimulus, the neutral stimulus becomes a conditioned stimulus which produces, then, a conditioned response.

Stage 3. After conditioning. The conditioned stimulus has been associated with the unconditioned stimulus, producing a new conditioned response. Referring back to the example, every time the student sees the teacher (conditioned stimulus), she or he feels ashamed or bad (conditioned response).

- The other view related to behaviourism was deeply extended by Skinner at the end of the 1920s. Operant conditioning is based on the idea that people's behaviour is conditioned by the consequences instead of the stimuli, as it occurs with classical conditioning. The main concept in this theory is the so-called reinforcement. Reinforcement increases the behaviour. There exist four procedures or types of operant conditioning described by (Navarro Guzmán *et al.*, 2017, p.25).

- Positive reinforcement: behaviour is reinforced when presenting a desirable or pleasant stimulus, that is to say, a reward.
- Negative reinforcement: behaviour is reinforced when an aversive or unpleasant stimulus is removed.
- Positive punishment: when presenting an unpleasant stimulus after a given behaviour, the possibilities that this behaviour occur again are reduced. For example, giving homework.
- Negative behaviour: when a pleasant stimulus is removed after a given behaviour, the possibilities that this behaviour occur again are reduced. For instance, forbidding using the mobile phone.

Once the groundwork of behavioural learning is laid, the following paragraphs will focus on the impact of this theory in relation to motivation and the most direct relation of motivation with the behavioural approach is operant conditioning. Summarising the previous lines, what operant conditioning basically declares is that people, students in this case, do the things for which they receive a reward and avoid doing those for which they receive a punishment or a reprimand.

Woolfolk (2006, p.352) remarks that, according to this approach, students' motivation, specially, extrinsic motivation, is boosted by means of incentives or rewards. Hence, the relation of operant conditioning and motivation. Incentives are rewards that students receive after a specific consequence, they can be situations, objects or even the activities themselves. These pleasant stimuli are powerful enough to encourage or discourage learners. If students are consistently rewarded after a desirable behaviour and punished after an unpleasant behaviour, students will be more motivated and, consequently, a positive behaviour will be maintained over. Imagine the teacher promises a student to give an extra positive mark if she or he finishes all the tasks. This incentive will motivate the student to finish all the tasks. If these rewards are repeatedly offered to students, they will create a habit and this will drive students to act in a particular way.

It can be assumed, then, that there is a clear bond between behaviourism, particularly, operant conditioning and motivation. As far as Seifert (2010, p.132) is concerned "to understand operant conditioning in terms of motivation, we have to think of the likelihood of response as the motivation and the reinforcement as the motivator". He also addressed this issue but, he adds that operant conditioning can encourage both intrinsic and extrinsic motivation at the same time. According to him, a student may feel

motivated towards an activity because the activity itself is interesting for her or him; therefore, the activity is the reinforcement. For instance, if a student reads a book just for mere pleasure of reading or because the topic dealt on it is of her or his interest, she or he will feel intrinsically motivated towards reading. However, extrinsic motivation is clearer displayed than intrinsic one in the sense that it arises from external consequences (reinforcements) to a given behaviour, including the teacher's praise, points, positive marks, treats, etc (Seifert, p.30).

Following these assumptions, it can be concluded that external rewards, incentives and other positive reinforcements increase the likelihood that a behaviour is repeated and, consequently, motivation is also increased. In addition to this, Seifert (2010, p.132) adds another concept deriving from operant conditioning, which can also be understood in terms of motivation. This concept is the so-called *extinction*. He defines extinction as the "disappearance between the association between a conditioned stimulus and a conditioned response". In consequence, the reinforcement disappears as well, leading to a decrease in motivation.

Traditionally, and even nowadays, the principles of operant conditioning have been widely implemented in education as a way of increasing students' motivation towards learning, manage their behaviour and reduce disruptive situations. Nevertheless, some authors argue that external rewards favour extrinsic motivation in detriment of intrinsic motivation. Deci (1971, p.105) states that when a student does something, for instance an activity, because she or he feels intrinsically motivated by the activity itself and afterwards, external rewards are introduced, extrinsic motivation increases but intrinsic motivation decreases, that is to say, the student focuses on the external reward rather on her or his intrinsic interest. To provide an illustrative and practical example of these allegations, Seifert (2010, p.135) refers to a study conducted with some university students who were rewarded to do an activity in which they were already interested. Half of the participants receive money for doing it while the other half did not. Researchers found that those students who did not receive the reward were more engaged in the task than those who were paid. In spite of these findings, there exist some other studies which do not find a direct connection between the increase of external motivation by means of rewards and the resulting decrease in internal motivation. Indeed, the use of certain external rewards has been proved to enhance students' motivation and attitude in learning. Cited in Seifert (2010, p.136), Deci, Koestner, & Ryan state that the key resides in "being selective and thoughtful", that is to say, teachers should choose the appropriate rewards at the appropriate moment and with the appropriate activities; they should not use rewards neither excessively nor scarcely. Moreover, there are many other things to take into account when using reinforcements. Each student has individual interests, motives and goals which affect differently in their engagement in school. What nobody can deny is that praising and

congratulating students when performing a desired behaviour, considerably rises their motivation.

Humanistic approach

Woolfolk (2006, p.353) notes that humanistic authors criticise behaviourism arguing that it did not explain appropriately the reasons why people behave in a particular way. Humanism put the emphasis in the idea that people possess some inherent motives and necessities, therefore, it studies the intrinsic sources that cause people's motivation. Thus, from a humanistic perspective, motivation consists in activating the internal mechanisms of a person. These mechanisms are the sense of competence, the sense of autonomy, the sense of self-esteem and the sense of self-fulfilment. Among all the humanistic theories which studied motivation, the theory of Maslow is the one which have had the greatest influence. Maslow (1954, p.3) offers a holistic approach to motivation. For him, individuals are an integrated whole, meaning that the whole person is motivated and not just a part of her or him, and this motivation comes from a necessity. To illustrate this, he uses the instance of hunger. When a person feels hungry, all her or his body is hungry and not only her or his stomach. He asserts that all the functions of a person, both physiological and cognitive, change when you feel hungry, and the same applies to the rest of human necessities.

The most influential part of Maslow's theory is his hierarchy of needs, which, in his opinion, comprises all human needs. As cited in Woolfolk (2006, p.353), he states that human beings have a hierarchy of basic needs which include physiological and safety needs in the lower level; belonging and love needs and esteem needs in a higher level and the need for self-actualization at the top of the pyramid. According to Maslow, only when a person has covered the low-level needs, she or he can face the need of self-actualization. And this need for self-actualization and personal growth is what motivates people to be eager to learn something, as it is stated in Fonseca (2005, p.89). Fadiman and Frager (2001, p.462) define these basic needs as follows:

According to Maslow (1954, p.35) the physiological needs are the starting point of human motivation. Fadiman and Frager (2001, p.462) refer to the need for nourishment, water, oxygen, sleep and sex. These biological needs determine the satisfaction of any other need. In other words, if a person cannot satisfy the need of thirst, she or he will not be interested in satisfying any other further need. Therefore, this person will use all her or his energy in satisfying the necessity of drinking water. However, only when these needs are fully covered, the person can focus on meeting other needs. Apart from these physiological needs, Fadiman and Frager (2001, p.462) believe that humans must satisfy some other psychological needs in order to preserve health. These psychological needs comprise what Maslow referred to as the safety

needs, the belongingness and love needs and the esteem needs. In addition, each person has the need of personal growth, which Maslow called the need for self-actualization.

According to Maslow (1954, p.39), safety needs include the need for security, stability, dependency, protection, freedom from fear, freedom from anxiety and chaos, etc. He states that any peaceful and stable society ensure safety to its citizens. Therefore, in a practical sense, they do not have safety needs as direct motivational drives. In the same way that a person who has satisfied her or his need of thirst do not feel motivated to drink water anymore, a person who feels safe, does not feel in danger anymore. Only when they are in situations of emergency, such as war, illness or natural disasters, the need of safety is visible.

If both physiological and safety needs are properly met, belongingness and love needs will emerge. These needs are related to search of personal relationships and feeling of belonging to a group, namely family, friends, etc. Maslow (1954, p.39) states that when these needs are not met, people will make an effort to achieve that goal. However, he thinks that these needs fail in a society, like ours, in which we give priority to individualism.

The penultimate step in Maslow's hierarchy is related to the need of esteem. We all need a high level of self-esteem and self-respect, but we need the esteem of others as well. Maslow (1954, p.40) classified these needs into two groups. Firstly, we feel the desire of standing out and compete as individuals. Secondly, we have the desire of reputation and prestige. We need respect from others, we need that they value our achievements and we need to be approved. When these needs are not satisfied, we feel weak and inferior. Finally, even when people have met all the previous needs, a person can still feel incomplete unless she or he experiences self-actualization. Self-actualization refers to the process of taking advantage of their talents or abilities. Hence, the need for self-actualization is quite personal and varies from one person to another because we all have different motivations and capacities. Fadiman and Frager (2001, p.463) explain this by offering an example. Perhaps, the main motivation and priority goal is to become a father, while, for another person, is to become an elite athlete. Maslow stated that when low level needs are met, motivation towards satisfying them is reduced. On the contrary, when the need for self-actualization is met, motivation does not decrease, but it rather increases in order to look for a greater self-actualization. Indeed, it is probable that this need for self-actualization will never be completely satisfied, because the more successful you are in achieving your goals, the more effort you will put for your self-development.

Maslow's theory received some critics because human beings do not always behave in the way his theory suggested. We normally, fluctuate up and down the different types of needs, and we may even be motivated by more than one need at once.

In spite of this criticism, the theory of Maslow has had relevant applications in education. If some of the basic needs of a student are not met, for instance the need of security and belongingness, she or he will probably show little interest in learning. Additionally, if the school is a threatening place, in which students do not feel safe, they will probably be more focused on getting security than on learning. This theory allows us to see the students in a more global and integrated way in which all the necessities are interrelated and are equally important to ensure a fruitful teaching and learning process. As it was mentioned above, if low-level needs are met, they will show a more motivated attitude towards learning (Woolfolk, 2006, p.353).

Cognitive approach

Cognitive theories of motivation have been often considered as a reaction to the behavioural approach. Cognitivist theorists believe that behaviour is determined by our thought and not only by the use of rewards or punishments. One of the main premises of the cognitive approach is that people do not react to external events, but to their interpretation to those events. Hence, the motives that drive a person to act in particular way in a particular situation are irrelevant in any other kind of situation. According to this theory, people are active individuals who search information in order to solve problems which are of their personal interest (Atkinson, 2006, p.352). Following Atkinson, Seifert (2010, p.96) states that the cognitive approach refers to people as individuals who are capable of receive, process and transform information according to their needs in order to relate effectively with their environment. These considerations would explain why cognitive theories focus mainly on intrinsic motivation. Among all the authors who have studied the cognitive approach, Weiner and his attribution theory is one of the most remarkable ones. This theory describes the way in which explanations and excuses of people about oneself and about other people have an influence on motivation. In other words, it studies how individuals try to explain, not only their own behaviour, but also other's behaviour, by looking for the possible reasons that lead to that particular behaviour. Attribution theory accounts for the causes to which we attribute our successes or failures. Therefore, Weiner focuses mainly on attribution related to achievement. According to Manassero Mas and Vázquez Alonso (1995, p.362), motivation starts when a person gets positive (success) or negative (failure) results and experiences different feelings as a consequence. At this precise moment, the person begins looking for the reasons which determine the cause of that result. Weiner, was one of the main theorists who related the theory of attribution with learning. As cited in Palmero *et al.* (2011, p.115), Weiner initially established two dimensions which explained causal attribution: internal/external and stable/unstable. When referring to the first dimension, he mentioned four basic elements as the causes to which we attribute our achievements or failures. On the one hand, ability and effort, as internal factors. On the other hand, the difficulty of the tasks and luck, as external factors.

Furthermore, as regards to the dimension of stability/instability, Weiner suggested that, with respect to these four elements, ability and the difficulty of the task are stable factor, whereas effort and luck are considered as relatively unstable factors. In his subsequent works, Weiner established his final model of attribution theory with three dimensions which included all the rest: *locus*, *stability* and *controllability*. For him, the causes of achievements or failures may be classified within these three dimensions. Thereupon, *locus*, depends on whether the cause is internal or external to the person; *stability*, refers to whether the cause is stable or unstable over time, that is to say, if it remains the same or it changes; and finally, *controllability*, depends on whether the person can control that cause or not (Atkinson, 2006, p.355). Weiner considered that these dimensions have a significant influence on motivation, since they affect expectations and courage. Equally, Manassero Mas and Vázquez Alonso (1995, p.362) add that they are related to some particular emotions and expectations. Thus, the locus of causality is connected to feelings of self-esteem and pride. Atkinson (2006, p.355) notes that success or failure are attributed to internal factors, success will bring about pride and, as a consequence, an increase in motivation, whereas failure will undermine self-esteem. For its part, stability affects future expectations, developing feelings of hope or, on the contrary, lack of hope. Atkinson (2006, p.355) exemplifies this idea as follows: if students assume that their failure is the result of a stable factor, like the difficulty of the subject, they will have the expectation of failing the subject in the future. In contrast, if they relate their failure to unstable factors, such as luck or effort, they will expect better results in the future. Lastly, controllability produces emotions related to social interactions with to oneself or with other people. In this sense, it is linked to feelings of shame, pride, guilt, anger or compassion (Manassero Mas & Vázquez Alonso, 1995, p.362). In the words of Atkinson (2006, p.355), if we feel responsible of our failures, we will feel guilty; if we feel responsible of our success, we will feel proud.

Basically, Weiner's attribution theory highlighted the relevance of attributional processes when establishing connections between behaviour and goals, making, thus, that individual's motivation adjusts to a particular goal to be achieved. In this sense, these processes are important for a person to become motivated to perform a behaviour (Palmero *et al.*, 2011, p.116). As cited in Woolfolk (2006, p.355), if we apply attribution theory to motivation inside the classroom, we find that when good students fail, they assign their failure to internal and controllable reasons, for instance, that they did not study enough or they did not understand the instructions properly. In order to remedy this situation, they will search for the necessary strategies to have success the next time. Nonetheless, Atkinson (2006, p.355) affirms that the problem arouses when students assign their failures to stable and uncontrollable factors. In such case, students will resign themselves to failure, they will lose their hope to success and this will result in what is commonly known as demotivated students. Moreover, Ames and Lau (1982,

p.414) add a second idea to this. When students attribute their failings to stable causes, which, they reckon, are out of their control, they feel apathetic and discouraged and they do not seek for help, since they believe no one can help them.

A further theory which examines motivation and its application in classroom experiences from a cognitive approach, is the one known as expectancy x value theory, developed by Nona Tollefson. She (2000, p.65) stated that motivation is the result of the combination between the expectancies of the person to achieve a goal and the value they give to that goal. In other words, the amount of effort a student put in completing a task depends of the expectations of success s/he has and the value s/he confers to that task. As Tollefson says “effort will not be expended if the reward for completing the task has little or no value to the student”.

Eccles & Wigfield (2002, p.118) added a third component to this model, the cost of engaging in a task, which together with expectancy and value play an important role in enhancing students’ motivation. This means that people may have an interest in different tasks and, consequently, they have a hierarchy of targets. Therefore, they will need to prioritise these goals in terms of their position in the hierarchy. They suggested that the cost of an activity may be due to diverse factors. For instance, if you participate in one activity, the perceived cost would not be able to participate in a different one. Barron and Hulleman (2014, p.507), explain this with an example. Jessica always scores high in maths. It is the subject that she likes the most. Nevertheless, she has many other extracurricular activities and she does not have much time to study maths, for this reason, her maths grades have been affected. She has expectancy and value for maths, however, the cost of not dedicating much time to it, has had a negative influence on her performance.

