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Trabajo Fin de Máster

MOTIVATION IN MIXED-ABILITY CLASSROOMS

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CHAPTER 1: INTRODUCTION

1.1. Background to the research study

Major changes have taken place in our society recently (e.g. economic recession and its serious consequences like the reduction of public services, demographic shifts, rapid advances in science and technology, etc.) and their impact on the different walks of life is quite visible. Of course, these changes are also being reflected in the current educational system. The limitation of the resources available, the decrease of the number of teachers and overcrowded classrooms are only some of the problems to be overcome in public schools today.

Every classroom may be considered as a mini-society whose citizens (i.e. students) come from different backgrounds, have different interests and motivations and face different obstacles in the way they live (i.e. the learning process). Eisner (2000:344) uses an apt metaphor to refer to this situation:

“The vision of a uniformed army of young adolescents all marching to the same drummer, at the same pace, toward the same objective, may be a vision that gladdens the hearts of technocrats but, it is a vision that has little or nothing to do with those delicious outcomes that constitute the surprises of educational experience. Students do indeed learn much more and much less than teachers intend.”

When dealing with students' learning process, then, there is a reality which must be taken into consideration. Every classroom is, metaphorically speaking, a microcosm which reproduces the present day society and its increasing diversity: different interests, abilities, attitudes, learning and cognitive styles, learning strategies and rhythms, knowledge, motivations and affective idiosyncrasies as well as multiple intelligences. Attention to diversity in this sense becomes paramount in a context where this wide variety of needs, interests and abilities coexists. In connection with that, motivation appears to be essential, particularly in these contexts where different backgrounds and aspirations are found at the same time.

Of course, it appears to be a great challenge and responsibility for teachers whose profession is also undergoing a difficult situation as a result of the lack of support (and investment) by the regional and national authorities. The focus here, however, will not be on these difficulties but on the role that motivation plays in the teaching and learning processes of mixed-abilities classrooms. How can motivation improve the learning process of these students? Which motivational strategies can teachers promote in the classroom? These questions will be dealt with in the ensuing chapters since motivating students when teaching English as a Foreign Language (henceforth, EFL) is often a complex and difficult task that involves a multiplicity of psycho-sociological and linguistic factors (Dörnyei, 2010).



This research study, which encompasses six chapters, aims to analyse how motivation may be used as a key factor to promote learning in mixed-ability classrooms. After this introduction, the main objectives of the study research will be shown. The third chapter will be devoted to a review of the theoretical framework in relation to motivation and mixed-ability groups. Once different theoretical aspects have been revised, the methodology will be introduced. The next chapter will deal with the study itself, the main findings and a discussion about them. To finish with, the conclusions also form part of this study research.

1.2. Significance of the research study

This research study is intended to contribute to existing research related to the improvement of motivation in mixed-ability classrooms. Therefore, it may help the education community to be aware of the necessity of extending their knowledge of different motivational approaches and methods to be implemented in the classroom in order to make more accessible the teaching programme to the different students' needs that we may find in the classroom. Thus the teaching practice will be improved as well.

High national and local authorities may be interested in this research study too since they will be able to tab on how teachers and students work in real classrooms everyday and if it coincides with the theoretical framework that they developed in the beginning. The real result of the implementation of a law can only be seen in the context of the educational practice and thereon additional changes to rectify mistakes may be carried out.

It is also expected to benefit teachers directly since they will be able to observe the strong and weak points of mixed-ability classes and they will become aware of possible solutions to foster motivation among these students. Sometimes workload, lack of time and other reasons do not allow teachers to look beyond their own classes and it is against cooperative learning. In this case, they will have the opportunity to observe other teachers and students' points of view and, if possible, to continue progressing regarding them.

Mixed-ability groups are quite common in the public system and it is not always easy to achieve a high level of motivation to the learning process by all the students. There are many teachers who feel this frustration and the conclusions of this research study may help all the professionals in the field to improve their daily practice.



CHAPTER 2: PURPOSE AND OBJECTIVES FOR THE RESEARCH STUDY

Before moving on to the theoretical framework, this chapter develops the main purpose and objectives of the research study as they will be crucial when it comes to deal with the main findings.

The main purpose of this research study is to examine different ways to increase students' motivation to learn EFL in mixed-ability groups.

To meet this purpose, the main research aims are the following:

- (1) To investigate previous research on motivation and mixed-ability groups.
- (2) To determine if current teaching materials fosters students' motivation.
- (3) To examine the views of teachers and students on the role of motivation in mixed-ability classrooms.
- (4) To design a methodological proposal to be developed with mixed-ability students in a particular context.

Finally, the specific objectives of this research study in connection with the previously-mentioned aims are described as follows:

- (a) To construct a general framework to define motivation, its main types and the factors affecting the learning process and to analyse the main features and challenges to be found in mixed-ability groups at the same time that we describe possible strategies to increase motivation when learning EFL.
- (b) To review an example of current teaching materials in order to analyse the way in which it contributes to increase students' motivation in mixed-ability groups.
- (c) To know the opinion of teachers and students on how motivation is/should be fostered in mixed-ability classrooms.
- (d) To suggest a methodological proposal to be developed with mixed-ability groups taking into account the previous steps.
- (e) To draw final conclusions to meet the main goals of this research study.



CHAPTER 3: LITERATURE REVIEW

In this chapter, we come across different authors and researchers who shed light on different theoretical issues that are important to be considered in relation to this study research. It includes three general sections dealing with motivation, mixed-ability groups and the importance of motivation in mixed-ability groups.

3.1. Motivation

3.1.1. General paradigms

The complex concept of motivation has been addressed by researchers in relation to many different frameworks and, consequently, its definition has varied considerably throughout the history. The term ‘motivation’ was first used in the late 19th century and comes from the Latin word *motivus* which means “a moving cause” and refers to the processes involved in psychological motivation. Indeed, it is used as an explanation or rationale for the way a person or an organisation behaves (Santrock, 2001). It implies, then, a desire or a driving force that makes people engage in specific behaviours.

One of the earlier approaches to motivation was based on behaviourism which developed rapidly through the beginning of the twentieth century. This theory examined “what moved a resting organism into a state of activity” and encompasses concepts such as drive, need, instinct, energisation and homeostasis (Weiner, 1990). The process of motivating individuals to show the desired behaviour was based on reward systems (Williams and Bruden, 1997) and most of the experiments behind this approach were carried out with animals as they were crude to be developed with human beings. Behaviourists consider human beings to be born with no motivation (their mind is a ‘tabula rasa’) and, consequently, external factors are needed to create that motivation (i.e. extrinsic motivation). This method of learning was first described by Skinner (1953) who is considered the father of Operant Conditioning whereby positive and negative reinforcement are employed to make individuals acquire a habit of response through stimuli. Other important promoters of this theory were Pavlov and Watson (1902 and 1924, respectively: Classical Conditioning), Thorndike (1966; Connectionism) and Guthrie (1952; Contiguity Theory).

According to the behavioural theory, then, when learners are rewarded for getting good results, they continue working hard and perform better, as they anticipate the next reward. It is considered as a motivator in the learning process and a great number of teachers has taken advantage of it in their classrooms (i.e. the carrot and stick techniques) since the results are often immediate. According to Brody (1992; in Krause et al., 2003), “almost all teachers use extrinsic reinforcement in some form to motivate students, although they may not realize they are doing so and may not always use such reinforcement effectively”.



This approach, however, entails a number of shortcomings. It involves an expectation on the part of learners and when it is not met, the results may not be appropriate. In addition, previous teachers should have used the same approach to ensure that learners are already ‘conditioned’ to this type of learning. It does not favour the autonomy of learners as they will depend on these reinforcements to do what they should do on their own; in other words, it neglects intrinsic motivation since students only focus on these reinforcements. In addition, some authors consider it to be an incomplete approach as it may be limited to rote learning without involving mental processes or understanding at a deeper level. According to Pritchard (2009: 16) “where possible, initial rote learning should be followed by attempts to encourage understanding”.

In the sixties, a new approach, cognitivism, emerged to provide a new perspective and questioned the relevance of behavioural theories. It centres on the beliefs, expectations, and needs of learners for order and understanding (Zukergood et al., 2008). The expectations of learners based on previous experiences serve to direct behaviour towards specific goals. In contrast to behaviourism, this theory advocates intrinsic motivation. Cognitive psychologists describe the processes taking place in the brain of learners; how they receive information; how they encode, analyse, store and make that information interact with previous knowledge; and how they use new knowledge to solve problems and react to new situations (Madrid, 1999: 11). Motivation, then, arises as a result of processing and interpretation information. As Santrock (2005) points out:

“[...] students’ thought guide their motivation. It [cognitive perspective] focuses on students’ internal motivation to achieve, their attribution (perception about the causes of success or failure) and their beliefs that they can effectively control their environment. It also stress on the importance of goal setting, planning and monitoring progress toward a goal.”

In connection with that, Krause et al. (2003) state that students who are afraid of failure will select easier tasks which have little risk of failure or very difficult ones so that failure is not their fault. In this sense, students’ autonomy is fostered since they take an active role and teachers act as facilitators guiding learners in their learning processes.

Piaget (1947: Stage Theory of Cognitive Development), Weiner (1974: Attribution Theory) and McClelland and Atkinson (1953: Achievement Motivation) were some of the most important contributors to this paradigm. In his theory, Piaget considers motivation to be ‘a built-in unconscious striving towards more complex and differentiated development of the individual’s mental structures’ (Oxford and Shearin, 1994:23).

Finally, as can be seen, cognitivism, as opposed to behaviourism, pays more attention to inner-mental activities (i.e. why students choose to participate in specific task). The unconscious concepts of drive and instinct are replaced by goal and level of aspiration. There was a focus on



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individual differences and other psychological and cognitive concepts (e.g. achievement needs, self-efficacy or anxiety) started to be considered.