Sociocultural approach

The sociocultural approach of motivation focuses on the active and committed participation of people in a learning community. Thus, as Atkinson (2006, p.356) argues, human beings participate in group activities in order to maintain an identity and establish relationships within that community. Hence, we can conclude that socialisation is a great source of learning. Most of the things that we learn stem from our observation to other members in the community to whom we try to imitate. Likewise, students are motivated to learn when they feel part of a learning community, a class or a school, for instance. They are members of a community in which they participate, therefore, they feel identified with the group, so they feel motivated. According to Laven and Wagner (1991, p.53) learning does not only implies doing some specific activities in isolation, but rather, it implies a broader process in which the whole is involved participating in social communities. They view learning as a legitimate peripheral participation, which, in their words, means that “learning is not a merely

condition for membership, but it is itself an evolving form of membership". Therefore, we can conclude that learning, identity and social membership are interdependent of each other.

To conclude, theoretical approaches can be used by teacher as a way of knowing how students interact with their environment and, from that point, "develop patterns of interactions with their students that may enhance their students' willingness" (Tollefson, 2000, p.65).

2.4. Motivation in language learning

Many other models based on motivation have been developed under this general theoretical framework. Since what this paper is concerned about is motivation in second language learning, the following paragraphs will focus on the various contributions that different authors have made on this subject.

Among these works, the socio-educational model developed by Gardner (1985, p.2) has been one of the most influential ones. The socio-educational model suggested that the acquisition of a foreign language goes beyond mere aptitude. He asserts that second language learning is a rather social psychological phenomenon, therefore, he emphasises the role of context and context involves culture. In this sense, Fonseca (2005, p.89) refers back to Gardner to mention that foreign language learning has a strong cultural influence, since culture and language cannot be separated. Particularly, Gardner (1960, p.266) focuses on the aspect of motivation and attitude as being determining in second language learning. According to him (1985, p.50), we can say that a person is motivated if the following four aspects are fulfilled: they need to set a target; they have to put effort in achieving the goal; they need to show the desire of wanting to accomplish it, and, finally, they have to show a positive attitude in attaining that specific goal. Likewise, Gardner and Lambert (1959, p.267), address attitude as part of motivation, ensuring that a person is motivated to learn a language when he or she has several aims in mind to learn that language and different intensity drives move him or her towards the completion of that aim. However, Gardner (1959, p.266), states that, although having a goal may be a stimulus that rises motivation, the other three aspects are what actually determine motivation.

Gardner (1959, p.266) created the so-called Attitude / Motivation Test Battery (AMTB hereafter) in order to measure the four factors that have been mentioned above. To be more precise, it aimed at measure the attitude toward and motivation in learning English as a foreign language quantitatively, although the AMTB may be applied to any other foreign language. The AMTB includes several subtests. Two examples of two questionnaires that the AMTB includes are as follows: one of them comprises a set of

104 statements that participants have to answer on a scale from 1 to 7 (from strongly disagree to strongly agree respectively). The second questionnaire intends to measure the feelings that students have toward learning English. It contains 12 items ranging from 1-7 each one (Gardner, 2004, p.1-12). As cited in Fonseca (2005, p.89) the AMTB measures various parameters related to attitude and motivation in language learning. She mentions that the different subtests that it includes measure:

The attitude of the learner toward the target language speakers, a general interest in studying foreign languages, attitudes toward learning a specific foreign language and also personal reasons to learn that foreign language, language anxiety, parental encouragement, desire to learn, effort to acquire the foreign language, teacher competence and behaviour and, language course evaluation.

Another theoretical approach based on motivation in formal language learning is the one developed by Dörnyei (1994). To start with, he (1994, p.274) uses the concepts of “attitude” and “motivation” as separate terms. In his opinion, these belong to different branches in psychology. On the one hand, “attitude” is used in social psychology and it depends on the relationships that people have within a group. On the other hand, “motivation”, focuses on the individual drives of a person. Besides, he also reviewed other studies based on motivation that go beyond Gardner’s social construct. For him (1994, p.279), L2 motivation is an “multifaceted construct”, meaning that there are many different factors that intervene in raising and maintaining it. He summarises all these factors in three main constituents as being the basic components of L2 motivation. These are the L2, the L2 learner and the L2 teaching-learning environment. Thus, his model on foreign language learning motivation comprises three levels that correspond to each of these constituents: the Language Level, the Learner Level and the Learning Situation level.

- The *Language Level* focuses the learner’s goals in learning a language based on different aspects such as the culture and community where the language is spoken and the usefulness of learning it. This dimension is analysed from two perspectives or subsystems, as Dörnyei (1994, p.279) calls them: an integrative subsystem and an instrumental subsystem. The integrative perspective is centred in the individual’s internal motives to learn the language, including affective factors and his or her interest in foreign languages and cultures. The instrumental perspective is related to the extrinsic motives that a person has to learn a language. It is mainly related with “future career endeavours”.

- The *Learner Level* is mainly related to personality features, particularly to self-confident and the need for achievement, the former

including “language anxiety, perceived L2 competence, attributions about past experiences, and self-efficacy” (Dörnyei, 1994, p.279).

- The third and last level in L2 motivation is the *Learning Situation Level*. It includes aspects of the first and second levels and encompasses three elements: 1) *course-specific motivational component*. It has to do with the syllabus and materials used, the teaching methods followed, and the learning tasks. All of them must be adapted to the learners’ needs and interests so that they become relevant for them, meet their expectations and make students feel satisfied. 2) *teacher-specific motivational component*, associated with the teaching style and teachers’ behaviour, such as their attitude towards teaching, how they manage their affective skills, how they give feedback, etc. 3) *Group-specific motivational component*. This is related with the characteristics of the group. It deals with three main aspects: “goal-orientedness, norm and reward system group cohesion, and classroom goal structure (Dörnyei, 1994, p.280).

William and Burden (1997) also developed another theoretical model from an educational perspective. They coincide with Dörnyei in the multifaceted nature of motivation. For them (1997, p.111), motivation occurs when we want to do something and, as it composed by different factors, such as interest, curiosity or desire, it varies depending on the situation and circumstances. They proposed a three-stage model of motivation because, in their opinion, “motivation is more than simply arousing interest. It also involves sustaining that interest and investing time and energy into putting in the necessary effort to achieve certain goals” (1997, p.121). These three stages are defined in the figure below.

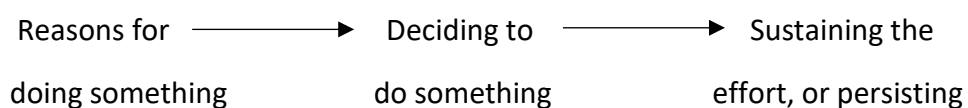


Figure 1. A *three-stage model of motivation* (William and Burden, 1997, p.121)

The first stage is concerned with initiating or arousing motivation, while the last one is concerned with maintaining or sustaining that motivation. Even though, this model is presented as a linear model, it is not. William and Burden (1997, p.122) argue that reasons for doing something may affect the effort with which we do that thing. Similarly, sustaining effort in doing something may give raise to reasons for doing a

particular activity. Therefore, they later proposed a more realistic diagram of the process of motivation.



Figure 2. *An interactive model of motivation* (William and Burden, 1997, p.122)

On top of that, Fonseca (2005, p.90) writes that William and Burden's motivational construct is based on the belief that second language motivation is explained by individuals' previous experiences. They note that "each person's individual construction of the world will depend upon their previous experiences, which will also influence how they anticipate what will happen in the future" (William and Burden, 1997, p.27). In this sense, their motivational framework focuses predominantly on the internal and external factors that influence motivation, depending on the personal importance individuals give to them. Internal factors include curiosity, predominance to setting goals, learner's attitude, self-confidence, or, even, age and gender. Secondly, external factors involve parental, peers or teachers' encouragement for language learning, appreciation of the foreign language culture and society and the learning environment.

Coinciding with William and Burden (1997), Dörnyei (2001, p.21) considered motivation as a dynamic and non-stable variable. In addition, he added another element to his motivational model, which is the so-called process-oriented approach. They share the belief that motivation fluctuates along all the learning process and this dynamism is caused by different factors. In this sense, his process-oriented approach consists of three phases:

- *Choice motivation*. It is the initial phase in which the goal that is intended to be achieved is selected and set.

- *Executive motivation*. Once the initial motivation is generated, it has to be sustained during the process of achieving the particular goal that we have set. This is one of the main concerns of teachers, since in the learning experience there exist many distractors, such as the classroom setting, learner's anxiety or physical environment of the classroom.

- The third phase is related to the completion of the task or goal. It is called *motivational retrospection*. In this phase the learner evaluates his or her learning experience on the basis of the received feedback and their success or failure, so as to choose future activities. The learner's past experiences will determine the activities they will feel motivated about in the future. Thus, this phase is associated with the learner's self-confidence and self-concept.

From a neurological point of view, Schuman (1999, p.57) claims that parts of the brain form a stimulus appraisal system which is constituted by five dimensions. These are "novelty, pleasantness, goal significance, coping relevance and self and social image". According to Fonseca (2005, p.91) these five dimensions have an influence on students' executive motivation on language learning, since the teaching environment and the way the teacher presents the contents and the materials can affect students' attitude on how they may deal with future language learning experiences.

Following the same lines, Fonseca (2005, p.91) quotes Chastain (1988), who stated that "experiences that have positive results tend to be repeated and those with negative outcomes avoided. Those that are associated with success are approached with confidence and those associated with failure or displeasure are approached with reluctance or distaste". In this sense, the learning environment and the learning experience that students have will define their future motivation.

It can be concluded that motivating students is not an easy task, even less is so when we speak about adolescents; nevertheless, it is of crucial importance. In the following sections, practical ideas and suggestions will be provided so as to lift students in general but, particularly, secondary school learners.

3. Major obstacles when facing motivation: demotivation

Dörnyei and Ushioda (2011, p.138) define demotivation as "the negative influences that cancel out existing motivation". In this section, a theoretical approach of the possible factors that may have an influence on educational motivation in general, in Compulsory Secondary Education (CSE, henceforth), in particular, and, more precisely, in second language learning, will be provided, so as

to apply the correct strategies to enhance students' motivation, which will be further developed in subsequent sections.

3.1. Lack of motivation in education

School demotivation is a generalised and central problem in education. Valle et al. (2006, p.135) attribute this general lack of motivation in students either to the changes that society has undergone and which the educational system has not been able to solve or to the internal problems of educational centres. As it is stated in their article, the coordinator of PISA Report of the OCDE, Andreas Schleicher, declared in 2005 that the success of the educational system lies on achieving a higher motivation in the student body. He adds that students need to acknowledge that what they learn at school is not only useful inside the classroom, but also in real life. For this reason, it is important to establish a relationship between what is taught at school and outside life. They point, not only, at students as the responsible for such demotivation, but also, at teachers, families, the educational administrations, the educational system and, lastly, at the society. Therefore, all the involved parties should work hand in hand to reach a solution. According to some professionals in the field of education, students are becoming more and more disinterested in learning. They assert that such lack of interest is due to the contents that are taught and the methods that are used to teach those contents. Valle et al. (2006, p.136) state that children normally enter school with a desire to learn, but as time goes by, the activities they used to enjoy become tedious and they begin losing their interest in learning. This is mainly because of what has been stated above: contents are not connected to their real interests and to real life. Besides, students do not want to study because of the little utility they find in what is taught at school. They complain that school contents are too theoretical and that they have nothing to do with their lives, worries and preferences. This is what experts call "inert knowledge". Thiel and Ulber (2005) define inert knowledge the "knowledge that does not transfer to real world situations". In other words, it is the knowledge that is learnt but is not used to solve real problems and this inert knowledge have negative effect to motivation because learners do not see the utility, that we mentioned before, in learning those contents. On the other hand, we have the issue of how contents are transmitted. Even though society has extremely changed, the methods that are used to teach and evaluate at school continue to be more or less the same.

This lack of motivation leads in many cases to school failure and school dropout. In fact, data from the *Encuesta de Población Activa (EPA)* that the *Ministerio de Educación y Formación Profesional* has recently published,

confirm that early school dropout in Spain registers 15%, which is an important drop since the last report. However, the number is still far from the average rate of the 10% that the EU registers. According to the Education and Training Monitor —the annual publication of the European Commission devoted to education and training in the UE—, published in 2020, Spain continues having the highest early school leaving rate of the EU, despite having steadily decreased during the last decade. It is evident, then, that school failure is one of the greatest problems that our educational system faces nowadays.

Sometimes the idea of demotivation has been related to a relatively new concept, pioneered by Carol Dweck (2006, p.12), *mindset*. She identified two kinds of mindset in all human beings. On the one hand, *fixed mindset* refers to the idea that intelligence is something we have been born with or not, that is to say, it is something fixed and we cannot change it. On the other hand, *growth mindset* refers to the opposite. Intelligence can be changed and increased through effort, practice, experience and help from others, even if people have different talents and aptitudes, they can improve them. In this sense, students who have a fixed mindset are not motivated towards learning because they believe they do not have enough aptitude and they cannot do anything to change that. Conversely, Dweck (2006, p.61) those students with a growth mindset show themselves interested towards learning and do not lose their motivation when the subject turns difficult or when they find it boring. Although growth mindset is not about motivation, but rather as how people see their intelligence, there exist a direct correlation between growth mindset and motivation or, on the contrary, between fixed mindset and demotivation. Therefore, teachers can build students' motivation through the theory of growth mindset, emphasising the value of effort and making them understand that effort and practice may increase their aptitude.

Furthermore, there is another factor that influences in the creation of barriers in students' motivation: the targets. We can observe that not all students pursue the same targets. For some students their goal is to learn and improve. They do not mind how much errors commit and they look for challenges. This kind of goals are what Atkinson (2006, p.359) called "command targets" (original *metas de dominio*). These students are concerned with the task because they want to achieve a good command of it and do not mind about performance. On the other hand, "performance targets" (original *metas de desempeño*) focus on the way students are judged by other people. The important thing here is the evaluation of their performance and not the learning. In this sense, teachers may encounter the problem of having students with different target. Therefore, they will not be motivated by the same things

and strategies that we use to motivate them may be different. In all the cases, what teachers should do is to analyse how each type of goal affects learning and, accordingly, act in one way or another.

3.2. Lack of motivation in CSE

Lack of motivation is even more stressed and noticeable in teenagers. Adolescence is a period of great physical and cognitive changes in which students are not mature enough to know what they want to do in the future. They are more interested in non-academic activities than in academic ones, which leads to a visible demotivation. Tinajero (2008, p. 23) believes that the main factors that hinder motivation in adolescents are their relationship with their environment and daily worries, together with their great uninterest towards their academic and professional future: they see future very far and they only worry about their immediate concerns and problems.

In addition, she (2008, p.28) points out that the Spanish educational system, *ESO*, “becomes an impediment for teenagers and an obstacle against students’ motivation”. This system obliges students to stay in school, even if their performance is not satisfactory. In support of this idea, Dörnyei (2001, p.50) adds that the obligatory nature of school, having to spend long hours sitting on a chair inside a relatively small space, together with a curriculum which has been selected according to the requirements of society, and sometimes not considering what students find interesting, do not favour students’ motivation. As a consequence, we find demotivated students whose only interest is to have the required age to leave school, which results in academic failure. Again, she (2008, p.24) refers to the utility of the activities that are done at school. She claims that when students understand the utility of learning each precise thing, their interest and motivation increases in most of the cases.

Tinajero (2008, p.24) adds a further idea. Along her years of experience as educator, she has observed that the type of teacher also affects the motivation of teenagers. Accordingly, she refers to the three types of teachers: authoritative, permissive and democratic. The latter take the role of facilitators of the process, put the learner on the centre and promote students’ participation. In her opinion, facilitator teachers are the ones who favour the development of motivation.

However, Tinajero (2008, p.26) adds obstacle that teachers in secondary education face when trying to engage students, which is boredom and apathy. It is quite frequent to find apathetic students who do not seem to be interested in anything in our classrooms. The author says that, although teachers

emphasise the utility of the task, sometimes this is not enough. In some cases, demotivation does not come from the methodology used, but from the mere apathy towards the task and lack of interest in doing it. Indeed, teachers find very difficult to tackle with this problem. In her words, teachers can do little to fight against apathy and indifference. Although there exist certain techniques to catch students' attention this is still an unresolved matter for teachers and educational authorities.

3.3. Lack of motivation in language learning

Even though motivation is rather important in second language learning, little has been studied with regards to demotivation. Demotivation in second language learning in formal contexts is a reality that we cannot negate. But, why is this so? Learning a language implies many factors. As Brown (1989, p.65) states, "learning a foreign language always entails learning a second culture to some degree, even if you never actually set foot in the foreign country where the language is spoken. Language and culture are bound up with each other and interrelated". In many cases, lack of motivation and uninterest in learning a foreign language is explained because learning a language goes beyond learning some set of vocabulary or learning grammatical rules, but, also, understanding and integrating the culture of the language that is being learnt.

Apart from this, during the process of learning a language, not only motivational factors intervene, but also demotivational ones. In fact, Dörnyei and Ushioda (2011, p.143) claim that demotivation has even a greater impact on language learning than motivation. But demotivation, or amotivation, as other authors prefer to call it, has not been sufficiently researched. These authors (2011, p.137) assert that the main causes that influence learning a language in a negative manner may relate to learning-related past experiences, namely "performance anxiety, public humiliation, heavy work demands or poor test results". In addition, external factors, such as the context in which the learning takes place or the teacher's performance also play an essential role in hindering or fostering motivation. To start with, we shall refer to the concept of language anxiety. Many researchers have found a clear correlation between anxiety and motivation. For MacIntyre (1999) and Young (1999), there is no doubt that language anxiety is a "powerful factor" hindering L2 motivation and, as a consequence, learning achievement (cited in Dörnyei, 2001, p.40). Fonseca (2005, p.94) defines language anxiety as a "situation-specific fear associated with the effort of trying to learn a second language and to communicate in it". Horwitz, Horwitz, and Cope (1986) identified three main sources of foreign language anxiety: communication apprehension, tests and fear of negative evaluation (cited in Fonseca, 2005, p.94). Toth (2007) and Liu and Huang (2011), for their part, point out that anxiety is related to extrinsic motivation rather than

to intrinsic motivation (cited in Khodadady and Khajavy, 2013, p. 272). In this respect, teacher can reduce anxiety and help students overcome with it. However, anxiety is not always negative, sometimes it has a positive impact on motivation and language learning, this is what has been called facilitating anxiety (Khodadady and Khajavy, 2013, p. 270).

Secondly, the role of shame and humiliation as a negative factor in L2 motivation should be emphasised. Frequently, students experience feelings of shame and embarrassment when they have to speak in a foreign language. They feel that they will not being able to communicate effectively and feel ashamed of not making mistakes. In fact, Galmiche (2018, p.110) claims that those feelings of shame are experienced by students from all levels. Furthermore, they attribute the lack of motivation to past language-related experiences of shame and humiliation. In this sense, they believe that teachers are crucial in reducing feelings of embarrassment in the classroom.

4. How to encourage learners in the EFL classroom: from theory to practice

When teaching a foreign language, we have to bear in mind that we cannot limit the learning process to the teaching of purely grammatical and lexical components, but, rather, our ultimate goal should be to show our students how to use the target language in communicative real-life situations. This implies that we have to motivate students and stir interest and a positive attitude towards the language. If they feel motivated, they will want to learn it and include it in their daily lives. This is even more important when we teach secondary school students, who are less motivated than young learners. Puchta and Schratz (1993, p.4) state that this may be due to “teachers having missed opportunities to build bridges between what they want to or have to teach and their students' worlds of thought and experience”. However, as Díaz and Hernández (2002, p.65) state, motivation is present in the classroom through several aspects, such as the language, the kind of interaction between the teacher and the students, the organisation of activities, the way contents are presented, the materials and resources we use, etc. In addition, attitude of students towards learning; classroom environment; teachers' attitude, and the foreign language itself, among other factors, also affect their motivation in a positive or negative manner and, in consequence, their way and desire of learning the language. Therefore, it is important that teachers analyse those aspects and each particular situation in order to provide students with an enriching and interesting learning experience.

Motivational theories can help teachers reflect upon their teaching practice and give some clues about how to motivate students. For this reason, this section will turn the attention to how the theoretical models that have previously been developed can be put into practice. Moreover, different strategies to motivate

students in the language classroom will be showcased. However, it is relevant to note that it is difficult to design a unique set of practical motivational suggestions that can be applied in any classroom, since, as Dörnyei and Ushioda (2011, p.104) point out, motivation highly depends on the kind of learning context. To put in a different way, the strategies that work with one particular group, may be ineffective in another group. Notwithstanding, McCombs and Pope (1994, p.vii) add that in what all approaches that have studied motivation coincide is that, under the right classroom circumstances, all students will be motivated and that committed teachers can achieve this. Ideally, this supposition would give teachers hope, however, it has been questioned by realistic teachers, who argue that it is unlikely that every student is motivated to learn at the same time.

Following Dörnyei's (2001) motivational model, which distinguished three motivational phases (*choice motivation*, *executive motivation* and *motivational retrospection*), which, as it was stated in previous sections, correspond to initial motivation, sustained motivation and, finally, evaluation of the learning experience, respectively. Taking as a starting point Dörnyei's (2001) approach, we will explore different motivational techniques within these three groups. Yet, any motivational strategy cannot be applied without, first, creating an adequate motivational environment inside, and even outside, the classroom.

4.1. Creating a motivational environment

Dörnyei (2001, p.31) suggests three basic motivational conditions which he considers essential to create an optimal environment in the classroom. However, they are closely interrelated:

- “appropriate teacher behaviours and a good relationship with the students”;
- “a pleasant and supportive classroom atmosphere”;
- “a cohesive learner group with appropriate group norms”.

The first one refers to the overall teacher behaviour and her/his interaction with students. The way of acting of the teacher, especially in the language classroom, and his/her personal qualities can have a positive impact on students' motivation. According to Dörnyei (2001, p.32) and to some studies he conducted, students situated teachers on the top among all the factors that influenced them in a positive or negative way and her appraisal towards the L2 learning. Likewise, Madrid et al. (1993), as it is mentioned in McLaren and Madrid (1996, p.145), administered some questionnaires to students who declared that teachers' personal qualities were the main reason for them to like the English

lessons. They pointed out that the characteristics that they valued the most of an English teacher were a good pronunciation, clear explanations, fluency, kindness and having a good sense of humour (Madrid et al., 1993, p.32). Similarly, Dörnyei (2001, p.32) highlighted that those teachers who show a great enthusiasm, dedication and passion are the ones who are capable of instilling such commitment to students, making them more interested and motivated towards the subject. For him, instilling enthusiasm means that the teacher projects her/his interest in what s/he does and, consequently s/he shares this interest with students.

It is also important that the teacher shows commitment on students' learning progress and has high expectations of success. S/he has to show the students that s/he cares and that s/he is working hard in guiding them towards success. This will probably lead to real success. In addition to all this, many authors have referred to the importance of having a positive relationship with students to enhance students' motivation. A relationship in which there is mutual respect and trust will result in a healthy and close teacher-student relationship and, consequently in overall better achievements. Dörnyei (2011, p.32) lists three factors as being the elemental components to build this kind of relationship:

- acceptance of the students,
- ability to listen and pay attention to them,
- availability for personal contact.

To conclude, we could summarise the characteristics of a motivating teacher as one who has a close personal contact with students, one who gives valuable feedback to them, one who shows empathy, enthusiasm and kindness and one who is committed to his teaching practice and to students' personal relations. Alonso Tapia (1992, p.1) notes that, in order to generate and sustain students' interest and motivation, they should try to make students are concerned with learning rather with making a good impression.

Secondly, all the research and language teachers who have addressed the issue of motivation agree that a "supportive and pleasant" classroom climate should be created in order to make students do not feel threatened (Dörnyei, 2001, p.40). In creating a supportive and pleasant atmosphere, several components intervene. One of them is the teacher-student relationship, which has been already mentioned. Equally important is students-students interaction. A good relationship among students is defined in terms of equal respect and tolerance. To achieve this, clear rules have to be agreed. This idea will be further developed in subsequent lines. Finally, the physical classroom environment is also relevant: the disposition of the desks,

noise, lighting have also an influence in creating an adequate and motivating classroom setting.

In the third place, as it was mentioned before, group cohesion creates a safer and motivating classroom environment. Cohesiveness is related to a sense of belonging to a group, they share the same goal(s) and work in achieving them, and this has been proved to increase students' motivation Dörnyei (2001, p.42). Moreover, cohesiveness is created by establishing explicit and previously discussed norms.

Alonso Tapia and Caturla Fita (1998, p.121), suggest some pedagogical proposal for a good classroom context, which coincide with what has been stated above. They agree on creating a pleasant and happy classroom climate, in which achievements are emphasised as the result of personal growth and they support the use of active methodologies. They insist in promoting an affective environment that favours students' self-confidence and self-esteem. Besides, they believe in building dynamic and motivating setting and in the continuous teacher interaction and feedback with students.

As a gentle reminder, next sections will offer strategies to address motivation during the motivational phases that Dörnyei (2001, p.22) suggested: preactional, actional and post-actional motivation. Among all the studies conducted on this topic, Dörnyei's (2001) is the one which best classifies all the components that may intervene.

4.2. Creating initial motivation

Once the climate is the adequate one, we must generate initial motivation. Psychologists declare that motivation is inherent to children and that they have an innate desire to learn. According to this, students should bring an intrinsic motivation with them. However, this situation is ideal and is far from reality, especially among adolescents and, even more, in the language learning classroom. Dörnyei (2001, p.50) states that students often describe their learning experience as "boring", "unenjoyable" and "constrained". It is important, therefore, to create an initial motivation from the very first moment students come to your classroom, because it will determine how they face learning throughout all the learning process. Several factors take part in generating initial motivation. To start with, it is important to increasing second language value and attitude (Dörnyei, 2001, p.50). We should make the first encounter with the L2 a positive experience because it will colour their future attitude towards it. We have to make students value

the language and enjoy the language learning process. This will result in an increase in their intrinsic motivation. Following Labrador (2006, p.59), “we must remind our students the importance of learning an L2/FL; we must emphasise its usefulness and the advantages they can have if they speak another language”. Furthermore, we should promote language appreciation from an integrative perspective. In other words, we should make students become familiarise with the L2 culture and community in order to raise cultural awareness in them. In general, we should make them be open-minded towards foreign languages and culture. By instilling cross cultural values in them, we will be raising their integrative motivation. Dörnyei (2001, p.55) suggests some practical strategies to bring students into contact with language culture. For instance, we can bring products or objects from other countries and cultures, we can show them images from those countries and we can even arrange in person or virtual contacts with native speakers of the target language. Besides, as it is stated in the CEFRL (2001, p.103), we should make them aware of, not only the differences between the home culture and the target culture, but also their similarities and, at the same time, address common stereotypes and teaching them how they can overcome them. In this way, we will be involving students in real life situations and this will encourage them by arousing their curiosity and interest. As Alonso Tapia and Caturla Fita (1998, p.32) assert, curiosity awakens students’ sense of exploration. Teachers can activate curiosity by introducing a novelty factor, ambiguity, unexpected character, etc. at the beginning of the lessons, for instance. This is what some teachers refer to as “element of surprise”. On the other hand, they also make reference to the concept of interest at the beginning of the lesson. The distinguish it from curiosity in the sense that the latter refers to novelty and surprise and the former refers to connect new contents with students’ previous knowledge about the topic. It is motivating the fact that the teacher begins the lesson taking into account what their students already know; besides, the fact that her/his explanations are clearly structured and sequenced in a way in which contents are easily comprehensible.

It is also essential to raise students’ expectancy of success. “We do things best if we believe we can succeed. Similarly, we learn best when we expect success” (Dörnyei, 2001, p.57). We can increase students’ motivation by preparing them for the task, letting them know the possible problems or obstacles they may encounter while doing it, in advance, but always highlighting our belief in them and making them feel they can do it (Labrador, 2006, p.59). Moreover, the task should not be too easy or too difficult, otherwise, easily achieved success or very complicated to achieve success

may make them lose their motivation. Alonso Tapia and Caturla Fita (1998, p.101) remark that all this is about creating a climate that promotes a sense of competence and personal control which, consequently can result in success. This is closely connected to goal setting. Teachers should also increase learner's goal-orientedness. They can do this by setting common realistic goals, goals that all the students can share and help them achieving them. Students can also help each other to achieve them. In addition, we should encourage students to set particular individual goals. Having a goal in mind has a strong influence in increasing your desire and motivation to reach it. As Locke and Latham (2002), as cited in Wlodkowski and Ginsberg (2017), highlight, if the expectancies of success are high and learners are committed to reach their goals, motivation and performance increase. Dörnyei (2001, p.62) suggests that goals should be explicitly displayed and agreed negotiated. Besides, teachers can increase motivation by frequently referring to such goals and emphasising how activities lead to the achievement of the goals.

Not only goal-orientation is important to motivate students. One factor in which all scholars and language teachers agree in on the relevance of teaching materials and tasks. Traditionally materials were mainly chosen on the basis of society requirements, paying little attention to what students liked or did not like. One of the main causes of demotivated students is that they see no point in what they are learning. Therefore, if we ask students about their interests and likes and adapt teaching materials accordingly, we can have them more engaged in the learning experience. We need to discover what topics interest to our students and which are their goals and adapt the syllabus, or complementing it, to it. We should create contents that are connected to students' real-life experiences. "Students will not be motivated to learn unless they regard the material they are taught as worth learning" (Dörnyei, 2001, p.63). Another further point would be making students involved in the choice of materials, obviously, always controlled by the teacher. We can negotiate with students which types of activities they enjoy the most, with which activities they better learn and which are more significant to them. Rath (1986) when choosing teaching materials, it is quite important to take into account students' motivation. In this sense, he indicates a list of conditions that any motivating task should include: (1) it allows the student to make reasonable decisions and think about the consequences that her/his election may have; (2) it assigns the student an active role; (3) it encourages the student to investigate and be committed in doing the task; (4) it connects the student with her/his reality; (5) it allows the student to use previous knowledge in new contexts; (6) it allows the student

to share her/his findings and results with other classmates and (7) it is relevant for his/her interests and goals (Tapia and Caturla Fita, 1998, p.97-98).