These new understandings in terms of learning and motivation yielded to constructivism. From this view, motivation appears to be essential in relation to the learning process. Learners' motivation is needed to make the learning process successful and it arises from students themselves. Therefore, although external motivational factors may help (as part of a social community), in the end it is students' intrinsic motivation which promotes learning. Indeed, if a learner does not want to learn and do it only to please their parents or teacher or to avoid punishment, learning do not emerge (Matthews, 2003). Students' personal interests play a major role and they have to be taken into account when creating the learning environment in order to make it meaningful and motivating.

Self-regulation and self-determination become also important factors in relation to goal-directed behaviours. In this sense, authentic activities and open-ended tasks should be implemented since they increase motivation among students. Previous experiences also have an influence on motivation as learning is scaffolded and new knowledge is constructed upon what has been previously acquired.

One of the most influential figures is that of Vygotsky (1978: social constructivism) who places higher levels of importance on the role of cultural and social factors and describe the zone of proximal development (ZPD). According to Vygotsky (1978:90), "learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child's independent developmental achievement". Then, interaction and cooperative learning are also favourable to students' motivation.

Humanism co-existed with the other paradigms in the 1960s. It aims to examine not only people themselves but also the potential that each person has (Madrid, 1999: 22). Its views on motivation focus on the learner as a whole person and examine the relationship among physical, emotional, intellectual and aesthetic needs. In connection with that, inner-factors such as self-esteem, self-actualisation and autonomy appear to be relevant concepts. A great emphasis is placed on intrinsic motivation which may be determined by different components including self-determination, personal choice or one's own capacity for personal growth. Of course, this may be also influenced by interactions with others. A positive classroom climate and teacher-student relationships are essential for the development of motivation.

The theoretical ground for this paradigm has essentially been linked to principles employed by Maslow (1954: Hierarchy of Needs Theory) and Rogers (1961: Personality Theory). On the one hand, Maslow proposes a hierarchy of basic needs (deprivation needs: physiological needs, safety,



belonging and self-esteem) and higher order needs (growth: intellectual achievement, aesthetic appreciation and self-actualisation). Once the basic needs are met, the individual feels motivated to direct their efforts to meet the higher order needs. Rogers, on his part, considers the self-actualisation a striving for fulfilment and believes that people put a greater effort to develop their innate capacities and capabilities. Interactions with others help to create this self-concept. He distinguishes between the real (i.e. one's actual perception) and the ideal self (i.e. what one should or would like to be); if they are similar to each other, one may feel confident and competent. In the classroom, therefore, it is important for the teacher to create an appropriate and relaxed environment to guide students to fulfil their innate capabilities and, consequently, achieve self-actualisation.

All the aspects that have been previously discussed are briefly summarised in a grid below. Nonetheless, it is not intended to provide a closed categorisation as different paradigms may also overlap:

| | Motivation | Key factors | Theorists | Classroom practice |
|----------------|-----------------------|--|---|---|
| BEHAVIOURISM | Extrinsic | Use of rewards, incentives and punishments to reinforce behaviour | Skinner, Pavlov and Watson, Thorndike and Guthrie | Use of awards and punishment |
| COGNITIVISM | Intrinsic | Attributions for success and failure; expectations and beliefs | Piaget, Weiner, McClelland and Atkinson | Need to be aware of students' attributions for success or failure; importance of appropriate feedback |
| CONSTRUCTIVISM | Extrinsic & Intrinsic | Establishment of goals; expectancy of achieving goals; scaffolding | Vygotsky | Enabling students to see the link between success and effort; ensure new knowledge is acquired |
| HUMANISM | Intrinsic | Self-esteem, self-fulfilment and self-actualisation | Maslow and Rogers | Importance of students' needs in the learning process; positive expectations regarding students. |

Table 1: general paradigms



3.1.2 Definition of motivation in second language learning

This section aims to review some of the most significant definitions proposed by different authors within the field of motivation in second language learning (henceforth, SLL). Dörnyei (1998:117) states that “although ‘motivation’ is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept”. Its complexity may be justified if one takes into consideration that it is intended to explain nothing less than the reasons for human behaviour (Dörnyei, Csizér and Németh, 2006). In fact, researchers still do not agree on its components and the different roles that these components play -individual differences, situational differences, social and cultural factors, and cognition- (Renchler, 1992: 15).

Despite this divergence of opinions, researchers do agree that the role of motivation is basic in SLL and in this context different definitions of motivation may be examined. One of the earlier, and indeed well-known, contributions to the field was made by Krashen’s Monitor Theory. Motivation in language learning is seen as “the incentive, the need, or the desire to achieve proficiency that the learner feels to learn the second language” (Dulay, Burt and Krashen, 1982: 47). The Affective Filter Hypothesis highlights the importance of emotional factors and motivation in acquisition processes. In this sense, motivation is considered as part of the affective filter:

“When a student is exposed to a new language, the first internal hurdles are posed by the individual’s emotional state and motivations ... filtering sources are the individual anxiety levels, peer identification, and general motivation to learn a language. Together, they make up what we have called the “Affective filter” or simply “Filter”. The Filter acts to control entry to further mental processing.”
(Dulay, Burt and Krashen, 1982: 4)

According to Gardner (1985:10), motivation is “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language”. Learners, then, have a specific purpose which may vary and the target language represents the vehicle to attain it. ‘Orientation’ and ‘motivational intensity’ are two terms introduced in the “Attitude Motivation Index” (AMI) by Gardner and Lambert (1972) to refer to the reasons to learn a second language and the effort and persistence by the learner in the learning process, respectively.

Some years later, Harmer (1988:51) describes motivation as some kind of internal drive which encourages someone to do things in order to achieve something. There is, again, a final goal motivating the learner to control acquisition processes. Crookes and Schmidt (1991) also identify motivation as the learner’s orientation with regard to the goal of learning a L2. The term orientation may be seen as the learner’s reasons to engage in the process of language learning while motivation represents the desire or driving force moving the learner to study the language. “Engagement in and



persistence with the learning task” increase when the learners are motivated and, therefore, the need for continual encouragement or direction decreases (Crookes and Schmidt, 1991: 480).

Williams and Burden (1997: 120) distinguish two different period, one before the action and the action itself, and refer to motivation as “a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort” to achieve a previously set of goals. Dörnyei and Ottó (1998: 65) also involve different component and determine that there is an impetus first which leads to a driving force sustaining the process of learning:

“the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out.”

It is, therefore, a “multi-faceted construct, and describing its nature and its core features requires particular care” (Dörnyei, 1998: 118). The same author considers motivation to be “a process whereby a certain amount of instigation force arises, initiate action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached” (Dörnyei, 1998: 118).

On the other hand, in Madrid’s work (1999: 69), motivation is described as “an internal state of the individual influenced by needs and/or beliefs which generate an interest and desire to achieve a goal, and move the individual to attain it with a continued effort”. Masgoret and Gardner (2003: 173) also centre on a goal-oriented perspective in relation to individuals’ effort and claims that “the motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attribution concerning success and failure, is aroused, and makes use of strategies to aid in achieving goals”. In this sense, motivation may arise as an internal attribute resulting from an external force.

In recent years, Richards and Schmidt (2011: 46) claim that motivation is, in general, “the driving force in any situation that leads to action” and, within the field of L2 learning, it is “a combination of the learner’s attitudes, desires, and willingness in expending effort in order to learn the second language”. Again, it is seen as a force that makes learners engage in the process of learning the language.

As can be seen, a great number of studies over the past decades has analysed the role of students’ motivation in the process of learning and they suggest a relationship between motivation and language learning success or failure. After examining different definitions, we may observe that teachers have to face to important stages in connection with motivation: the process of



motivating learners themselves and the process of sustaining their motivation. Finally, it appears to be necessary here to provide a diagram summarising the previously-mentioned definitions.

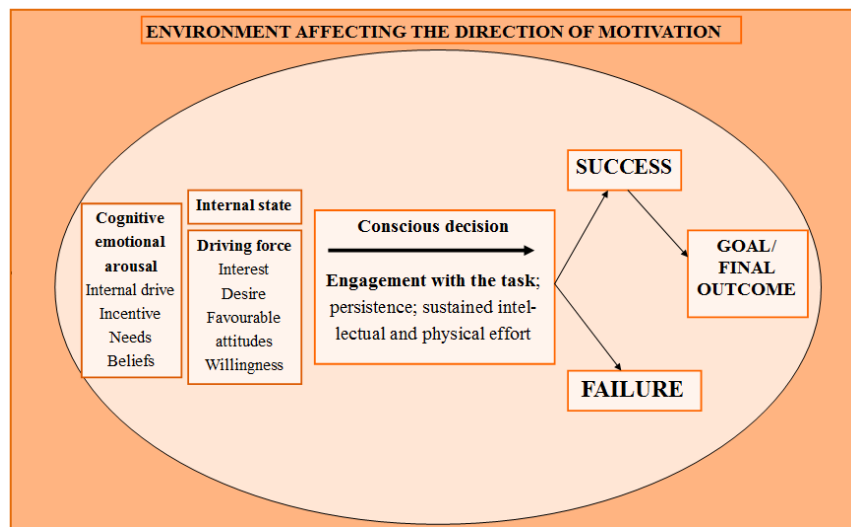


Table 2: diagram of the main definitions of motivation

3.1.3 Types of motivation in second language learning

As teachers, we may deal with students who have different reasons for studying a L2. In addition, nowadays, the migratory flows, the opportunity to study or research abroad, to do business and find employment and the increased possibilities of developing enriching and fulfilling relationships with people from other cultures would appear to make the language learning process more important than ever. In this section, we are going to examine the different types of motivation encouraging students to progress in the learning of EFL.

Integrative and instrumental motivation

Gardner and Lambert (1972) suggest two different types of motivation (integrative and instrumental) which may affect and determine the learning process and its outcomes.