4.3. Sustaining motivation

Once initial motivation has, ideally, been generated and students face the learning experience positively, it is important to maintain it over time. There used to be a general assumption among teachers and learners that learning schoolwork has to be boring and tedious and if it is enjoyable is because we are not learning well and we are wasting time. Raffini (1996, p.11) stated that “too often the word *enjoyable* has a bad reputation in school”. Luckily, the trend of this thought is changing and, nowadays, many contemporary teachers and scholars believe in the compatibility of effective and enjoyable learning. However, the pressure for having to cover the basic curricular contents, tests, achieving state objectives and spending long hours sat on a chair, makes the learning experience less entertaining and monotonous for learners. Dörnyei (2001, p.73) proposes three practical strategies that help uplifting students’ motivation:

- breaking the monotony of learning
- making the tasks more interesting
- increasing the involvement of the students

Breaking the monotony can be achieved in several different ways, and various factors are involved, but what is most important is to vary the learning process, for instance, varying the tasks. We can alternate activities in which work on different language skills, for example, writing and speaking; we can vary the way the display contents, by means of visual aids or we can alternate grouping arrangement (individual work, pair-work or group-work). However, not only varying the learning activities can we break the monotony, we should also mind varying the classroom arrangement and disposition of the tables. Another further idea, could be following a classroom structure which we introduce more dynamic activities. To illustrate, we can start the lesson by doing a warming-up or introducing some brain breaks when we feel that interest is decreasing.

Furthermore, we should present the tasks in a motivating way. Some of the components that a motivating task should include have developed to in the previous section. For instance, the surprise element, novelty element, intriguing element, etc. As Thohir (2017, p.25) declares, the choice of the material is important but it is even much more important how we use it and present it in the lesson. In addition, we can also increase students’ motivation

by making students understand the utility and purpose of it, this, additionally, will encourage students to participate and want to become involved in the task, and provide them with resources to develop the task. Regarding the utility, Alonso Tapia and Caturla Fita (1998, p.100-101) suggest some strategies or a task to be considered useful for learners: the teacher should try students to consider the activity useful for future goals; s/he explains the objective that have to be achieved; proposes a variety of aims, etc. teachers have to increase students' involvement too. We can obtain this by defining roles, giving students responsibilities to avoid or solve conflicts Alonso Tapia and Caturla Fita (1998, p.100-101). If they have roles, they feel valuable within the group and will be more engaged. Moreover, we can also become part of the activities, so if, they see us involved, it will make them more involved as well.

The affective factor has also a great influence in maintaining or diminishing motivation. In this respect, Dörnyei and Ushioda (2011, p.120) mention the dimensions of self-esteem and self-confidence and they wonder how can we increase self-esteem and self-confidence in "a context – the language classroom – which is inherently face-threatening for the learner". Self-esteem and self-confidence are crucial factors to raise motivation, especially in teenagers, which, however, go unnoticed sometimes. If students do not believe in themselves and they also perceive that we do not believe in themselves, no matter how innovative the activities we prepare are, they will not feel motivated towards the learning process. Teachers can uplift self-esteem and self-confidence by reducing anxiety in the classroom and test anxiety; by providing them resources to overcome fears; by emphasising what they know and not what they do not know; by showing them that we believe in their capacities or by praising them. Particularly, Fonseca (2005, p.94) offers some ideas to cope with anxiety in the foreign language classroom. She suggests that teachers should make the students understand that language anxiety is temporary and it will not last forever; in those students for whom language anxiety has become a long-term problem, the teacher should offer them more opportunities to succeed, enhancing, thus, self-esteem and self-confidence as well. Additionally, moderate risk-taking can also be beneficial to reduce language anxiety, as long as we make sure of creating a safe and not threatening environment and reduce completion among peers. Moreover, they should set clear goals and teach students strategies to achieve those goals.

Closely connected to self-esteem is the social image. Maintaining the face is crucial to teenagers, so we should avoid humiliating them, criticising

them or overcorrecting. We should not put the same students always in the spotlight, this will make them feel embarrassed and will inhibit them. Avoid social comparisons is equally important to preserve their social image. Furthermore, we should not reprimand them in front of their classmates. It is preferable to give reprimands privately and praises in public.

The following suggestion is to encourage cooperation among learners. Cooperative work has been considered to have a huge impact in students' motivation for these reasons: students feel an obligation and responsibility of the group success, in this way, they nudge each other to achieve their goals. As Brown (2007) pointed out, group work allows students to have responsibilities and makes them work as a team (cited in Murtiana, "Pleasant learning atmosphere", par.5). Cooperative learning also has a positive influence on emotions because they feel less anxiety and less pressure. Cooperative learning makes students value more their effort and consequently, they experience satisfaction after finishing the task. At the same time, even though it may seem paradoxical, cooperative learning highlight autonomy since students work at their own path without the "immediate supervision of the teacher", and autonomy has been proved to be very positive to motivation (Dörnyei, 2001, p.100-108).

Last, but not least, an important point in motivation and hardest thing is how to motivate themselves. Ushioda (1997, p. 124), defines self-motivation as "a question of thinking effectively and meaningfully about learning experience and learning goals. It is a question of applying positive thought patterns and belief structures so as to optimise and sustain one's involvement in learning". Self-motivation is a complex issue which some authors have associated with "action control strategies" (Kuhl, 1987; Corno, 1993, Dörnyei, 2001b). Labrador (2006, p. 61) summarises that teachers should remark the importance of self-motivation and teach students self-motivation strategies that have helped them. Self-motivation is also encouraged by strategies that have previously mentioned to maintain motivation. Ultimately, motivation can be transmittable and if we use techniques to increasing it in students, self-motivation will, consequently, arouse.

4.4. Evaluation of the learning experience

Let us consider that motivation has been generated and sustained over time, now students need to evaluate their learning experience and such self-evaluation will determine their future experiences and their future motivation. This appraisal of the process is established in terms of the

teacher's feedback and in how students interpret their success or failure. In this section we will refer to the possible ways in which teachers can help students evaluate their learning experience in a more positive way. Dörnyei (2001, p.118) mentions the term "attribution" to refer to "the explanation people offer about why they were successful or, more importantly, why they failed in the past"; hence, Attribution Theory. He claims that in many cases students do not simply try because they think they cannot do it because of past experiences. They attribute the causes of their past failures to lack uncontrollable causes such as *lack of ability or not enough knowledge to use the appropriate strategies*. They frequently state "I'm bad at languages", "I'm bad at English". In this respect, they see no point in trying it again in the future. Therefore, educators have to try to make students do not associate their failures to negative reasons. They need to put the emphasis in promoting effort attribution. It consists in highlighting the role of effort rather than ability. We should not disregard ability at all in those cases in which it leads to success. However, effort should always be valued in any case.

Another way in which teachers can motivate students for future learning experiences is providing positive feedback. Brown (2000) asserts that positive feedback is related a sense of self-determination and competence in students, which, besides increases and sustains motivation. All in all, the important thing is to give feedback "in an emotional tone" (Thohir, 2017, p.25). Moreover, if we give constructive feedback, we will be helping students reflect upon the points on which they need to improve and, what is more, they appreciate teachers' positive feedback, which also increases their motivation towards learning.

Dörnyei (2001, p.125) notices that we tend to put more emotion and force on failure than on success and he attributes the reason for this to a lack of attention to success. In the classroom, this can result on students putting more emphasis on what they do wrong than on what they do right, leading them to develop a fear for failure and leaving aside the appreciation for success. He suggests ways in which teachers can mend this situation. In the first place, we should make our students accomplishments do not go unnoticed and recognise and praise them. We can do it verbally, in written notes, in public or even privately. We normally tend to focus on errors, overlooking, sometimes, success. Nevertheless, we should monitor our students progress and congratulate advancements, especially when we are teaching a second language. Learning a language does not occur overnight, it requires time and effort, so, *a fortiori* should we emphasise progress.

The last motivating strategy Dörnyei (2001, p.127) suggests is rewards and grades. Nonetheless, the former may be a controversial issue, which we already dealt with in preceding sections. Offering students rewards when they success can be beneficial, however, we should not overuse them if we do not want them to associate success only with material rewards. On the other hand, grades should reflect students' effort and not just the performance in a precise moment. The problem with this is that we rely too much and only on tests, we may fail in recognising their effort and this will definitely result in diminishing their motivation. For this reason, Dörnyei (2001) suggests that we should employ continuous assessment and use various sources and evaluation tools that provide a more objective and fairer reflex of students' continuous progress.

4.5. Active methodologies

If we take into account all the previous premises, we can reach the conclusion that there is not one single effective methodology that uplift and sustain our students' motivation. The ideal methodology would be an integral and eclectic one. Therefore, the design of the instructional curriculum should follow a rich and diverse range of methodologies. We should give priority to expositive teaching and receptive learning; we should promote discovery and autonomous learning and engage students in their learning process, should be guided at all times. Teachers should consider which methodology is the most appropriate, the most enriching, direct and, obviously, the most motivating one at each particular moment. In brief, as Alonso Tapia and Caturla Fita (1998, p.97) suggest, they should combine individual work with small groups and big groups work, that is to say, individual reflection and debates. This leads us to think that the educational system needs a reform and this reform, as the Organic Law 8/2013, for the educational reform, already pointed out, is based on the methodology (BOE 10th of December of 2013, p. 97860):

Necesitamos propiciar las condiciones que permitan el oportuno cambio metodológico, de forma que el alumnado sea un elemento activo en el proceso de aprendizaje. Los alumnos y alumnas actuales han cambiado radicalmente en relación con los de hace una generación. La globalización y el impacto de las nuevas tecnologías hacen que sea distinta su manera de aprender, de comunicarse, de concentrar su atención o de abordar una tarea

In this regard, teachers should use active methodologies in the language classroom. Active methodologies are the ones that allow students to learn actively, making the student the main protagonist of his/her learning and as competent,

autonomous and critical manner as possible. Besides, it is worth mentioning the role of the digitalization in the use of active methodologies as a facilitator of authentic and meaningful learning. Learning should be longer limited and focused on the mere utilization of textbooks and passive learning. ICT are part of daily life in our current society, especially, to that of adolescents. In fact, according to the National Statistics Institute (November 2020), the use of technologies by young children, ranging from 10 to 15 years old, is very extended. The use of computers is quite high (91.5% compared to 89.7% in 2019) and even higher is the use of the Internet (94.5%, 92.9 in 2019). For its part, 69.5% of the population between 10 and 15 years old have a mobile phone, compared to the 66 % in 2019.

Having said that, since our students are considered as “digital natives” and technologies are an important part of their lives, as we have seen, we, as teachers, should take advantage and use them as an effective tool for the learning process. Nonetheless, we have bear in mind that technology in itself is not the panacea for a better-quality education. It is just an instrument that raises the possibilities of success of a more effective learning (Twani and Fontán, 2013, p.58). In this sense, they need to acquire a digital competence, which, as it is stated in the Order ECD/65/2015, Of 21st of January, in which the relationships between competences, contents and assessment criteria for primary education, compulsory secondary education and baccalaureate are described (BOE, of 29 of January of 2015, p.6996), it implies the participation and cooperative work, as motivation and curiosity for learning and the improvement of the use of technologies. However, in order to foster motivation for learning, active and contextualised methodologies are required Those that produce a life-long learning, as it was mentioned some lines above. (BOE, of 29 of January of 2015, p.7003). Among all the active methodologies that exist, we should choose those ones which better adjust to our students and their particular necessities. The ones selected in this paper and, which, later, will be applied in the didactic unit, will be developed below:

Cooperative learning

Cooperative learning is a teaching methodology that refers to a series of instructional strategies that include “student-to-student interaction over subject matter as an integral part of the learning process” (Kagan, 1994, p.109). Dotson, J. (2001) describes it as “small, heterogeneous groups of students working together to achieve a common goal. They work together to learn and are responsible for their teammates' learning as well as their own”. Students learn together, distributing the contents themselves, organising tasks and pooling their achievements together. It has been proved to be a highly effective dynamic that promote students' motivation and interest. Kagan (1994, p.81) himself states that when we practice cooperative

learning, students who “would not be motivated become engaged”. Kagan (1994, p.82) defined four basic principles as the ones which guide cooperative learning, which are referred to as PIES, because of their initials:

1. **Positive Interdependence.** “It creates mutual support among students, creates peer norms favouring achievement, and increases the frequency and quality of peer tutoring”. This means that the success of every and each student is necessary for the group success. How well a student understands the information, how well s/he will convey it to the other members in the group.

2. **Individual Accountability.** Each member in the group has a role and contributes to the group success, so we need to check that every participant contributes to the team. Kagan (1994) ensures that individual accountability increases students’ motivation and participation within the group. This principle is closely connected to the previous one.

3. **Equal participation.** We must offer everybody in the group the same opportunities and equitable responsibilities (as long as it is possible). With this equalized participation students who would not normally participate, feel more engaged.

4. **Simultaneous interaction.** Class time is distributed in a way in which various interactions occur at the same time. To put it differently, everybody is active at the same time. We have to make sure that everyone is participating. We achieve this by providing each student with a different role.

Flipped classroom

The flipped classroom, as its names indicates, reverses the traditional structure of a lesson: explanation at home and “homework” in the classroom. It implies that the major part of the teaching-learning process occurs outside the classroom in order to make the most of the in-classroom time. In particular, it consists in providing the students with videos, audio, texts, or any other additional material that teach the contents. The teacher accepts a new role as guide and facilitator of the learning process, no longer being the sole source of information (Edutrends, 2014, p.6). Technologies have an essential role in flipped classroom, as most everything is highly supported by technologies. There are four fundamental

foundations in flipped classroom, which are known by their initials, FLIP, describes in Edutrends (2014, p.8):

1. **Flexible environment.** Students decide when and where to learn. Additionally, teachers offer greater flexibility to students' expectancies, learning path and evaluation.
2. **Learning culture.** Flipped classroom supposed a shift from a teacher-centred to learner-centred approach. Classroom time is devoted to create for learning experiences and go in depth in the study of the contents. At the same time, students are aware of their learning process and can reflect upon their evaluation, which results in a more significant learning.
3. **Intentional content.** It is important that teachers intentionally choose which materials will be provided to students so that they can explore by themselves and which contents will be taught in the classroom. In this way, they can develop their full potential.
4. **Professional educator.** Teachers should be observant and provide students with continuous feedback and evaluation. Professional teachers reflect upon their teaching practice in order to optimise in classroom learning.

Task-based learning

In order to understand what task-based learning (TBL henceforth) is, first, it is convenient to define what is a task. Nunan (2004, p.1) distinguishes between target tasks and pedagogical tasks. Target tasks are those in which students use the language in beyond the classroom. Pedagogical tasks refer to the use of the language in a task which is conducted inside the classroom. However, even in pedagogical tasks, there is a certain connection with a real-world situation. TBL consists of three phases which Willis (1996, p.40) calls pre-task, task cycle, which is the actual task, and language focus, which includes a review of the task. In the pre-task the topic of the task is introduced, providing them with vocabulary related to the topic. It put students into context and prepare them for the task, making them become familiar with the language they will need to use in the task. Then, in the task cycle, students use the language they know to carry out the task. In this phase, feedback from the teacher is essential. Finally, the last phase, allows everyone to have a closer look at the language that was used in the task cycle. It is the time to use the language in context. This last phase includes "analysis and practice components".

In TBL the teacher is a facilitator of the process. S/he guides students providing the contents in a gradual way. Therefore, the focus is on learners, who

usually work in pairs or in small groups. It is important as well to take into account that, since students are encouraged to use their own knowledge of the language, teachers should provide them with some additional language so that they can go a step further and learning takes place.

There exist three different types of tasks, depending on what is required on the part of students (Nunan, 2004, p.57):

1. **Information-gap tasks:** it consists in the transferring of information from one person to another or from one channel of communication to another; selecting specific information or complete missing information.
2. **Reasoning-gap tasks:** it implies deriving new information from given information, applying processes of “inference, deduction and practical reasoning”.
3. **Opinion-gap tasks:** it involves expression their own opinion, feelings or ideas from a given situation. They aim here is to provide reasons that justify and support their response.

In short, the ideal thing is to do with regards to methodologies is to look for a balance. That is to say, combining active and innovative methodologies with some traditional ones. Some traditional methodologies do still work with students. In fact, many modern active methodologies are based on traditional approaches.

4.5.1. 21st century skills

The increasing and easy access to information that we have nowadays thanks to the advancement of Information and Communication Technologies (ICT), together with the interconnection of the world, demand that we prepare our student to develop the necessary skills to cope with the requirements of society and life, in general. We are in an era of revolution and new generations need to be prepared to respond effectively to new busy and full of uncertainties world. Therefore, the concept of 21st century skills was developed. These skills are a series of aptitudes and competences which are considered to be elemental for the XXI century professional and social world. Trilling and Fadel (2009, p.176) identified 7 basic skills of 21st century learning, which are known as “7cs”:

- Critical thinking and problem solving
- Creativity and innovation
- Collaboration, teamwork, and leadership

- Cross-cultural understanding
- Communications, information, and media literacy
- Computing and ICT literacy
- Career and learning self-reliance

Subsequently, another teaching system, based on these 21st century plan, was developed. This is called the 4Cs of education, which are defined by Stauffer (2020, n.p.):

1. **Critical thinking:** it is capacity to evaluate and analyse information. It empowers students and makes them feel curiosity, wonder and solve problems by themselves and become more independent.
2. **Creativity:** it is the ability to see a problem from different perspectives and being able to find different alternatives to solve a problem.
3. **Collaboration:** it is “the practice of working together to achieve a common goal”. It is important to instil in our students a sense of teamwork, since they will need to work together with other people in the future. At the same time, it is highly beneficial for them because they can be inspired by other perspectives and ways to solve problems.
4. **Communication:** it is the ability to transmit thoughts, feelings and opinions and being able to listen to other’s as well. Again, they can exchange different points of view and benefit from other’s opinions.

Indeed, active methodologies are aimed at working on these skills. They place the learner at the centre of their own learning process. They encourage the development of critical thinking and social skills, which is what 21st century skills aim. 21st century skills intend that students become responsible of their own learning and develop skills to look for, select and evaluate information. Moreover, they allow them to reflect upon what they do and how they do it and whether what they do leads them to the achievement of their goals, and enhance critical thinking, autonomy, cooperative work and self-evaluation. If we compare the aims of 21st century skills with those of active methodologies, we can realise that they coincide. For this reason, we can establish a close connection between both. Lastly, it is important not to forget that during all this process, technologies play an essential role, since they provide a motivating and meaningful learning.

5. Some conclusions

To begin with, this worked has dealt with the importance of motivation in second language learning in general, but, particularly, applied to secondary education students, who needs even a greater dose of motivation due to their age. Additionally, compulsory

school makes students do not have a real interest in learning, they just feel obliged to go. However, not only is it a matter of enhancing initial interest and motivation, but it is also essential to maintain it and protect it in order to ensure motivation in future learning experiences, and not only, is motivation desirable for learners, but it is also for teachers. Motivation has been widely studied within the field of psychology because there is an undeniable relation between both. In fact, if we want to motivate our students, we need to know how the brain works to make us willing to do some things but not others, not to mention the long list of aspects that intervene in fostering such motivation.

Regarding the methodological approach, it is important that we adapt teaching to the necessities and interests of students. Therefore, materials, resources and activities should be organised having students in mind. And how we depart from their necessities? Simply by asking them what their interests are, by listening to them and getting information from their experiences outside the classroom. Moreover, in this way, we will be making learning significant and valuable for them and it will be connected to reality, which after all is what current educational policies aim to achieve.

Following Romera (n. d., p.6), we cannot create motivation, but we can create a motivating environment that makes motivation arouses by itself. We cannot force students to learn, it should be them who choose what they want to learn and how they want to learn it, obviously, guided by teachers and tutors. In this sense, if students feel motivated towards a certain aim, learning will take place. However, even if they have the capacity, they are not motivated, learning may not occur. Furthermore, she addresses the emotional aspect as an effective way of motivating students, particularly by means of setting expectations and personal development.

In the end, what this work intends to promote is the importance of motivating students, not only inside the classroom, but also motivating them to learn in the outside world, to make them feel curious and enthusiast in any other aspects of life. All of this suggests that education needs a fundamental change because, even though it has great ambitions, these have not been completely materialised yet. Having said that, we can conclude that motivation is a complex and wide concept that requires a continuous research so as to offer further explanations and solutions to the necessities of the educational system, and, at the same time, to adapt it to contemporary society. Therefore, this dissertation may set the basis for future studies which analyse which are the particular necessities of students and, in terms of syllabus planning, which are the most effective materials to ensure learning.

“Tell me and I forget. Teach me and I remember. Involve me and I learn”, Benjamin Franklin.

PART B: DIDACTIC PROPOSAL

1. Title: *BFF*

2. Justification

Following the Organic Law on the Improvement for the Quality of Education (LOMCE), this didactic unit intends to place students at the centre of education in order to make them autonomous, critical and to develop in them a personal way of thinking. It will offer flexibility to cover diversity in regards to aptitude, expectations, interest and motivations of students and, at the same time it will respect the changes and problems that students undergo. Moreover, it will enhance personal growth and social relations so that they can relate with the people surrounding them effectively. In addition, according to the article 27.2 of the Spanish Constitution, it aims at promoting the full development of their personality in a way that respects the basic principles of cohabitation. It will instil values of mutual respect, problem prevention and resolution.

Taking these principles into consideration, this unit will focus in the attainment of the following tenets: full personality development and students' abilities; education in equality and respect towards their teacher and peers; the development of students' capacity to monitor their own learning process and evaluate their learning path, to believe in their aptitudes and to develop creativity and a sense of initiative and entrepreneurship.

In this unit students are expected to showcase their ability to interact with their peers and with the teacher using the language as a vehicle of communication. As it is stated in the RD 1105/2014, of December 26th, it is of paramount importance that students develop a multilingual and intercultural profile in order to be ready to integrate themselves and participate in a variety of situations and contents which require those skills and knowledge. Additionally, it will offer them the opportunity to develop their full potential and have better professional, academic and personal opportunities in life. As reported in the Common European Framework of Reference for Languages, students must be involved in communicative interactions that represent real communicative situations in which they would have to use the language. In this sense, this lesson plan will allow students to participate in conversations in which they express their opinion and give advice to real-like problems, hence fostering their creativity.

Furthermore, the Order ECD/65/2015, of January 21st, which describes the relations among the competences, contents and evaluation criteria, stresses the importance of competences. In this regard, this unit plans to join theoretical

knowledge with «know how», which is essential for the integral education of students. In short, skills cannot be built without knowledge and vice versa.

To conclude, this unit envisages increasing students' motivation by approaching a topic that might be of their interest and which is valuable for this age. Friendship is a current topic among adolescents and it is the cause of many arguments at this age. Friendship might be a troublesome issue among them, since they do not have enough maturity to choose the right friends. In this sense, it will allow them to reflect upon the way they conceive friendship and will instil some ethical values on them, such as empathy, respect and loyalty.

3. Contextualization

This didactic unit has been elaborated, adapting it to the characteristics of the educational centre. It is a state high-school, called IES Llano de la Viña, which is relatively new. It is located in a small town, of 3835 inhabitants, in the north of the province of Jaén, Villargordo. Villargordo is the central locality which, together with other two villages, Torrequebradilla and Vados de Torralba, forms a municipality called Villatorres; that is to say, Villatorres is a municipality which comprises three localities, Villargordo, Torrequebradilla and Vados de Torralba. These two latter villages only have a Pre-School and Primary Education school. Therefore, when children finish Primary Education, they have to take Compulsory Secondary Education in Villargordo. Most of the students are Spanish and have grown up in Villatorres. Additionally, there is a group of students whose parents are Moroccan, but they have been born in Villargordo as well, so they are fully integrated in our society and have a native command of Spanish.

Concerning the socioeconomic level of students, they principally belong to middle-class families whose parents work in the secondary and tertiary sectors, although some of them belong to the service sector and only a few of them to the quaternary sector, working mainly on education. The main source of income in Villargordo comes from agriculture, particularly, from olive harvest, however, nowadays, there are more and more people who have specialised in other different fields. Students primarily come from traditional two-parent families who show a participative receptive attitude towards school.

It is a Bilingual Centre with English as its first compulsory foreign language, and offers only Compulsory Secondary Education, comprising 1st of ESO to 4th of ESO. School Day starts at 8:15 and ends at 14:45, with half an hour break from 11:15 to 11:45. The school has specialised rooms, including a music room, an arts room, a science lab, a technology room, a computer room, a language lab and a gym. In

addition, it has a room for the Therapeutic Pedagogy teacher and another one for the school counsellor. Additionally, it has a set of laptops provided by Junta de Andalucía.

This unit has been planned for a group of 20 students (9 girls and 11 boys) of the 3rd year of Compulsory Secondary Education, in which 1 of them has specific needs of educational support. Their level of English A2/B1 according to the CEFRL.

4. Objectives

Objectives are understood, as it is established in Article 2 of the Royal Decree 1105/2014, of December 26th, as the attainments that students need to achieve at the end of each stage, as a result of the teaching-learning experiences which are intentionally planned and organised for that purpose.

The law specifies the general objectives that have been established for each stage; however, teachers go further, analysing these objectives in order to adapt them to their students and to the particular context of the school. In this regard, three levels of objectives can be identified: stage objectives, foreign language objectives and didactic objectives. The latter will be the ones that we want our students achieve at the end of the lesson and, consequently, at the end of the unit.

a. Stage objectives

In accordance with the provisions of Article 11 of the Royal Decree 1105/2014, of December 26th, and Article 3 of the Decree 111/2016, of June 14th, the latter being modified in the Decree 182/2020, of November 10th, which establish the general stage objectives of the Compulsory Secondary Education (CSE), this didactic unit will contribute to the achievement of the objectives listed below:

a) Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.

b) Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.

d) Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.

e) Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.

g) Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.

i) Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.

j) Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.

b. Foreign Language objectives

In addition to the objectives described in the previous section, Compulsory Secondary Education in Andalusia further develops a series of objectives for the Foreign Language subject (Order of January 15th, 2021). This didact unit will contribute to build certain skills in students which allow them to:

1. Escuchar y comprender información específica de textos orales en situaciones comunicativas variadas, adoptando una actitud respetuosa, tolerante y de cooperación.

2. Expresarse e interactuar oralmente en situaciones habituales de comunicación de forma comprensible y apropiada, ejercitándose en el diálogo como medio para resolver pacíficamente los conflictos.

3. Leer y comprender textos diversos de un nivel adecuado a las capacidades e intereses del alumnado, con el fin de extraer información general y específica, complementando esta información con otras fuentes para, con sentido crítico, adquirir nuevos conocimientos.

5. Escribir textos sencillos con finalidades diversas sobre distintos temas utilizando recursos adecuados de cohesión y coherencia.

8. Desarrollar la capacidad de trabajar en equipo, rechazar la discriminación de las personas por razón de sexo, o por cualquier otra condición o circunstancia personal o social, fortaleciendo habilidades sociales y capacidades afectivas necesarias para resolver pacíficamente los conflictos, y rechazando estereotipos y prejuicios de cualquier tipo.

9. Utilizar adecuadamente estrategias de aprendizaje y todos los medios a su alcance, incluidas las tecnologías de información y comunicación y medios audiovisuales para obtener, seleccionar y presentar información oralmente y por escrito en la lengua extranjera.

11. Apreciar la lengua extranjera como instrumento de acceso a la información y herramienta de aprendizaje de contenidos diversos, como medio de expresión artística y para el desarrollo de la capacidad de aprender a aprender.

c. Didactic objectives

Lastly, the didactic objectives that this lesson plan aims to fulfil in accordance with stage objectives and foreign language objectives are, therefore:

1. To understand essential and specific information from an oral text about two friends talking to each other and teenagers sharing their problems.
2. To take part in comprehensible conversations to give advice, permission, prohibition and express ability.
3. To understand relevant information and specific details out of written texts dealing with friendship.
4. To produce written texts giving advice to a friend.
5. To use modal verbs correctly.
6. To learn the pronunciation of /h/ sound, as well as the pronunciation of modal verbs.

5. Key competences

Key competences are defined in Article 2 of the Royal Decree 1105/2014, of December 26th, as the skills to apply in an integrated way the contents of each educational stage, with the purpose of developing tasks accurately and solving complex problems effectively. Competence is a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions and other social and behavioural elements that get together to achieve an effective action. Therefore, key competences are understood as a “know-how” applied to different academic, social and professional contexts.

Order ECD/65/2015, January, 21st, in which the relationship between key competences, contents and evaluation criteria in Primary, Secondary Education and Bachillerato, insist in the importance that citizens acquire key competences in order to have a full personal, social professional development.

The key competences that will be developed in this didactic unit, as stated in Article 2 of the Royal Decree 1105/2014, of December 26th; in Article 5 of the Decree 111/2016, of June 14th, the latter being modified in the Decree 182/2020, of November 10th, and in the Order of January 15th, 2021, are listed below. The translations have been provided by Ángeles Ruiz (2018):

- **Linguistic Communication (CLC):** it is actively promoted by exposing the students to real situations where the language is used by native or foreign speakers, and by helping them to build strategies to employ the language to communicate in situations similar to those that might take place outside the classroom. Moreover, promoting CLC is a way to put students into contact with cultural diversity. This intercultural approach in the teaching of foreign languages entails the development of Linguistic Communication Competence. This competence implies the interconnection of the four skills, which correspond to the four blocks of contents, in real-life situations in which the language is used.

- **Digital Competence (DC):** it is considered crucial in the learning of a foreign language, mainly through the use of Information and Communication technologies (ICT), since they are considered a motivational source of knowledge that allow students develop the different skills. This competence is fostered through the use of technologies to provide a more appealing input.

- **Learning to Learn Competence (LL):** it is essential to autonomous and permanent learning. It enhances students' independent to learn be aware of their own learning process, promoting critical thinking and problem solving.

- **Social and Civic Competences (SCC):** learning a foreign language entails showing respect to other people and other cultures and beliefs. It implies being empathetic and solving problems in a way that benefits both parties.

- **Initiative and Entrepreneurship (IE):** it implies encouraging students to search for information on their own, planning their work and critical thinking, sense of initiative and decision making. Moreover, learning a foreign language will enable them to advance professionally.

Key competences are conducted through a series of tasks and activities which are later evaluated. The following table shows the relationship between key competences, objectives and contents.

KEY COMPETENCES	STAGE OBJECTIVES	FL OBJECTIVES	DIDACTIC OBJECTIVES	CONTENTS
RD 1105/14 + D 111/16 > D 182/2020 CLC SCC DC LL	RD 1105/14 + D 111/16 > D 182/2020 a, b, d, e, g, l, j	Order 15th January, 2021 1, 2, 3, 5, 8, 9, 11	1. To understand essential and specific information out of an oral text about friends. 2. To take part in comprehensible conversations to	Order 15th January, 2021 - Getting the gist and gathering specific information out of a

SCC IE			give advice, permission, prohibition and express ability. 3. To understand relevant information and specific details out of written texts dealing with friendship. 4. To produce written texts giving advice to a friend. 6. To learn the pronunciation of /h/ sound, as well as the pronunciation of modal verbs.	written or oral text related to the subject matter. - Describing personal features about oneself and about others. - Expressing ability, permission and prohibition. - Asking for and giving advice to a friend - Pronouncing the sound /h/ and <i>could/couldn't</i> correctly.
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6. Contents

As stated in the Royal Decree 1105/2014, of December 26th, contents are the set of abilities, skills and attitudes that contribute to the attainment of the objectives of each educational stage and the acquisition of key competences. The contents to be developed in this lesson plan have been taken and adapted from the Order of January 15th, 2021. This unit includes contents of the four language skills and have been distributed into the four sections according to the law:

COMPREHENSION & PRODUCTION STRATEGIES	COMMUNICATIVE FUNCTIONS
1. Getting the gist and gathering specific information out of a written text related to friendship in order to answer given questions.	1. Asking for and offering advice. 2. Expressing obligation, permission, prohibition and ability and possibility in the present and the past.