Integrative motivation implies that the language learning process is developed with the aim of taking part in the L2 community. We may see this case, for instance, when the learner starts to live in the target country and use the language and, in general, the culture in social interaction. Thus it does not only imply attitudes towards learning the L2 and becoming familiar with the L2 community but also willingness to interact with members of that community (Dörnyei, 2005) and it appears to be key for the improvement of the learner’s level of proficiency. In addition, Finegan (1999: 568) points out that “integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation” since they interact with members of the community.

On the other hand, instrumental motivation refers to that of learners who involve themselves in the learning process with non-interpersonal purposes or for instrumental goals which will benefit



them. We are talking then about practical reasons. Ellis (1994: 75) states that “some functional reasons such as to pass an examination, to get a better job or to get a university place motivate learners to learn an L2 because it opens up educational and economic opportunities for them”. Spolsky (1989) highlights the fact that the main aim of the learner in this sense is a specific goal and if it is persistent, instrumental motivation may also be active.

When comparing both types of motivation, according to Ellis (1994), integrative motivation is more competent and well-organised. Falk (1978) concurs in this idea and states that those students who are eager to become familiar with the culture of the target language often obtain successful results. Gardner (1982) also focuses on integrative motivation and argues that integrative-oriented learners are often more persistently and intensely motivated as they are more active and have more positive attitudes towards the language learning process and, consequently, they probably make a greater effort to learn the target language.

Integrative and instrumental motivation, however, may also coexist. In this way, there are learners who improve better if they are instrumentally motivated; others when they are interactively oriented; and, finally, there are some who benefit from both types of motivation (Spolsky, 1989).

Intrinsic and extrinsic motivation

The theory of intrinsic and extrinsic motivation was promoted by Deci and Ryan (1985). According to them, the Self-Determination Theory serves to distinguish and categorise a range of types of motivation depending on the causes or rationales encouraging an achievement.

Intrinsic motivation is “the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant” (Mahadi and Jafari, 2012: 232). Therefore, those learners who are intrinsically motivated involve themselves in the learning process because they are inherently interested in and feel really satisfied with it. Intrinsic motivation “involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learners’ particular interests and the extent to which they feel personality involved in learning activities” (Ellis, 1994: 76). There is no reward apart from the activity itself which entails that the essence of a motivated action is related to the desire to be self-initiating and self-regulating of one’s actions (i.e. self-determination; Deci and Ryan, 1985). Autonomy and competence are relevant components within this framework.

Extrinsic motivation, on the contrary, implies that individuals take part in activities because of external reasons which are not related to the task itself. They have external locus of control since they charge others with the responsibility (Dörnyei, 2000). Participation, then, takes place as a means to achieve a specific external goal and it may result in the learner receiving rewards or avoiding punishment (Vansteenkiste, Lens and Deci, 2006). These learners do not study for pleasure but in order to obtain rewards which can be something as minor as a smiley face to



something major like fame or fortune and provide satisfaction that the task itself may not provide (Dörnyei, 2000). In this sense, an example of extrinsically motivated students may be that of those who dislike a subject and have no interest in it but they make an effort because of the possibility of obtaining a good mark.

According to Bernard (2010: 5), “activities can be initiated extrinsically and later be internalized to become intrinsically motivated, or they can begin out of intrinsic interest and be perpetuated in order to obtain other (extrinsic) outcomes”. In this sense, there is a continuum of behaviours, ranging from those that are completely extrinsically (external compliance) to completely intrinsically motivated (self-commitment). While it is common to find students who are extrinsically motivated (particularly at lower levels), it is intrinsic motivation which really encourage them to continue learning as it leads them to learn from mistakes and steadily improve their language ability. In addition, according to Mahadi and Jafari (2012: 232), this motivation “is essential and fundamental for the integration process through which elements of one’s accessible internal awareness and knowledge is assimilated or mixed with new knowledge”.

For the purpose of this study research, we only centre on the above-mentioned types of motivation. It is possible, however, to examine others such as resultative motivation, global motivation, situational motivation or task motivation.

3.1.4 Factors affecting motivation

Many different studies have revealed that some factors have an influence on motivation and SLL. A brief examination of these factors may place us in a better position to consider them in our daily practice in addition to understand why motivation is important in the learning context. In this section, they are described in relation to the learner, the teacher and the learning conditions.

THE STUDENTS’ FACTORS

Two of the first factors to be considered in terms of students are those of intelligence and aptitude. The former is defined by Lightbown and Spada (1999:52) as “performance on certain kinds of tests”. Aptitude “involves both underlying language learning capacity and a capacity to handle decontextualized language” (Ellis, 1997: 522). Lightbown and Spada (1999: 53) mention four different factors which are part of language aptitude: (a) the ability to identify and memorize new sounds; (b) the ability to understand the function of words in sentences; (c) the ability to figure out grammatical rules from language samples; and (d) the ability to memorize new words.

Personality is another factor which may play a major role regarding students’ success or failure. According to Ellis (1997: 523), extroverted students are at an advantage in the development of the kind of language associated with basis interpersonal communication skills and are also more likely to participate actively in oral communication. Extroversion, inhibition, self-esteem, empathy,



dominance, talkativeness and responsiveness are all personality features that may contribute positively to students' success in language learning (Lightbown and Spada, 1999: 54-55).

On the other hand, researchers agree that children are better than adults in the process of acquisition of a L2, particularly in speaking a new language with native-like fluency. Patkowski (1980; cited in Lightbown and Spada, 1999), in his study on the effect of age on the L2 acquisition, points out that "age of acquisition is a very important factor in setting limits on the development of native-like mastery of a second language and that this limitation does not apply only to accent". Students' age, therefore, is another relevant factor to be taken into account.

Students' learner style represents another aspect which may affect the development of the learning process. It refers to "the characteristic cognitive, affective and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment [...] Learning style is a consistent way of functioning that reflects underlying causes of behaviour" (Keefe, 1979; cited in Ellis, 1997: 499). It may be defined then as "an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skill" (Reid, 1995; cited in Lightbown and Spada, 1999). Visual, aural or kinaesthetic learners are examples of preferences which the teacher may deal with during the learning process.

Finally, we may also analyse learners' beliefs. "Learners have strong beliefs about how languages are learnt and how their instruction should be delivered" (Lightbown and Spada, 1999: 59). Past experience, both in terms of general education and also language learning, plays a major role in shaping attitudes to language learning (Little, Singleton and Silvius, ; cited in Ellis, 1997: 478-479).

THE TEACHERS' FACTORS

The way in which teachers address students and behave may also have an effect on students' motivation. Dörnyei (2001) mentions three factors that may serve to increase students' motivation: teachers' behaviours, enthusiasm and their relationship with students.

The teacher behaviour in the classroom may be used as a powerful tool to increase the motivation of students. According to Good and Brophy (1994; cited in Dörnyei, 2001: 121), "the teacher should be a patient, encouraging person who supports students' learning efforts. Students should feel comfortable taking intellectual risks because they know that they will not be embarrassed or criticised if they make a mistake". Teachers' expectations may also be considered as high expectations of students make them perform better and feel more confident.

In the same way, teachers' relationship with students may influence the level of motivation. Mutual respect, trust, and interest are significant features which should be developed in the classroom. Dörnyei (2001: 120) states that an appropriate relationship



involves finding opportunities to talk with them on a personal level and letting them know that teachers have thought about them and that their individual efforts are recognised. At this point, remembering students' names, for example, may contribute to strengthen the relationship.

Thirdly, “teachers need to be enthused and involved in the teaching process and in the material they are teaching” (Csikzentmihalyi, 1997; cited in Dörnyei, 2001: 178). The same author states that enthusiastic teachers are those who love what they are doing and use their dedication and their passion to make students willing to pursue knowledge; indeed, they are the most influential teachers (Csikzentmihalyi, 1997; cited in Dörnyei, 2001: 177-178). According to Fried (2001: 44), a passionate teacher is “someone in love with a field of knowledge, deeply stirred by issues and ideas that change our world, drawn to the dilemmas and potentials of the young people who come into class every day”.

Finally, Dörnyei (2001) adds teachers' commitment to the students' academic progress. As he points out, teachers should care for what their students have learnt and succeeded. Indeed, “teachers are the designated leaders of the class group” and they are responsible for maintaining their commitment to the teaching process. Lack of commitment may lead to “psychological absence” which is an effective way to undermine students' motivation (Dörnyei, 2001). Teachers may find many different ways to show their own commitment (e.g. showing interest in their progress; preparing extra materials; responding to students' requests; or correcting exams promptly) and it will contribute to students' behaviours, attitudes, perceptions and performances (Thapan, 1986).

TEACHING AND LEARNING CONDITIONS

It essentially entails classroom atmosphere and physical conditions. Regarding the former, the creation of a friendly and supportive atmosphere in the classroom may help to increase students' motivation as they will be more assured when expressing their ideas. Different researchers (e.g. MacIntyre, 1999; Young, 1999) declare that a tense classroom climate leading to the development of students' anxiety is one of the most significant factors which may decrease motivation in language learning (cited in Dörnyei, 2001: 121).

On the other hand, physical conditions (i.e. classroom size, facilities –chairs, desks, ICT-, light, decoration, etc.) may have a positive or negative influence on students and teachers' attitudes and motivation. In connection with that, Dörnyei (2001: 42) considers that “personalising the classroom can be seen as students' exercising increasing control over their environment”. It may imply that teachers can improve the learning process and its outcomes by structuring the learning environment appropriately.



3.2. Mixed-ability classrooms

3.2.1. Definition of mixed ability classrooms

As previously mentioned, nowadays mixed-ability classes are quite common in the educational system and many teachers have to face them daily. But what do mixed-ability classroom really imply? Rose (1997) uses a metaphor to describe it and compares a class with a lift: “Everyone needs to get into the lift to start with. Some students will run to the lift, some will have to be dragged in. Some students will travel right to the top of the building, some may stop at the third floor and some may only reach the first floor, but everyone will have travelled somewhere successfully. At the end of a class, every student can leave the room feeling that they have been challenged and that they have achieved something”.