2. Listening to and understanding a conversation between two friends. 3. Writing a letter giving advice to a friend. 4. Describing personal features about themselves and about their friends	3. Establishing and maintaining social relationships with friends: agreement/disagreement, gratitude, forgiveness, etc. 4. Directing communication with peers and showing empathy towards other people's problems.
SYNTACTIC-DISCURSIVE STRUCTURES	SOCIOCULTURAL & SOCIOLINGUISTIC ASPECTS
1. Using vocabulary related to personality and social relationships. 2. Learning negative prefixes <i>in-</i>, <i>im-</i>, <i>un-</i> and <i>dis-</i>. 3. Using modal verbs affir. and neg.: can, could, should, must, have to. 4. Pronouncing the sound /h/ and <i>could/couldn't</i> correctly.	1. Recognising the cultural differences between Spanish and foreign people. 2. Emphasising the relevance of English as a means of communication with people from other countries.

6. Sequencing and number of sessions.

This lesson plan will be developed in seven sessions of fifty-five minutes each, during the third term of the academic year 2020/2021.

6. Methodology

Article 2 of the Royal Decree, of 1105/2014, of December 26th, defines methodology as the set of strategies, procedures and actions properly organised and planned by teachers, in a conscious and reflexive way with the purpose of making learning and the achievement of goals possible.

In foreign language teaching, there is not a single and unique effective methodology. The ideal thing is to use an eclectic methodological approach, one which is active and communicative, in which the main protagonist is the student. We may need to use different methodologies depending on the classroom context and on the particular needs of our students. This didactic unit will focus on modern methodological approaches such as cooperative work, flipped classroom, content-

based instruction and task-based learning. These modern approaches are learned centred; they allow students to work in groups and develop creativity and problem-solving skills. They are aware of their own learning process and the teacher acts as a facilitator of information. In order to accomplish this, activities and tasks in which the use of the foreign language is promoted, will be proposed. Activities Will imply interaction between students in pairs or small groups and a relaxed and safe environment will be created. Moreover, these activities will contribute to the integration of the four skills: *reading, writing, listening and speaking*.

7. Materials and resources

In this lesson plan we will use the interactive whiteboard, projector and screen laptops, internet connection, mobile phones, interactive worksheets from Liveworksheets and own creation worksheets, as well as digital platforms and websites, such as YouTube, British Council: LearnEnglish, Vizia, Canva, Padlet, BuzzFeed, Wonderopolis and the student's book.

8. Transversality/Cross-curricular issues

As Article 6 of the Royal Decree 1105/2014, of December 26th, identifies, this didactic unit includes the following cross-curricular issues:

- Reading comprehension, which is necessary to develop the contents and tasks.
- Oral and written expression by means of the foreign language in order to communicate with native and foreign people.
- Information and communication technologies. The proper use of them is helpful to improve written and oral comprehension.
- Prevention and peaceful resolution of conflicts
- Moral and civic education

9. Interdisciplinarity

This didactic unit can be related to the contents of the following subjects of 3rd of ESO, hence, offering an interdisciplinary approach:

- Ethical values:
 - Reflection about teens' and other people's problems
 - Development of a sense of empathy
 - Respectful attitude towards the teacher and their peers.
- Spanish language and literature:
 - To compare structures in Spanish and in English.

- To use verbs of ability, permission, prohibition and advice.
 - To learn how to use prefixes to form negative adjectives.
- Computer Science: although this subject is not offered in 3rd of ESO, there is an evident connection with it. Technology and electronic devices are used in this unit to access to or complement the curricular contents. Furthermore, students are required to use them to develop some tasks.

10. Lesson plan: step by step account

The following tables summarise the sequence of activities and tasks that will be developed in each session of this unit. Subsequently, a further and detailed explanation of activities will be provided:

Whole group = WG, Group work = GW, Pair Work = PW, Individual work = IW

SESSION 1

1. Presentation of the topic and discussion (WH; 15')
2. Quiz *Are you a good friend?* (IW; 5')
3. Choose one QR code, scan it and do the quiz (IW; 5')
4. *Would you forgive a friend if...?* (WG; 15')
5. *What are these friends telling each other?* (PW; 15')

SESSION 2

1. Personality and social relationships vocabulary (PW; 10')
2. Correction (WG; 10')
3. *What is the hidden talent?* (GW, 10')
4. Modal verbs of ability and possibility (GW, 5')
5. Grammar practice. Use *can/can't, could/couldn't* (IW, 10')
6. Correction (WG, 10')

SESSION 3

1. *Are you a liar?* (GW; 10')
2. Speaking *Find someone who...?* (WG, 10')

3. Listening *Meeting and old friend* – preparation task (IW; 5')
 4. Listening *Meeting and old friend* - Task 1. Listen the recording and say if the sentences are true or false (IW; 5')
 5. Listening *Meeting and old friend* - Task 2 (IW; 5')
 6. Correction (WG; 10')
 7. Beat your enemy! (GW; 10')
- Homework: Watch the video and answer the questions

SESSION 4

1. Weirdest laws around the world (WG; 10')
2. Dear, Agony Aunt/Uncle... (WG; 15')
3. Grammar practice: *should/shouldn't; must/mustn't; have to/don't have to* (IW; 15')
4. Correction (GW; 10')
5. Exit ticket (IW; 5'). 3 - 2 - 1

SESSION 5

1. Guess the modal (WG; 15')
2. Collaborative Reading (GW; 25')
3. Correction (WG; 10')
4. Summarise the text in one sentence (IW; 5').

SESSION 6

1. Can you do this? (WG; 10')
2. 5 tips to build a better friendship. Instructions (WG; 10')
3. 5 tips to build a better friendship (IW; 25')
4. Word chain (IW; 10')

SESSION 7

1. Warm-up: 8 Signs Your Best Friends is Becoming Toxic (WG; 10')
2. Modal verbs board game (GW; 15')
3. Guess the profession! (GW; 15')
4. Kahoot! Modal verbs edition (IW; 15')

SESSION 8

1. Writing Model: A letter for / giving advice (WG; 10')
2. Writing: A letter for / giving advice (IW; 40' in total)
3. End-of-unit reflection (IW; 5')

SESSION 1

1. **Presentation of the topic and discussion.** First of all, the teacher will show the title of the unit, *BFF*, and will ask students if they know what it means. Secondly, they will discuss some questions related to friendship, which will be shown on the interactive whiteboard.
2. **Are you a good friend?** Students do a quiz in which they will test if they are good friends or not.
3. **Choose one QR code, scan it and do the quiz.** Students will use their mobile phones (they have previously been asked to bring them to the class) or the school laptops, in case they did not bring them, to do an online quiz related to friendship.
4. **Would you forgive a friend if...?** Each student will have a yes/no flashcard to answer to the situations that will be shown on the interactive whiteboard. We will discuss some of their answers to practice speaking.
5. **What are these friends telling each other?** In pairs, students will be given a worksheet showing some friends talking to each other, but the conversations are missing. They have to fill in the bubbles.

SESSION 2

1. **Personality and social relationships vocabulary.** In pairs, students will be given a set of flashcards with the description of people which contain the vocabulary of the unit (social relationships and adjectives of personality). They will have to choose the personality adjective that best fits with the description of each person. They can use online dictionaries if they need them.
https://www.canva.com/design/DAEhKUuzpZY/-KGUInyu4DUi2OoXNg0M9w/view?utm_content=DAEhKUuzpZY&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu (see Appendix I to see an instance of the flashcards)
2. **Correction.** We will correct the previous activity, showing the flashcards and the answers on the interactive whiteboard. Moreover, we will discuss the meaning of the

new words and we will make emphasis on the pronunciation of the words, especially on those that contain the /h/ sound and on the formation of negative adjectives.

3. **What is the hidden talent?** In order to introduce modal verbs of ability, we will show some celebrities who have a hidden talent. Orally, they will have to select the correct talent out of three. <https://view.genial.ly/60c4a415e701430db3088c45/presentation-presentacion-basica>
4. **Modal verbs of ability and possibility.** Once students have had a first contact with modal verbs of ability and possibility (*can, could*), we will offer a full explanation about the structure and uses of these modal verbs using a presentation to provide visual support.
5. **Grammar practice. Use *can/can't, could/couldn't*.** After the explanation, students will put into practice what they have just learnt by doing two exercises with *can/can't, could/couldn't*. Exercises will be projected on the interactive whiteboard and they will copy them on their notebooks (see Appendix II)
6. **Correction.**

SESSION 3

1. **Are you a liar? (GW; 10').** The class will be divided into two groups. Each student will write down three sentences using *can/can't, could/couldn't*. They can write two truths and one lie, three lies or three truths, whatever they want. Then, in turns, they will read the sentences they have jotted down, we will correct the possible mistakes and they have to decide whether they are true or false. Each group will receive one point if they figure out which sentences are false.
2. **Speaking Find someone who...? (WG, 10').** Each student has a worksheet with some questions with *can/could*. They have to stand up and ask their classmates "Can you...?". The classmates who have been asked have to say "Yes, I can/No, I can't; Yes, I could/No, I couldn't". When they find someone who answers affirmatively (and show it is true, if it is possible), they will jot their name down (see Appendix III)
3. **Listening Meeting and old friend - preparation task (IW; 5').** Match the words and expressions with their meaning. Students will answer some previous questions related to vocabulary before they listen to the recording.

Recording: <https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend>

Pre-task: <https://forms.gle/mJVLupf8e7EJwRvw5>

4. **Listening *Meeting and old friend* - Task 1 (IW; 5').** Listen to the recording and say if the sentences are true or false. While students listen to the recording from the website *British Council LearnEnglish*, they will have to answer some True/False questions in a questionnaire on Google Forms that will be done on their mobile phones, or laptops. <https://forms.gle/8F4S58bDQFQaLFA78>

Listening *Meeting and old friend* - Task 2 (IW; 5'). Listen to the recording again and complete. Now students listen to the recording again and complete the sentences in a questionnaire on Google Forms. <https://forms.gle/KAipsCfnJqc2dvxx6>

5. **Correction (WG; 10')** To finish the lesson, we will correct the questions and listen to the recording one last time, but this time having the transcript so that we can look for the evidence of the correct answers in the text.
6. **Beat your enemy! (GW; 10').** The class will be divided into 4 groups. One member of each group will draw a castle on the board. Then, the teacher asks a question related to the vocabulary of the unit, lets them think for one minute and after that, chooses one group randomly. If the group answers correctly, they will attack the castle they choose by drawing a cross on it; if not, the teacher will attack their castle. The castle that first has five crosses, will be eliminated.

Homework: Watch the video and answer the questions. Students will watch an enriched interactive video about modal verbs of obligation and advice. While they watch the video, they will have to answer some questions to check their understanding. <http://vizia.co/videos/af2b5615836f69af2377b9/share>

SESSION 4

1. **Weirdest laws around the world (WG; 10').** In order to practice modal verbs of obligation, some weird laws in different countries will be projected on the interactive whiteboard. Students will have to guess if they are true or false, with the *yes/no* flashcards they have (see Appendix IV to an example of the activity). The complete activity is in the Canva presentation (linked attached at the end of this section)
2. **Dear, Agony Aunt/Uncle... (WG; 15' in total).** The concept of Agony Aunt/Uncle will be introduced to students and some examples will be projected on the interactive whiteboard. Once they have understood the concept, they will pretend to be Agony Aunts or Uncles. Half of the students will be Agony Aunts or Uncles. The other half of the students will receive a flashcard in which a famous actor or actress writes about a problem. Those students who are the counsellors, have to give them advice using

should/shouldn't. After 5' students will change roles.
https://www.canva.com/design/DAEhR73J58U/y3kIITIS7HEM_eLhrnN9jw/view?utm_content=DAEhR73J58U&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu (see Appendix V to see an example)

3. **Grammar practice: *should/shouldn't; must/mustn't; have to/don't have to* (IW; 15')**. Students will do some exercises related to the grammar point we have been practised in this lesson (see Appendix VI to see the worksheet)
4. **Correction (GW; 10')**.
5. **Exit ticket (IW; 5'). 3-2-1**. Before leaving the classroom, students will have a worksheet in which they have to write 3 things they have learned today; 2 things they found interesting and 1 question that they still have (see Appendix VII)

SESSION 5

1. **Guess the modal (WG; 10')**. Each student will take a piece of paper out of a bag in which a modal verb is written. Then, they will have one minute to think of a sentence using that modal verb. One by one they will say their sentences out loud. Then, they will exchange their modal with the partner behind them. This time, they will write a new sentence using the new modal verb, but they will have to leave a blank in the position of the modal. They will introduce their sentences in the bag and then, each student will randomly pick one again and find out which the correct modal verb is.
2. **Collaborative Reading (GW; 25')**. As a pre-reading activity, we will discuss the title and some questions related to the topic of the text. Then students will be divided into 4 groups and the paragraphs of the text will be divided into A, B, C, D. Each group will have one worksheet with some questions for each part. Moreover, each member will have a sheet with the text. Each member of the group will be in charge of answering the questions that correspond to the part they read and will explain the answers to their team partners and will write them on the worksheet. In order to make sure everyone carries out her/his task, they will write with different colour pens (see Appendix VIII)
3. **Correction (WG; 10')**
4. **Summarise the text in one sentence (IW; 5')**. Using Padlet, students will write a sentence in which they summarise the text.
<https://padlet.com/marianmm1997/alenslvno02vjtj2> (see Appendix IX)

SESSION 6

1. **Can you do this? (WG; 10')**. In pairs (A and B), students will guess whether their partner *can* or *can't* do certain things. Each student will have a worksheet and they will circle *can* or *can't* to each of the statements. Then, when both have finished, they will find out if their guess was right or wrong by asking Can you...? Their partner will

answer *Yes, I can* or *No, I can't* and will show her/his ability, if possible. The student who guesses the most correct statements, will be the winner (see Appendix X)

2. **5 tips to build a better friendship. Instructions (WG; 10').** The teacher will explain the instructions of this activity in which students, individually, have to film themselves at home as if they were YouTubers and give 5 tips to build a better relationship with friends. They must use modal verbs and the vocabulary of the unit. The video does not have to last more than 3 minutes. Then, they will upload their videos to Google Drive (see Appendix XI)
3. **5 tips to build a better friendship (IW; 25').** Students will have time in the classroom to prepare the script of what they will say in the video. Then, if they have time, they can go out to the playground with a partner and film themselves with their mobile phones.
4. **Word chain (IW; 10').** Students are divided into two groups and they form a line in front of the white board. The board is divided into two halves and each group has a pen. Then, we will set a timer and one by one will write one on the board. The following student has to write a word beginning with the last letter of the previous word. They will have to try to write words related to the vocabulary of the unit. If they do it, their team will receive 5 points; if the word is not related to the vocabulary of the unit, they will receive 2 points, and, lastly, if the word is misspelled, they will have -1 point.