Ainslie (1994) refers to classes where students differ greatly in ability, motivation for learning English, needs, interests, educational background, styles of learning, anxiety, experiences and so on (cited in Svärd, 2006). Bremner (2008: 1-2) goes further and claims as follows:

“A mixed ability class does not just consist of a range of abilities but also a range of learning styles and preferences. All pupils will show strengths at different times depending on the topic being studied and the learning style being used. [...] All classes even those that have been set are mixed ability to a certain degree”.

In this sense, although the extent to which differences are presented in the classroom may vary, all the classes appear to be heterogeneous. Other examples of factors that may emphasise these differences are cultural background, attitude towards learning, mother tongue, world knowledge, age, gender, personality, self-discipline or self-confidence. Here, the teacher seems to be essential to reach and attend every student in the class. These differences need to be identified and dealt with as soon as possible in order to make the most of every student. A flexible methodology, then, appears to be completely necessary for that purpose.

While mixed-abilities classes entail different advantages (e.g. rich variety of human resources, students’ interaction or the possibility of enhancing learners’ autonomy and the promotion of professional development -Ur, 1991: 305-), in the following sections, some of the most significant challenges in addition to possible techniques and strategies that could be used will be addressed.

3.2.2. Challenges to be faced in mixed-ability classes

Teachers who have to cope with mixed-ability classroom face different obstacles when attempting to make the learning process successful. According to Baker (2000), this is not only because of the large number of students in the class, but also because they are at so many



different ability levels. Consequently, it may be very difficult to keep the attention of all the students and to provide effective learning for all. As Madrid (2002: 394) states “the use of extrinsic motivational strategies can be the first step to generate a further intrinsic motivation”. The following grid aims to summarise some of the most important challenges (Ur, 1991: 303-304) in addition to provide strategies or techniques that teachers may employ:

DISCIPLINE which may lead to problems regarding classroom management as these classes often are difficult to control. Students tend to misbehave when they do not work at the same pace (e.g. boredom of more advance learners or disconcertion of weaker students).

The teacher may prepare a plan B (e.g. extension/reinforcement activities) for those students who finish earlier. In addition, we should teach students how to respect diversity in terms of skills and abilities.

DIFFERENT INTERESTS related to different language ability, attitudes and personality. Advanced students usually prefer communicative activities while weaker students try to avoid spoken interaction or active participation.

In terms of classroom arrangement and development of activities, teachers have to be aware of the different interests of students. Different tasks can be given to students according to their interests and language progress. All the students do not have to work on an entire in-class activity. As Ur (1991: 306) states, while all the students have to do certain parts, only some of them (i.e. low-achievers) do all of it.

THE CHOICE OF MATERIALS AND RESOURCES. Books often aim at an ideal homogeneous group of students with no flexibility at all (Ur, 1991: 303) although students do not react equally because of their individual differences and learning styles. The tasks included should be appropriate for students’ language level, age and interests (Newby et al., 2007)

It is necessary to analyse the materials to be used in the classroom and to adapt them to the specific needs of the learners. The introduction of visual aids may also make materials more accessible to students. Open-ended tasks or graded tasks (e.g. writing a letter, describing a picture) accept different responses on the part of the learners so that they can perform at their own level.

PARTICIPATION. It is common to find a mixed-ability classroom where only high-achievers (and more confident students) participate while the rest of the students attempt to be invisible.

For many students, the classroom is the only chance to practice English. Consequently, the teacher has to find different ways to increase participation. Personalizing tasks to suit all the types of intelligences, knowing students’ personalities and the adaptation of activities to make them relevant to students may help to create a nice classroom atmosphere. The use of games, competitions and drama may also help to increase participation. In addition, pair and group work is also useful to foster students’ cooperation and collaboration among each other at the same time that they learn from each other.

Table 3: challenges and strategies to be implemented in mixed-ability classrooms



Apart from these measures, which are only a brief idea of what should be done to cope with mixed-ability classrooms, the use of a portfolio may be useful to encourage students to keep all the work that they have done during the whole academic year. It may be considered to check their progress but also the needs for further progress.

The main problem, however, is that sometimes teachers are unaware of the need for a new approach when dealing with mixed-ability classrooms. In this case, no step from the previous grid would be carried out and differentiated instruction would not be implemented.

To sum up, according to Leiding (2002), the students' own interests and experiences, their own ideas and emotions should be considered when planning lessons. Much research has been done on the importance of taking advantage of these aspects:

“Teachers’ insistence on attending to students’ experiences, interests, and prior knowledge was once thought to result from a disregard for scientific methods. Now, however, these considerations are supported by cognitive research demonstrating that learning is a process of making meaning out of new or unfamiliar events in light of familiar ideas or experiences”

(Leiding, 2002: 37-38).

3.3. The role of motivation in mixed-ability classrooms.

As previously seen, motivation is a basic and essential part of learning (Brewer and Burgess, 2005; cited in Mahadi and Jafari, 2012). A great number of researches on motivation agree that positive attitude and motivation are closely related to success in L2 learning (Gardner, 1985); in fact, it is involved in the performance of not only learners' but also teachers' responses. Cook (2000; cited in Mahadi and Jafari, 2012) shows how the performance of a number of learners in the context of L2 learning is improved and superior to others; the reason is that they are better motivated. Its role is even more indispensable in the framework of mixed-ability classes since the difficulties to be faced are more numerous and the amount of motivation will determine if they may be overcome or not.

Motivation, for example, may influence the attitudes of learners towards the learning process. The more motivation learners have, the more positive attitude they will show in relation to learning and the more the opportunities to reach proficiency by learners.

Being aware of its importance, Prosser (2012) lists a series of aspects that may be taken into account in order to maintain interest and motivation:

- **Affect and flow.** The former refers to “learners’ feelings of emotional well-being, security and happiness” (Prosser, 2012: 5) which is the basis of cognitive learning. It is necessary to work on students’ self-confidence, self-esteem and self-actualisation. In this sense, graded and achievable activities may contribute to the creation of a positive and supportive atmosphere. Affect



implies involving students in a personalised way and considering students' feelings, opinions and needs.

- Make intuitive adjustments to lesson activities through **tiered tasks, bias tasks and complementary tasks**. Tiered tasks require the teacher to change the level of grammar and vocabulary. In bias tasks, the amount of material is adjusted to retain an element of challenge for stronger students and provide assistance for lower-level learners. Finally, complementary tasks help to provide pair work and, consequently, promote collaboration.

- Leave the students to find their own level in a supportive atmosphere instead of modifying the contents of the lesson through:

- (a) **Providing support – alleviating anxiety**. Warmers and ice breakers may be used for that purpose. In addition, the beginning of each lesson is also very important in this sense; a positive atmosphere may help the learners to be more open to the contents. Deductive learning and the promotion of interaction may encourage students to take an active role in the lesson.
- (b) **Finding their own level**. Students may be given the opportunity to learn outside the classroom through different resources such as graded readers or webquests. In addition, the Internet offers endless possibilities to promote autonomous learning.



CHAPTER 4: METHODOLOGY OF THE RESEARCH STUDY

In the previous chapter, we have focused on different important theoretical aspects with the purpose of presenting some relevant concepts and issues from different points of view and helping the reader to understand the basis of this study research. This chapter introduces relevant issues regarding the methodology that we have adopted for the development of this research project such as the research design, the research settings, the sampling and the instruments. Data analysis and reliability and validity are also discussed. In general, the main purpose is to review the whole research process that has been developed as it will allow us to understand the findings and to draw final conclusions.

4.1. Research setting

The secondary school *Isla de León* has participated in this study research. An appointment was made with the English teachers who agreed to fill in the teachers' questionnaires and to deliver students' questionnaires to specific classes of the first years of Compulsory Secondary Education (henceforth, CSE).

This school is located in *Ctra. De la Carraca, s/n, San Fernando, Cádiz*. It has around 700 students in CSE and a total of 81 teachers. Among its main features, we may mention that it is an ICT school and it has a wide variety of computers and audiovisual resources such as digital classrooms, interactive whiteboard and searchlights, sound systems, mobile computer classrooms, etc. In addition, all the classrooms have access to the Internet. On the other hand, it is also a bilingual school. In connection with that, after visiting the different classrooms where the questionnaires were delivered, we realised that both bilingual and non-bilingual students were grouped together.

4.2. Sample group

As previously mentioned, this study research only centres on the first years of CSE. A cluster-sampling method has been followed to select the subjects of the research process, being the sample of clusters the groups of the second year of CSE in addition to the English teachers working on the school. Two different selection criteria were considered: if the subjects were part of/dealt with mixed-ability groups and if they were easily accessible. A total of 76 questionnaires were handed out.

Regarding students, 69 subjects aged between 13 and 16 from three different groups (C, D, E) of the second year of CSE participated in this study research. They all have English as a second language although, as previously mentioned, bilingual and non-bilingual students were mixed and great differences in level are found in each group. The questionnaires were delivered to all the students in these groups and, therefore, the sample may be considered heterogeneous.



On the other hand, 7 teachers are also part of the sample. Five of them are civil servants while two are substitutes.

| STUDENTS: 69 | | |
|---------------------|--------------|-------------------|
| | TOTAL | PERCENTAGE |
| Group A | 25 | 36.24% |
| Group B | 21 | 30.43% |
| Group C | 23 | 33.33% |

Table 4: distribution of students and teachers.

4.3. Research tools

In general terms, a quantitative research method has been followed. The main research instruments that have been employed in this research study are the questionnaires delivered to both teachers and students. A grid was also elaborated for the textbook analysis but it will be described in section 5.2. In addition, observation of the lessons' development was also quite helpful to validate the data obtained.

First, the questionnaires for teachers (see appendix I) and students (appendix II) were designed. The main purpose was to create a tool which gave us the opportunity to study the way in which students were motivated and how this motivation was fostered in the English classroom at the same time that we analysed how the English teachers worked on motivation in their own classrooms. The questionnaires were different although they were also thought to be useful when contrasting the opinions and information obtained regarding motivation in the classroom. The Spanish language was employed in the writing of the items since it was important to avoid any misunderstandings on the part of the subjects and help their comprehension. The items were numbered consecutively in both questionnaires: from P1 to P28 in teachers' questionnaire and from A.1 to A.30 in students' one. It also made the process of selecting and presenting the findings easier. Besides, all the items were revised to avoid mistakes before giving them out.

In general, a Likert scale based on a rating scale from 1 (totally disagree) to 4 (totally agree) was included to measure most of the responses to the statements of both questionnaires. The reason why only four answers were allowed was because we did not want teachers and students to take intermediate positions in relation to the items. In this sense, then, we were working on quantitative data. Open-ended questions requiring qualitative information, however, were also part of the questionnaires since they were crucial to analyse and delve into some of the close-ended questions.

In order to ensure a high response rate, I distributed and collected the questionnaires in the different groups in the middle of May. After that, IBM SPSS Statistics, which is a software



programme for statistical analysis, was used to analyse and interpret the data of close-ended questions. These findings were limited with the help of open-ended questions.

Regarding questionnaires' reliability, we resorted to a triangulation method, that is, three teachers of English in secondary schools assessed and approved them which allowed us to give higher validity for the results and express more confidence in the research data, to ensure authenticity and creditability and to provide strength to our findings.

Finally, as previously mentioned, the observation in the different groups has also played an important role. As I have also had the opportunity to work with these groups, I have seen the different ways in which they are motivated (or not) and I have tried to make different proposal to improve their conditions as a mixed-ability group. This qualitative information has served me to corroborate the findings from a more holistic point of view.

4.4. Reliability and validity

Appropriate tools were employed to obtain the quantitative data which may be considered reliable as it has been carefully analysed with the help of SPSS. As for qualitative information, it also has reliability since all the subjects have had no restrictions to express their own opinions. Consequently, consistent and stable results have been obtained through appropriate means of obtaining data. In addition, a triangulation method has been applied to our tools and, therefore, this study may be considered valid as we have ensured that it measures what it is intended to measure.

4.5. Material analysis

Just to finish this section, it may be relevant to make reference to another tool that we have used for the analysis of the textbook of the second year of CSE. A grid has been designed to meet that purpose as can be seen in section 5.2. All the aspects that we mentioned in the theoretical framework and that appear to be relevant to the promotion of motivation in the classroom are included in this grid. After examining the textbook, a practical proposal (see appendix III) is also included to be developed in different sessions with the aim of promoting successful learning and motivation in the sample groups.



CHAPTER 5: FINDINGS

At this point, the research findings of this study research will be detailed. The analyses of both the textbook and the questionnaires are included. After distributing the questionnaires and examining them, we also considered that it was necessary to review the textbook that students used and all the results are presented in the ensuing sections.

5.1. Presentation of findings by grouping variables

The main research findings will be introduced by grouping variables, that is, all the variables that are interrelated will be grouped to avoid repetitions. These variables will be analysed and used as a means to meet our third objective (i.e. to know the opinion of teachers and students on how motivation is/should be fostered in mixed-ability classrooms). As previously mentioned, we handed out a total of 76 questionnaires: 69 of students and 7 of teachers.

FINDINGS FROM TEACHERS' QUESTIONNAIRES

V.2 THE USE OF DIFFERENT TYPES OF ACTIVITIES TO INCREASE' MOTIVATION

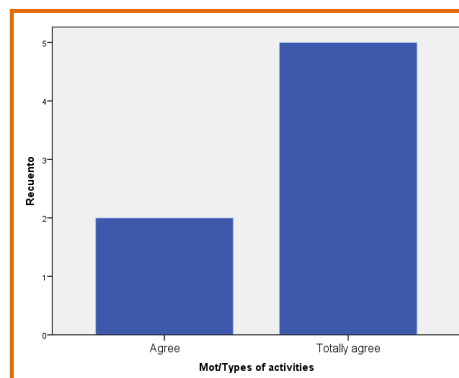


Table 5: the use of different types of activities

First, teachers were asked if they implemented a variety of activities in their classrooms as a means to increase students' motivation. 100% of the teachers confirmed it which is very positive if we take into account the limitations of the textbook that students have (see section 5.2).

V.5 TIME FOR THE CREATION OF RESOURCES

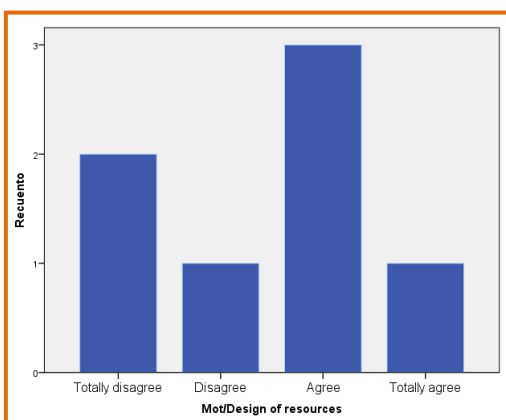


Table 6: time for the creation of resources

When asking participants if they had enough time to design and prepare motivating and innovative activities and resources outside the classroom, their answers varied considerably. While a great percentage of teachers agreed or totally agreed, it is also important to consider the number of teachers who stated that they did not have time. May we assume that they focus strictly on the textbook?



V. 6 THE USE OF ICTs

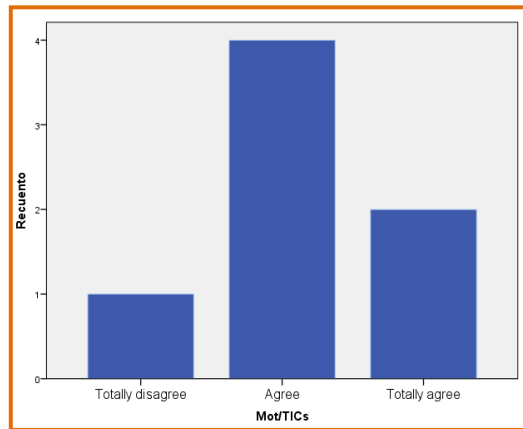


Table 7: the use of ICTs

This variable asked teachers if they took advantage of ICTs as an effective tool to improve students’ motivation. While most of the teachers agreed, there was also a small percentage that totally disagreed. As previously mentioned, this school has a wide range of ICT resources and facilities and, therefore, this information appears to be unexpected.

V. 7/8 REVISION AND EXTENSION ACTIVITIES

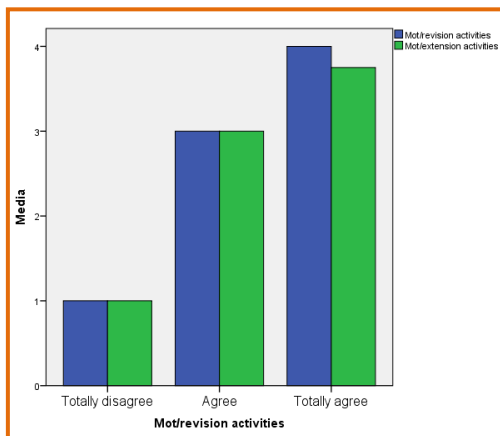


Table 8: revision/extension activities

These items aimed to know if teachers provided students with revision and reinforcement activities to consolidate and deepen their understanding of the contents, respectively. Again, the number of teachers who stated that they did overcomes the number of those who did not. This, of course, is very positive although it is important to remember that the textbook does not provide the necessary materials to do so (section 5.2) and it is the task of teachers to look for other alternatives.

V. 9 EXTRACURRICULAR ACTIVITIES

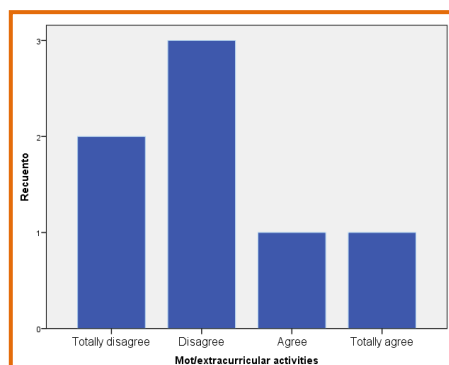


Table 9: extracurricular activities

In this case, more than 50% of teachers did not organise activities outside the classroom to work on specific aspects of the units of work. As we will see, this contrasts with students’ opinions.



V.12 MULTIMEDIA GAMES

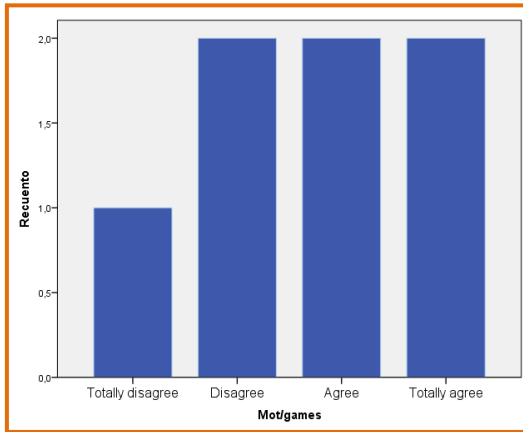


Table 10: multimedia games

This variable was intended to know if teachers made the most of the educational value of multimedia games to increase the motivation of students. The number of teachers who agreed or totally agreed is slightly higher. This pie chart, however, may not be considered relevant for the final conclusions as there is no clear tendency in relation to this issue.