SESSION 7

5. **Warm-up: 8 Signs Your Best Friend is Becoming Toxic (WG; 10').** Students watch a video from YouTube talking about toxic friendships. After watching it, we will start a discussion. <https://www.youtube.com/watch?v=0CFmS5E--rM> (see Appendix XII)
 1. **Modal verbs board game (GW; 15').** Students will be divided into two groups. In turns, each student will roll the dice and answer the corresponding question using modal verbs (see Appendix XIII)
 2. **Guess the profession! (GW; 15').** Students are now divided into four groups. We show them some clues on the whiteboard using modal verbs. Each clue has some points associated. The group that guesses the correct profession with just the first clue will have 5 points, if they guess with the second clue, they will have 4 points and so on. The group that has more points, will be the winner (see Appendix XIV for an instance of the activity).
 3. **Kahoot! Modal verbs edition (IW; 15').** Students will answer some questions on a Kahoot! To review modal verbs. <https://create.kahoot.it/details/972430c8-ffec-4787-a69d-1bb02236f736>

SESSION 8

1. **Writing Model: A letter for / giving advice (WG; 10').** The teacher will explain students the instructions for the writing they have to do and will show them a model (see Appendix XV)
2. **Writing: A letter for / giving advice (IW; 45' in total):**
 - 2.1. Students think of a problem and write a letter telling the problem and asking for advice.
 - 2.2. Then they will give their letter to the teacher and she will swap them with a partner. Now, students have to think of solutions to the problem and write a reply letter. They will be able to use physical dictionaries if they need them.
3. **End-of-unit reflection (IW; 5').** Students will fill in a worksheet to reflect upon what they have learnt during the unit (see Appendix XVI)

The presentation that will be shown to students during the unit is attached in the following link: https://www.canva.com/design/DAEhHe2jzjc/-KlbCNw1Ns2krdAlzdtiUw/view?utm_content=DAEhHe2jzjc&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu

11. Attention to diversity

As stated in the Royal Decree 1105/2014, of December 26th, educational centres will elaborate their pedagogical proposal taking into consideration attention to diversity and a common and equal access to education for all students. Moreover, teaching methods will consider the different learning paths, will favour the ability to learn by themselves and they will foster teamwork.

This didactic unit will include extra material for those students who present specific needs of educational support. Additionally, it will also offer reinforcement activities for slow-learners and extension activities for fast-finishers. For those students with special needs, in this particular case, autism spectrum disorder (ASD) a Non-significant curricular adaptation will be provided, which will mainly focus on:

- Time and learning path.
- Reinforcing learning techniques.
- Providing a more individualised attention and orientation.
- Offering a more personalised methodology.

To be more precise, lists of vocabulary with the translation into Spanish will be provided. With regard to grammar, students with special needs will work on the same grammatical contents as the rest of the class; however, they will have access to grammatical explanations in Spanish and we will prioritise multiple choice and matching

activities. Concerning the four basic skills, they will listen to and read the same texts as the rest of the class but questions will be easier and prioritising, again, multiple choice and matching questions. In writing, they will ask to write full sentences instead of writing a text. Lastly, in speaking, we will mainly evaluate their commitment and positive attitude to speak and we will pay less attention to grammatical mistakes.

The teacher will monitor students with curricular adaptation in order to guide them in their daily work. They will have the same opportunities to participate as the rest of the classroom and all their interventions will be positively evaluated so that their attitude and motivation are reinforced. As it was stated above, grammar and vocabulary presentation will be provided in Spanish and complemented with visual support, in case it is needed. Moreover, if they will be offered more time to do classwork or even activities will be shortened.

RINFORCEMENT ACTIVITIES	EXTENSION ACTIVITIES
1. Vocabulary activities on Student's Book from pages 78 and 84 2. Activities about modal verbs from Liveworksheets.	1. Vocabulary activities from Student's Book. 2. Activities about modal verbs from Liveworksheets. 3. Write 2 questions for the end- of-unit Kahoot. 4. Agony Aunt flashcards.

REINFORCEMENT ACTIVITIES

1. **Vocabulary activities from Student's Book on pages 78 and 84** (see Appendix XVII)
2. **Activities about modal verbs from Liveworksheets.**
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Can and could/CAN COULD to1244nc](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Can+and+could/CAN+COULD+to1244nc);
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Modal verbs/Modal Verbs* Must, Should, Have to gm550722av](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Modal+verbs/Modal+Verbs*+Must,+Should,+Have+to+gm550722av)

EXTENSION ACTIVITIES

1. **Vocabulary activities on Student's Book from pages 78 and 84**
2. **Activities about modal verbs from Liveworksheets.**
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Can and could/CAN COULD to1244nc](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Can+and+could/CAN+COULD+to1244nc);

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Modal verbs/Modal Verbs* Must, Should, Have to qm550722av](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Modal_verbs/Modal_Verbs* Must, Should, Have to qm550722av)

3. **Write 2 questions for the end- of-unit Kahoot** (see Appendix XVIII). A printed template of Kahoot will be given to students in which they have to write two questions and answers for the Kahoot that we will do at the end of the unit.
4. **Agony Aunt flashcards.** The extra flashcards that will not be used in activity 2 in session 4, will be given to fast-finishers as extension activities

13. Evaluation

According to the RD 1105/2014, of December 26th, and the Order of July, 14th, 2016, evaluation must have into account three elements: what to evaluate, how to evaluate and when to evaluate. The first issue refers to all the curricular elements that students must acquire, namely key competences, objectives and contents, from which evaluation criteria and assessable learning standards will develop. With regards to how to evaluate, various techniques and instruments of evaluation must be employed. They will allow us to obtain the necessary information from the established evaluation criteria. Lastly, as stated in the Order of July 14th, of 2016, the evaluation of the learning process should be continuous, formative and integrative in order to take into account the student's progress and detect problems and difficulties the moment we encounter them to look for and apply the right remedial measures. According to this, we can distinguish three types of evaluation: initial evaluation, formative evaluation and summative evaluation.

13.1. Evaluation criteria

According to the RD 1105/2014, of December 26th, evaluation criteria are the specific references to evaluate students' learning. They describe what we want to evaluate and which students need to accomplish in each subject, both in regards to knowledge and competences. The evaluation criteria in this didactic unit, which have been taken and adapted from the Order of January 15th, 2021, and related to the didactic objectives and the key competences, are as listed:

EVALUATION CRITERIA
1. To understand essential and specific information out of an oral text about two old friends (1.1. + 1.2. CLC, DC)
2. To take part in comprehensible interactions with their peers using modal verbs of ability, advice, permission and prohibition (2.1. + 2.6. CLC, DC, IE)

3. To identify relevant information and specific details out of written texts about friendship or people expressing their problems (3.1. CLC, MSTC, DC)
4. To produce a written text giving advice to a friend's problem (4.1. + 4.2. + 4.6. CLC, DC, IE)
5. To pronounce /h/ sound; *could/couldn't*; *should/shouldn't* correctly (CLC)

13.2. Assessable learning standards

According to the RD 1105/2014, of December 26th, assessable learning standards are the specifications of evaluation criteria that allow to define the learning results and which specify what students need to know, understand and know how to do in each subject. They must be observable, measurable and assessable and allow to grade the students' performance and achievement. The assessable learning standards in this didactic unit, which have been taken and adapted from the Order of January 15th, 2021, are as listed:

ASSESSABLE LEARNING STANDARDS
1. Comprehends the most relevant and specific details of an oral conversation between two friends. 2. Is able to take part in comprehensible conversations to express ability in the present and past, permission/prohibition or advice. 3. Identifies general and specific information in a written text dealing with friendship. 4. Produces a brief written letter giving some pieces of advice to a friend. 5. Pronounces the /h/ sound; <i>could/couldn't</i>, <i>should/shouldn't</i> correctly.

13.3. Instruments of evaluation

- Rubric: 20%. To evaluate writing task
- Observation scale: 20%. To evaluate speaking final task
- Observation scale: 10%. To evaluate collaborative performance in collaborative reading activity
- Handout: 10%. To evaluate individual performance in collaborative reading activity
- Google Forms: 20%. To evaluate listening
- Daily observation (commitment and classwork): 20%

Rubric 1: Writing:

CRITERIA	10-9	8-7	6-5	4-3	2-1
Grammar	The student shows a great command of the grammatical structures used with little or no mistakes. Besides, s/he uses a great deal of modal verbs in the correct way.	The student shows a general good command of the grammatical structures but commits some mistakes. Besides, s/he uses some modal verbs.	The student shows grammatical inconsistencies. Ideas are expressed through very simple sentences and difficulties with some structures are observed. Besides, s/he uses few modal verbs with some mistakes.	The uses very simple grammatical structures which do not adjust to the given level. Besides, s/he uses very few or no modal verbs and they are not properly used.	The does not use any correct grammatical structure. Besides, s/he does not use any modal verb.
Vocabulary and spelling	A wide variety of vocabulary, adequate to the level is used. Besides, a great deal of words studied in	The vocabulary used is adequate to the given level to a great extent, although there are some	Some of the words used are very simple for the given level. Besides, not many words from the vocabulary	The vocabulary is very simple with serious spelling mistakes for the level and barely	The vocabulary used is very simple for the level with a great deal of spelling mistakes in basic words. The

	the unit is used.	spelling mistakes. Besides, some words from the vocabulary of the unit are used.	of the unit are used.	any word from the vocabulary is used.	student does not use the vocabulary of the unit at all.
Coherence	The text is seen as a unity, ideas are clearly presented and give relevant information. The message is concrete and quite comprehensible	The text is seen as a unity and the message is comprehensible, although some ideas are not clear enough.	The text is not seen as a unity and ideas are not clear; however, the aim of the message is comprehensible.	Ideas are not clear and the organisation of sentences makes the message difficult to comprehend.	Ideas are not clear and the message is not comprehensible.
Cohesion	Ideas are very clearly and well connected with a great deal of connectors with no mistakes.	Ideas are well connected and many connectors are used. However, some of them are not properly used.	The text shows some inconsistencies in the organisation of ideas. However, the student uses some connectors although with some mistakes.	Ideas and the organisation of the sentences do have connection, they are disorganised and the objective of the	Ideas and the organisation of the sentences do have any connection.

				text is not clear.	
Originality and presentation	The text is quite original and the presentation is quite neat, respecting all the margins.	The ideas are original enough and the presentation is neat, respecting all the margins.	The text is not original enough and the presentation is not neat enough. Margin are not respected.	Most of the text is copied from the model, just some words have been changed. Besides, the text does not respect the margins and it is difficult to read.	The text is not original at all. It is copied from the model text. It is not illegible and does not respect the margins.

Observation scale 1: Speaking task

	EXCELLENT	GOOD	ADEQUATE	UNACCEPTABLE
CONTENT & IDEAS				
FLUENCY				
ACCURACY				
PRONUNCIATION & INTONATION				
CREATIVITY & CLARITY OF IDEAS				

Observation scale 1: Collaborative reading

	EXCELLENT	GOOD	ADEQUATE	UNACCEPTABLE
RESPECT, TOLERANCE & GROUP COHESION				
PARTICIPATION & EQUITABLE CONTRIBUTIONS				
INVOLVEMENT				
ORGANISATION				
INTERPERSONAL & SOCIAL ABILITIES				

13.4. Evaluation of the teaching process

It is of paramount importance reflect upon and assess the teaching process, since it will provide feedback in order to make the necessary changes for future teaching experiences. AT the end of this unit, two self-evaluation questionnaires, elaborated by the *CEIP Poetas andaluces* in Dos Hermanas, Sevilla, will be used. They appear attached in appendices section (see Appendix XIX).

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<https://vizia.co/>

<https://www.youtube.com/watch?v=0CFmS5E--rM>

Legal references

Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. (2001). *The user/learner's competences*. In Common European Framework of Reference for Languages: learning, teaching, assessment. Cambridge University Press.

Decree 111/2016 of June, 14th which establishes the arranging and the curriculum in Compulsory Secondary Education in Andalusia.

Decree 182/2020 which modifies D 111/2016.

Organic Law on the Improvement of Education (LOMCE 8/2013 of December, 9th).

Order ECD/65/2015, of January 15th, 20201 which describes the relations among competences, contents and evaluation criteria.

Order of January, 15th, 2021 which develops the curriculum in Compulsory Secondary Education, regulates attention to diversity and arranges the evaluation of the learning process.

Royal Decree 1105/14 of December, 26th which establishes the core curriculum in Compulsory Secondary Education and Bachillerato.

APPENDICES

Appendix I

Harry



He thinks he is better than other people and frequently acts in a rude way with his friends. He doesn't **accept** their opinions because he believes is always right. Because of this, he often **falls out with** them and **have many arguments**.
He is a person

A. DISHONEST
B. ARROGANT
C. MOODY

Appendix II



1. Look at the chart comparing old mobile phones and the new smartphones. Complete the sentences using *can/can't; could/couldn't*

Functions	first mobile phones	smartphones
GPS		✓
keypad	✓	✓
battery charger	✓	✓
digital camera		✓
touch screen		✓
smell		

In the past...

1. People use the GP to travel somewhere.
2. People charge their mobile phones with a battery charger.
3. You text messages through the touch screen
4. You smell food pictures through the screen

In the present...

1. We go anywhere using the GPS in our smartphones
2. We send messages using a keypad
3. You take pictures and videos with a digital camera
4. We smell food pictures through the screen



2. Choose the correct option to complete the text:

In Tudor England, girls **could / can / can't** get married at a younger age than they **could / can / can't** today, but sometimes they **can't / couldn't / can** choose their husbands. At that time, poor people **can / can't / couldn't** wear certain types of clothes. Only rich people **can / could / couldn't** wear expensive materials. Today, we **can't / could / couldn't** really tell who is rich and who is poor simply by looking at people's clothes. According to the law in Tudor times, people **can't / couldn't / can** eat meat on certain days! **Can / Couldn't / can't** you imagine having a law like today?

FIND SOMEONE WHO...



...CAN say "hello" in three languages

...CAN write with his/her left hand

...CAN tell you the capital city of Australia

...CAN'T stand on one leg for 30 seconds

...CAN stand up without uncrossing their legs

.....

...CAN touch their nose with their tongue

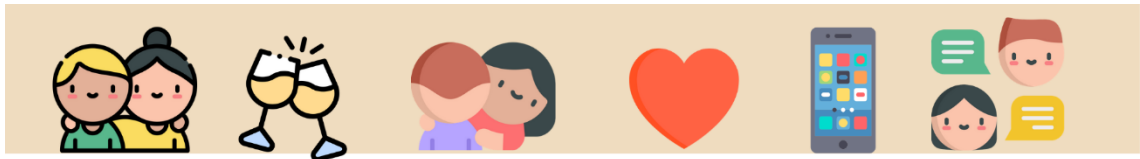
...CAN roll their tongue

...CAN sing in English

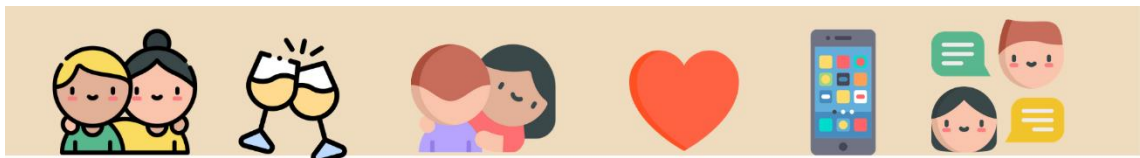
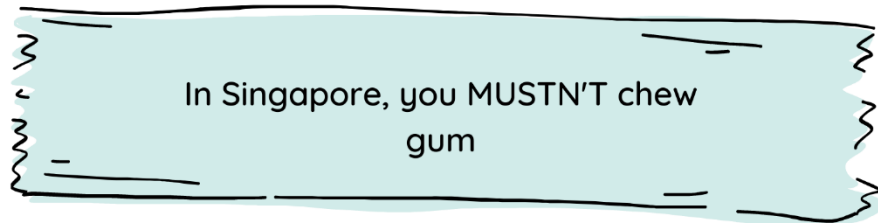
...CAN'T say «Supercalifragilisticexpialidocious»

.....

Appendix IV



WEIDERST LAWS AROUND THE WORLD



WEIDERST LAWS AROUND THE WORLD



i In 1992, chewing gum was prohibited because it is damaging for the environment and for citizens' health.

Appendix V



Appendix VI



MUST, HAVE TO, SHOULD

Choose the correct answer.

- 1** 1. The shop closes in 20 minutes. We **don't have to** / **must** choose a gift for Ron quickly.
2. You **mustn't** / **don't have to** use Daniel's phone without permission.
3. Lucy and Liz **must** / **don't have to** get up early tomorrow, so they can stay up and chat all night.
4. You **mustn't** / **don't have to** take your mask off. It's a rule!
5. Elena **mustn't** / **has to** finish her project before midnight and send it to the teacher.

2 Use the correct form of the modals in bracket.

1. Eva told Chloe a secret. Chloe tell the secret to anyone (must).
2. Pam is at a great party, but her mum phones and wants her to come home immediately. Pam to go now (have to)
3. Dave has hurt Erin's feelings. Dave apologise to Erin (should).



MUST, HAVE TO, SHOULD

4. Jack's bedroom is very dirty. He clean it (have to).

5. Tim's sister will walk the dog instead of him. Tim walk the dog (not have to).

- 3 Complete the mail that the headteacher has sent to the students with *must*, *have to* and *should* in affirmative or negative. There may be more than one correct answer.**

COVID-19 rules

Dear everyone:

This year we have new rules due to COVID-19. As you know, everyone wear mask. You bring another mask with you to change it after a few hours. You bring hand-sanitiser, we have at school, so you can use it. Don't forget that you maintain physical distance with your mates and you wash your hands with water and soap. Finally, I would like to recommend that you stay home if you feel a bit sick.

Best regards,

EXIT TICKET

How well did I understand
the lesson?



1. _____

3

things I learned
today

2. _____

3. _____

2

things I found
interesting

1. _____

2. _____

1

question I still
have

1. _____

WHY DO WE MAKE FRIENDS?

A Many kids have friends. However, there are always a few of those friends who are a bit closer than the rest. You might refer to them as your BFFs, especially if you tend to hang out together all the time.

Have you ever thought about why we make friends? Do we really need friends? Couldn't we get along just by ourselves?

Sure, we all like to be alone every now and then. It can be nice to enjoy some peace and quiet or get some rest and relaxation without anyone else around. But, before long, we need the company of other people. For most of us, being alone gets lonely and boring after a while.

WHY DO WE MAKE FRIENDS?

B Scientists who have studied relationships in depth have found that people with good friends tend to live longer lives. They also tend to be healthier. Good friendships have been associated with lower levels of stress, decreased blood pressure, and a reduced risk of depression.

Why would friendships have such important benefits? Some scientists believe it's a simple answer. Friends help us and support us through the ups and downs of life. When you have good friends looking out for you, it's easier to deal with the trials that life presents you.

When you're young, it's much easier to make friends. In school, you're surrounded by people your age with similar interests. Interacting with your peers during all the day, it's natural to form multiple friendships with students.

WHY DO WE MAKE FRIENDS?

C As you grow older, the number of close friends you have tends to reduce. This is natural, and the decreases usually correspond to major life events. As you graduate, get a job, and become a parent, the number of people with similar interests around you tends to decrease. Life also gets very busy. Close friendships get harder to maintain.

Even if you have fewer friends as you grow older, they can become even closer friends than you had when you had several BFFs on the playground. It's also possible to make new friends as you grow older if you work at it.

We tend to pick friends who share similar interests, but scientists have recently learned that there is something else.

WHY DO WE MAKE FRIENDS?

D If friends feel like family, it's because researchers have learned that people tend to be more like their friends genetically than they are to strangers. Studies show that friends are as genetically similar as cousins!

Scientists learned that the genes friends were most likely to have in common were related to smell. In other words, we tend to smell things the way our friends do. Does that seem weird? Scientists believe it makes sense, since people who like certain smells, such as coffee, usually go to the same places and thus become friends.

On the other hand, friends' tend to have very different genes related to their immune systems. Scientists believe this gives friends extra protection. For example, if you're susceptible to a particular illness, but your friend is not, then they probably won't get it and therefore won't pass it on to you. Isn't friendship great?

WHY DO WE MAKE FRIENDS?

QUESTIONS

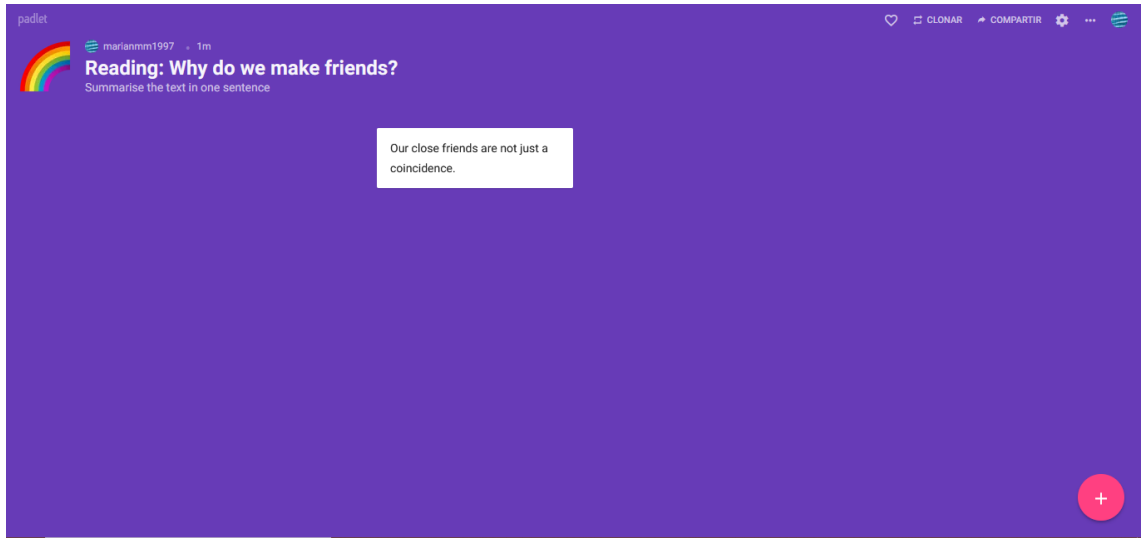
A: Why do we prefer to be alone sometimes?

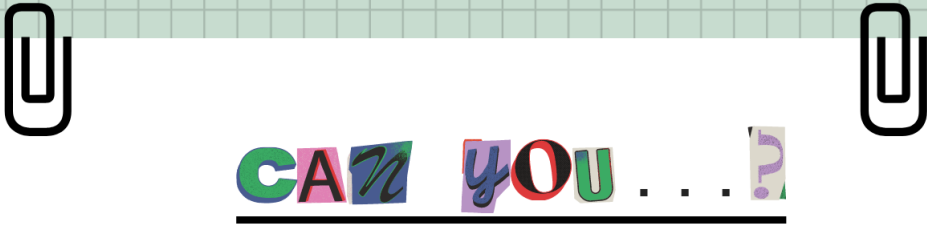
B: Which are the benefits of having friends?

C: Why does the number of friends reduces when we grow older?

D: Why are friends like family?

Appendix IX



		
spin around five times and then walk in straight line	CAN	CAN'T
rub your chest with one hand and pat it with the other hand	CAN	CAN'T
put your thumb up and point with the forefinger in your other hand, then change hands quickly	CAN	CAN'T
stand up and touch your toes	CAN	CAN'T
draw a square and a circle at the same time, each with one hand	CAN	CAN'T
say the month of the year backwards	CAN	CAN'T

Appendix XI



TASK: 5 TIPS TO BUILD A BETTER FRIENDSHIP



INSTRUCTIONS

You are going to be YouTubers for a day and this week's video is about giving some tips to build a better friendship. These are the instructions:

- 1 You have to give **5 tips** to build a better friendship. Plan the 5 tips and what are going to say before filming you.
- 2 Try to use **modal verbs** and the **vocabulary of the unit** as much as possible.
- 3 You can film yourself with your mobile phone or ask a partner to film you.
- 4 The video must be no longer than **3 minutes**. When you finish it, upload it to Google Drive.

Appendix XII



#bestfriend #toxic #psych2go

8 Signs Your Best Friend Is Becoming Toxic

173,269 vistas • 15 sep. 2020

9,781 48 COMPARTIR GUARDAR ...



BOARD GAME



Modal verbs edition



START

What **should** you do if you see someone stealing?

What is something that you **can't** do and children **can** do?

Lose your turn



Move ahead 3 spaces



What time **have** you **to** be at school?

Say three things that you **mustn't** do when you visit a museum.

What is something that you **could** do and now you **can't**?

Do you think people **should** be allowed to smoke anywhere?

Say three things that you **mustn't** do when you visit a museum.

Switch places with the other team



FINISH

When **should** a person get married?

Go back 3 spaces

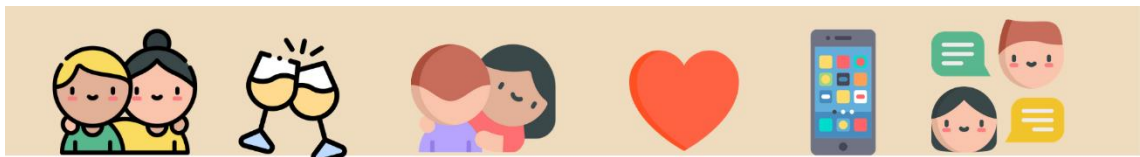
What **can** you do that your bestie **can't**?

Appendix XIV



GUESS THE PROFESSION!

- You must understand the body (5 points)
- You have to work at night (4 points)
- You must wear a uniform (3 points)
- You mustn't be afraid of blood (2 points)
- You have to cure patients (1 point)



I am a doctor



Appendix XVI



TASK

Write a letter asking for advice.

1. Think of a problem.
2. Copy and complete the chart about the problem.

The problem:
Details of the problem:
Opinion:

3. Use the information in the chart and letter A in the model to help you write your letter.

Now swap letters with a partner and write a letter giving advice.

4. Read your partner's letter and think of solutions their problem.
5. Copy and complete the chart
6. Use the information in the chart and letter B in the model to help you write your letter.

Possible solutions



WRITING



MODEL

Annie's Advice

A Dear, Annie,
I've got a big problem. My parents don't like my best friend and they are often unfriendly with her. They think she's strange, because she's got an unusual hairstyle. She also wears black clothes and black make-up. It's true that my friend is different, but I think my parents are impolite. What should I do?

Jenny

B Dear, Jenny,
I'm sorry to hear about your problem. It seems to me that your parents need to be more sensitive to your friend's feelings. Why don't you talk to them? Explain that you feel they are impolite to your friend. They may not realise their behaviour. Tell them why you like your friend - talk about her good qualities. I hope this helps!

Annie



WRITING



TIPS!

When writing a letter asking for or giving advice, we usually include both facts and opinions. For opinions, we use expressions like **I think, I feel, it seems** and **in my opinion**.

Examples:

I think you should speak to him.
It seems he's quite selfish.

Don't forget to use **modal verbs** and the **vocabulary of the unit**.

END-OF-UNIT

reflection

The thing you liked the most:

Something you didn't like

The easiest part:

The most difficult part:

From 1 to 10, how confident do you feel with the contents of the unit?

1 2 3 4 5 6 7 8 9 10

Is there anything you need to keep practising?

Appendix XVII

3 Copy and complete the sentences with the adjectives below.

polite • moody • jealous • sensitive
selfish • stubborn • sensible • unreliable

- 1 One minute, Emily is happy, but the next minute she's angry. She's so
- 2 Peter only thinks of himself. He's very
- 3 Mike always thanks people for their help. He's
- 4 Kim spends all her money on clothes. Then she hasn't got money for the bus. She's not
- 5 Ivy might cry when she sees this drama. She's
- 6 I hope my friend will actually be there on time because she's quite
- 7 Josh can be very He can't stand seeing his girlfriend talk to other boys.
- 8 Rosie won't change her decision. She's so

LISTENING

5 Listen to the sentences and complete them.

- 1 Julie has
- 2 The project is due in
- 3 Julie says
- 4 Holly suggests

6 Listen to the sentences and complete them.

- 1 James is
- 2 Recently
- 3 Until now

REMEMBER DO ALL ACTIVITIES IN YOUR NOTEBOOK

1 Choose the correct answer and write it in your notebook.

- 1 You mustn't a friend.
 a. apologise to b. forgive c. betray
- 2 When you have an argument with someone, you should try to
 a. compromise b. disagree c. disappoint
- 3 I can't stand people who are
 a. arrogant b. kind c. polite
- 4 I don't trust him. He's
 a. sensitive b. dishonest c. stubborn
- 5 She hurt my feelings when she me.
 a. accepted b. respected c. ignored
- 6 I hope Sue is on time today. I'm afraid she's
 a. unreliable b. moody c. jealous

Appendix XVIII

Question: _____

Write in your options and circle the correct answer - If true or false question use the top two options.









Appendix XIX

AUTOEVALUACIÓN DEL PROFESORADO: MOTIVACIÓN DEL ALUMNADO.

¿He desarrollado retos o actividades que han generado la curiosidad necesaria para motivar al alumnado?	 	Propuesta de mejora:
¿He relacionado los aprendizajes adquiridos con situaciones de la vida cotidiana?	 	Propuesta de mejora:
¿He puesto en práctica técnicas cooperativas?	 	Propuesta de mejora:
¿Se han utilizado las tecnologías de la información y la comunicación?	 	Propuesta de mejora:
¿He tenido en cuenta el estado emocional del alumnado?	 	Propuesta de mejora:
¿He promovido la participación y la reflexión en el alumnado?	 	Propuesta de mejora:
¿Informo sobre los progresos conseguidos y las dificultades encontradas?	 	Propuesta de mejora:

AUTOEVALUACIÓN DEL PROFESORADO: DESARROLLO DE LA METODOLOGÍA.

1 Nada 2 Poco 3 Bastante 4 Mucho

Los aspectos que voy a considerar son...		1	2	3	4	En próximas unidades puedo mejorar en...
Desarrollo de la metodología	1. ¿Favorezco la integración de los procesos cognitivos: conocer y reproducir, aplicar y analizar, razonar y reflexionar?					
	2. ¿Integro de manera equilibrada actividades que requieran las cuatro destrezas comunicativas: expresión y comprensión oral, expresión y comprensión escrita?					
	3. ¿Propongo utilizar recursos materiales complementarios al libro de texto?					
	4. ¿Integro el uso de las tecnologías de la información y la comunicación en las actividades y los retos propuestos?					
	5. ¿Contribuyo a salir del aula para relacionar los aprendizajes con situaciones reales y de la vida cotidiana?					
	6. ¿Incorporo el aprendizaje cooperativo como un modelo de organización y participación en el aula?					
	7. ¿Las actividades y los retos buscan intencionalmente ir más allá de aprendizajes académicos, generando impacto en la vida personal y familiar del alumnado, y en la vida escolar y social?					
	8. ¿Utilizo soporte digital, audiovisual o de otro tipo para complementar el libro de texto?					