V.13 LEARNING TO LEARN STRATEGIES

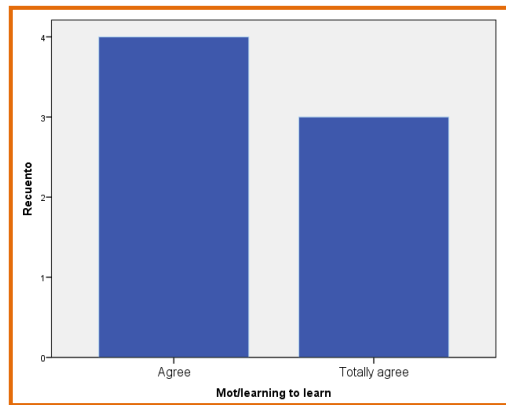


Table 11: learning to learn strategies

From this item, we expected to know if teachers were aware of the importance of promoting learning to learn strategies. At this point, teachers did agree. All the participants taught students how to use different resources to look for information and learn English outside the classroom in an autonomous way. If we remember the main features of these groups, obviously this item is essential. On the contrary, some students, particularly high achievers, may grind to a halt if they do not find the subject interesting.

V.16/22 LEVELS OF PERFORMANCE/GRADED ACIVITIES

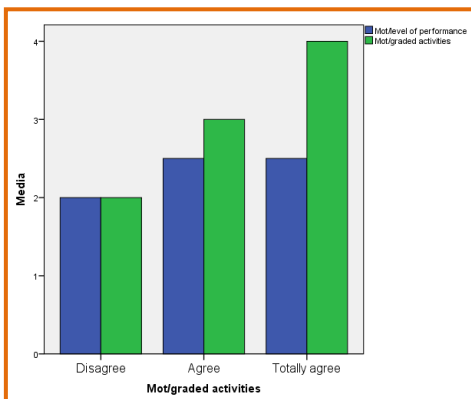


Table 12: levels of performance/graded activities

There is a correlation between the bar codes since they show similar results regarding the use of graded activities and activities which allow for different levels of performance. Again, while being a minority, the percentage of teachers who did not use these kinds of materials appears to be surprising since they should be used as a basis in mixed-ability classrooms.



V. 19/23 PROMOTION OF AUTONOMY

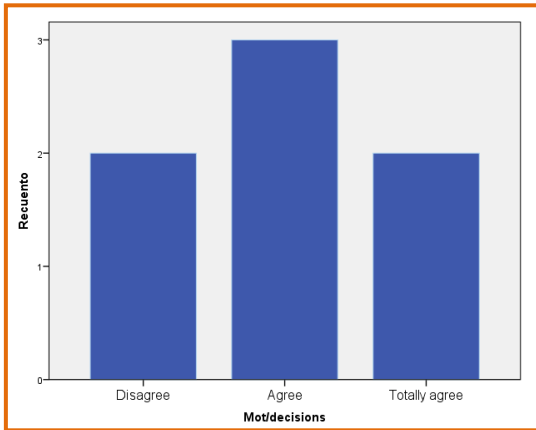


Table 13: taking decisions in the learning process

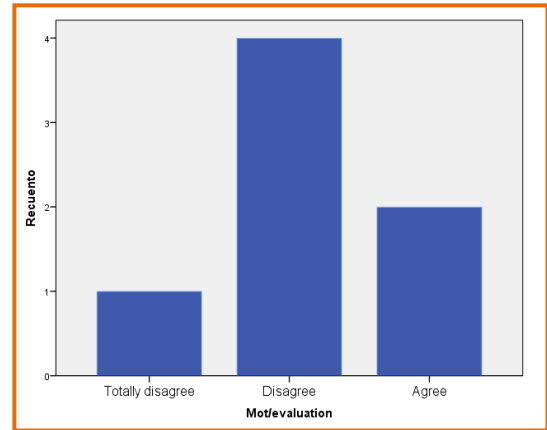


Table 14: taking part in evaluation processes

Both variables are interrelated as they imply the promotion of autonomy on the part of learners. The first variable was expected to know if teachers allowed students to make decisions about their own learning (e.g. topics to be dealt with, organisation, deadlines, etc.). Around 70% of teachers gave students this opportunity. On the other hand, teachers did not seem to be really receptive to the participation of students in the evaluation processes and the same percentage that pointed out that students were able to take decisions did not allow them to take part in evaluation through different tools such as self and peer-assessment.

V. 20 PAIR AND GROUP WORK

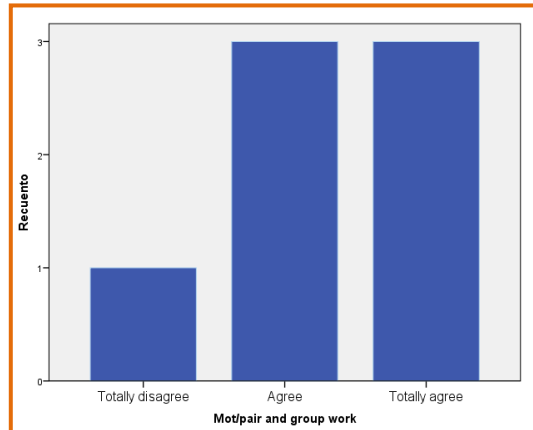


Table 15: pair/group work

The majority of teachers claimed to promote pair and group work. Regarding the latter, however, we assume that they introduce extra materials since, as we will see in the textbook analysis (section 5.2), there is no activity requiring students to collaborate in groups. On the other hand, students also had to answer this question (see V. 9/10 of students' section).



V.21/27 CLASSROOM ATMOSPHERE

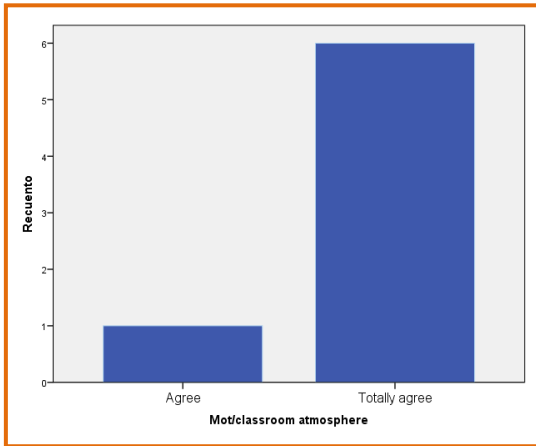


Table 16: classroom atmosphere

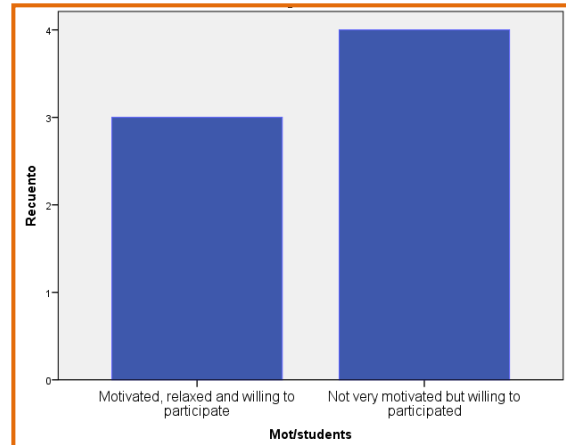


Table 17: students' feelings

In these items, we may see how a vast majority of teachers devoted a great effort to create a relaxed and positive atmosphere in the classroom. Besides, from the teachers' point of view, we may realise how there were students who were highly motivated towards the subject while others were not motivated at all but they still participated. In this case, it may be important to highlight that during the observation period, we also noticed that there were a few students who did not participate and were completely careless of the subject.

V. 26 DEVELOPMENT OF SKILLS

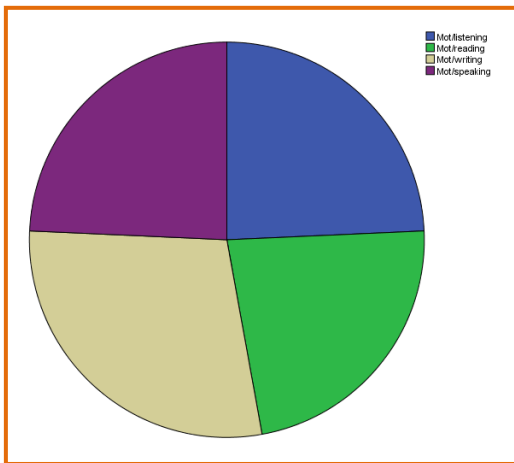


Table 18: development of skills (1)

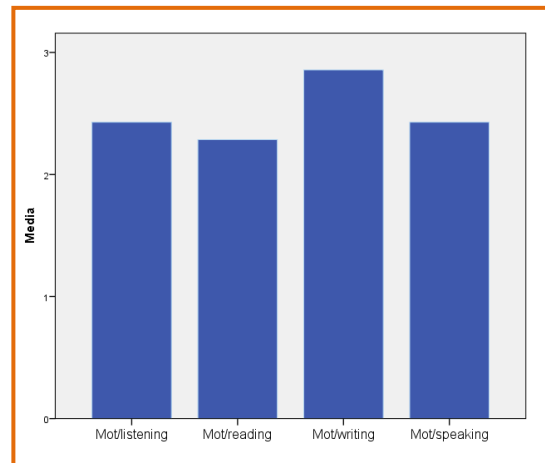


Table 19: development of skills (2)

The main aim of this item was to order the skills in terms of students' preferences. There was, however, no agreement when determining it. The reason may be related to the diversity that exists in each group. While most advanced students may feel confident when practicing productive skills, low achievers may prefer to work on receptive skills.



V. 28 TEACHERS' EVALUATION

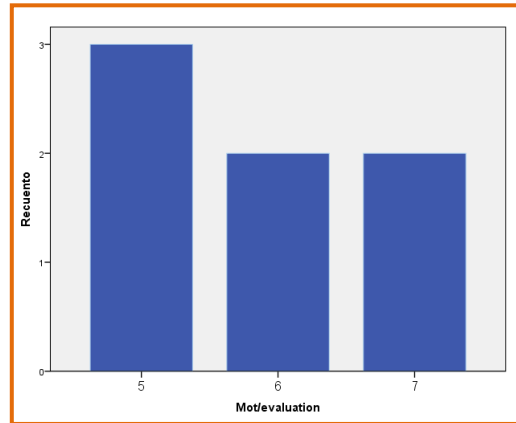


Table 20: teachers' evaluation

This pie chart shows the grade (from 1 to 10) that teachers gave to the levels of motivation in their mixed-ability groups. The evaluation may not be considered completely positive but, given the nature of these groups, it is not dramatic. Ranging from 5 to 7, we may conclude that this item obtains a passing grade. They were also asked to explain their opinions in an open-ended question to justify the punctuation they had given. Among the reasons that they mentioned, we may highlight the following:

| TEACHERS' MARK | TEACHERS' ARGUMENTATION |
|----------------|--|
| 5 | In general, teachers pointed out that the students did not show interest in anything requiring effort on their part; they were only interested in having fun (and not while learning). In addition, non-bilingual students did not have a solid basis and they had to face many obstacles to reach the level of the course. |
| 6 | One of the participants clarified that this mark was given without taking into account those non-bilingual students who did not work in any subject. If they were considered, the mark would be failed. The teachers also stated that when there was no personal motivation for learning, it was difficult to achieve something. On the other hand, this was not the same for every group; the level of motivation varied considerably from one group to another |
| 7 | Again, it was highlighted that it depended on the specific group. Generalizing did not appear to be appropriate as many factors played a role (semester, time of the lesson, etc.). Besides, it appeared to be more difficult to motivate students of the first years of CSE. Just to finish, another participant ensured that 70% of their students were active, participative and motivated and they enjoyed and learned fluently. |

Table 21: Teachers' argumentation



FINDINGS FROM STUDENTS' QUESTIONNAIRES

First, students were asked about some personal information. The most relevant data for the purpose of this study appears to be that related to students' last mark and the attendance to private lessons. The results are showed in the pie charts below.

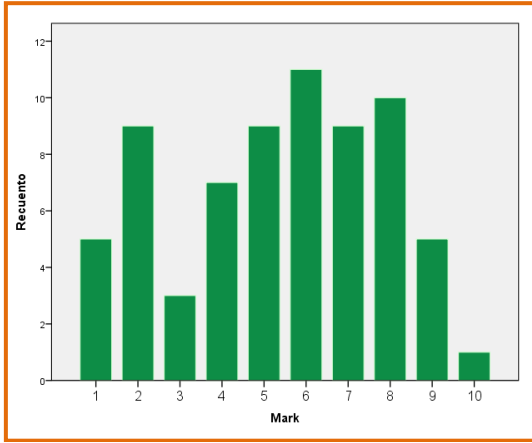


Table 22: students' marks in the last semester

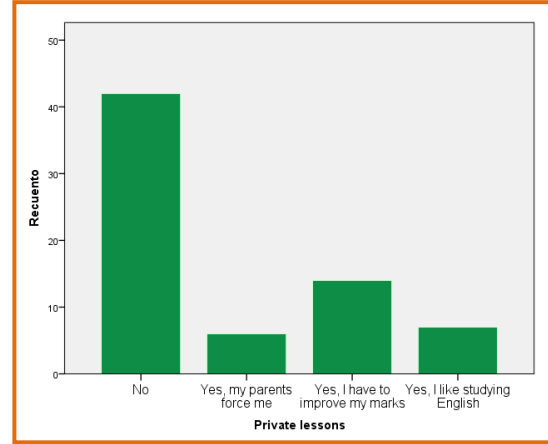


Table 23: attendance to private lessons

The findings are quite revealing. We see how around 50% of students' marks ranged from 1 to 5 and a quarter of them ranged from 1 to 3. On the contrary, the percentage of students who obtained excellent marks is quite reduced and they may be negatively influenced by the previously mentioned percentages. In addition, more than forty participants did not receive extra support in private lessons outside the classroom which made it even difficult for them to reach the minimum level. From the rest of students, only a low percentage attended private lessons because they really wanted to.

V. 1/2/3/4/5/7/8 STUDENTS' SOURCES OF MOTIVATION

The first eight variables share the main purpose. They were intended to know why students felt motivated towards the learning of English; what their main aim was. We have selected only those where students showed a greater level of motivation and, therefore, those which are not included here were not really connected with students' interests.

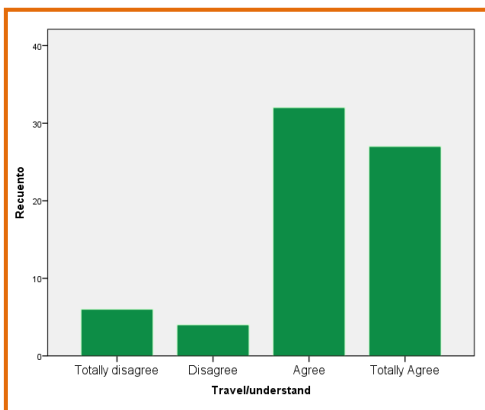


Table 24: travelling and communicate

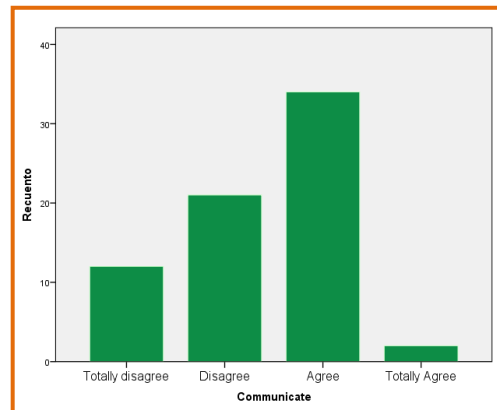


Table 25: communicate with others in Spain



Most of the students pointed out that the possibility of travelling to other countries and being able to communicate with foreign people motivated them to study English. When they were asked a similar question regarding foreign people who visited their country, the results were different: while those who agreed or totally agreed still represented a great percentage, there was also a high number of participants who did not seem to be interested in that.

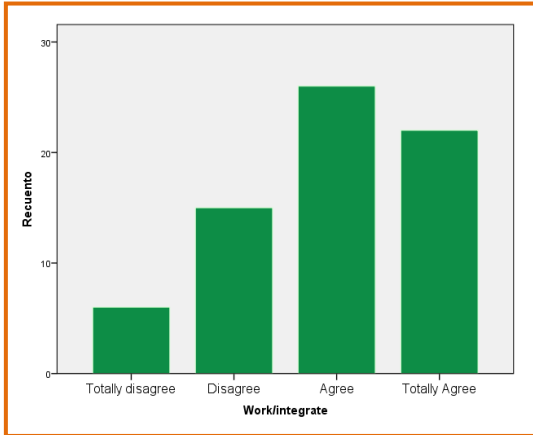


Table 26: working and living in another country

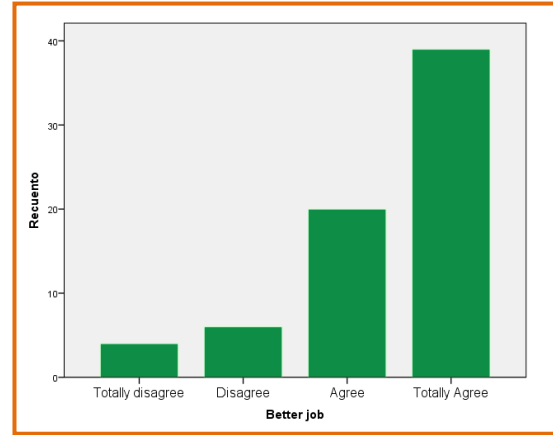


Table 27: getting a better job

As for job opportunities, opinion was divided when students were asked if they were motivated to learn English because they wanted to work and live in British, American or European countries. The number of students who claimed that they needed it to find a better job is higher (around 86%) which implies that they were aware of the new demands of the labour market.

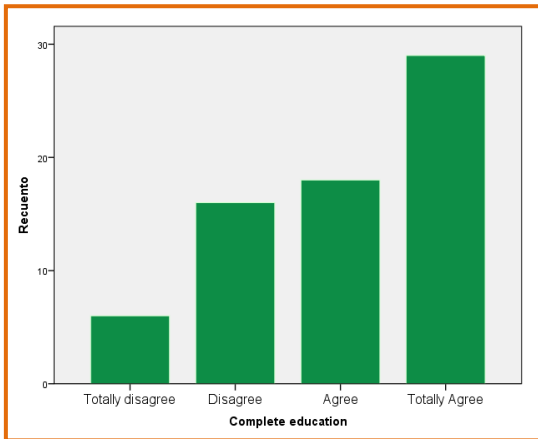


Table 28: more complete education

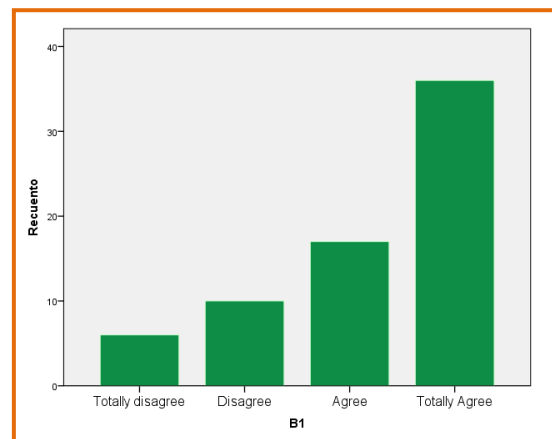


Table 29: obtaining B1 level

These two last variables in this section are related to the field of education. Around 71% of students stated that they studied English because they wanted to have a more complete education and a higher percentage (around 78%) pointed out that they were also motivated because they wanted to fulfil the academic requirements to be able to get the B1 level before finishing university.



V. 9/10 PAIR AND GROUP WORK

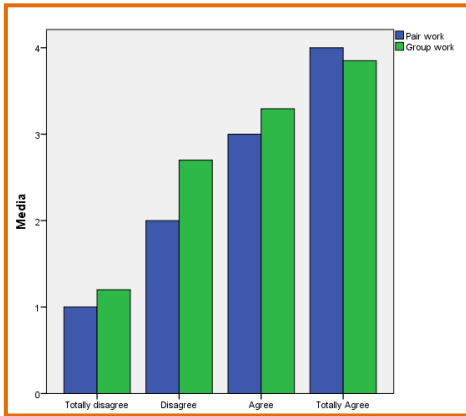


Table 30: pair and group work

This pie chart shows the extent to which students liked working in pairs and in groups. As can be seen, the amount of students in each column is similar comparing pair and group work. Around 70% of students affirmed that they felt motivated when working with classmates in pairs or in groups while 30% of them did not like working with classmates.

V. 12 FILMS/VIDEOS APPROPRIATE FOR STUDENTS' LEVEL

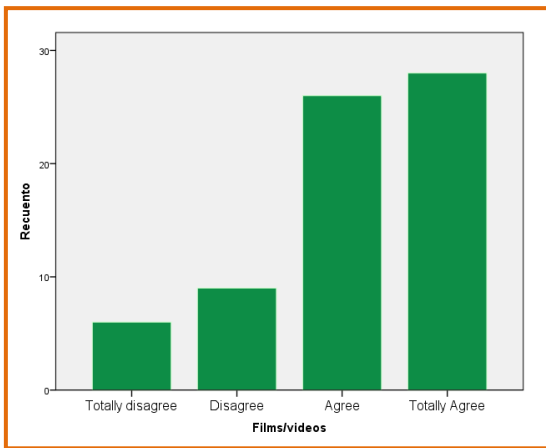


Table 31: the use of videos and films

There is a high percentage of students (77%, approximately) who considered that the use of videos or films adapted to their level were also needed to increase their motivation. It, however, requires extra effort on the part of the teachers and, as we have seen, sometimes they do not have enough time to prepare the materials.

V. 13/14 THE USE OF LISTENINGS AND SONGS

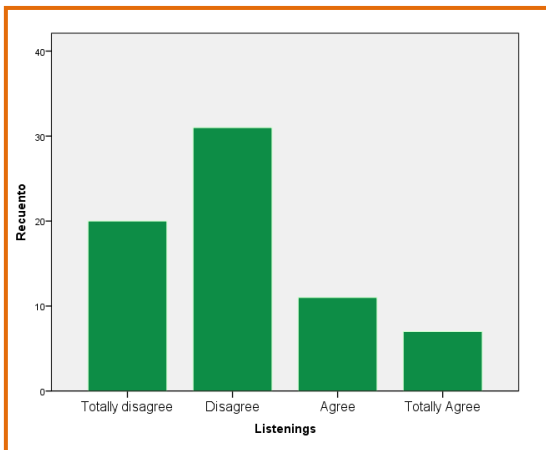


Table 32: the use of listening

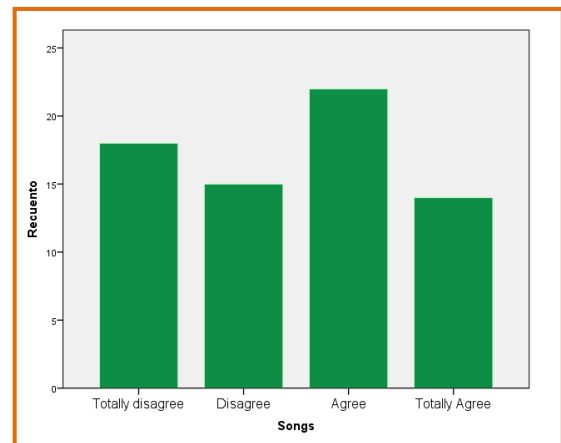


Table 33: the use of songs

When students were asked if they enjoyed working on activities requiring oral comprehension (i.e. listenings), 71% disagreed or totally disagreed while only 29% agreed or totally agreed. The results were different when the question included the use of songs and almost 50% of students claimed that they liked practicing English with songs.



V. 15 GAMES

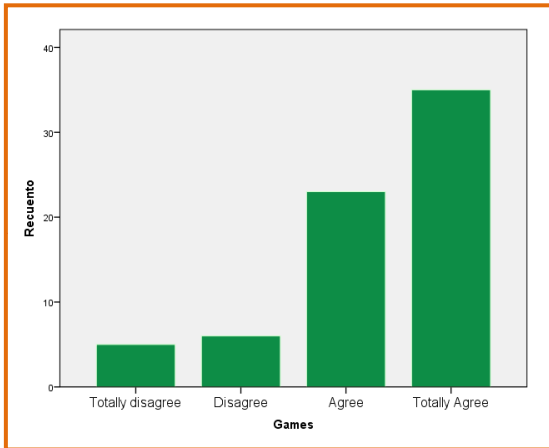


Table 34: the use of games

This item clarified what we previously mentioned: students (particularly young learners at lower levels) love games. Indeed, the percentage of students who disagreed or totally disagreed is only 15%. It appears to be a good idea to introduce some educative games in some parts of the lessons in order to catch students' attention.

V. 17 SPEAKINGS

Students did not seem to be very motivated regarding activities which require them to produce oral utterances. Only around 4% of students totally agreed and 18% agreed. The reasons may vary although it may be due to the different levels and the difficulties that the teachers faced in mixed-ability groups.

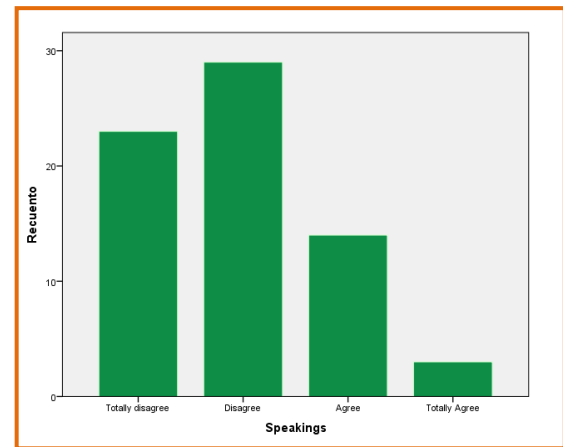


Table 35: the use of speaking

V. 18/19 READINGS AND WRITINGS

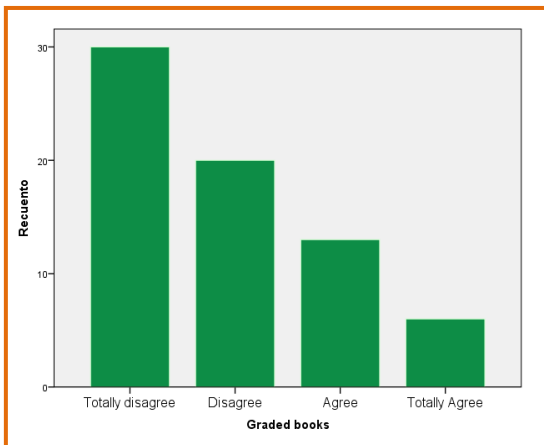


Table 36: the use of graded books

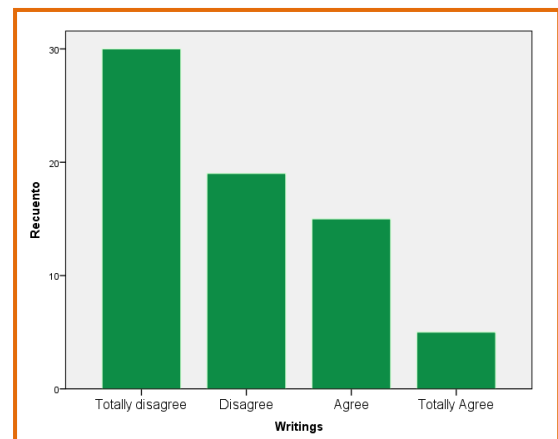


Table 37: the use of writings

These two pie charts are almost the same in terms of percentages. Around 70% liked neither reading nor writing activities (e.g. graded books or texts and reports or letters, respectively). It is really surprising since in this type of groups it is common that students feel more confident when they deal with receptive skills.



V. 20/21/22 PRONUNCIATION, VOCABULARY AND GRAMMAR

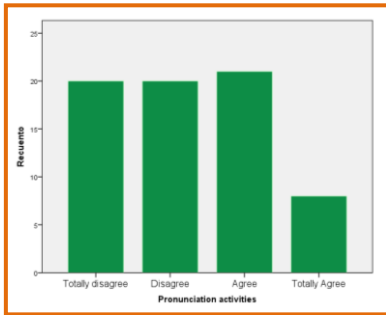


Table 38: pronunciation activities

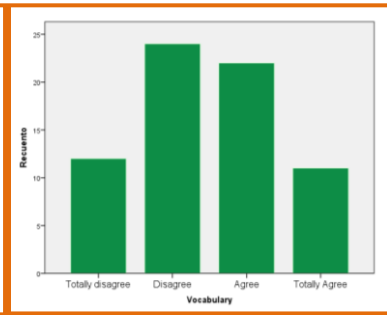


Table 39: vocabulary activities

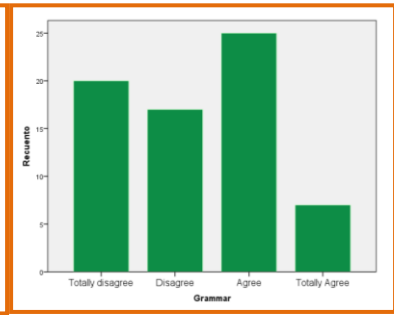


Table 40: grammar activities

The main aim of these variables was to analyse if students had a preference for different types of activities such as pronunciation, vocabulary and grammar tasks, respectively. As can be seen, there was not general agreement, students’ opinions did not coincide and the findings are quite variable. In terms of grammar activities, for example, the number of students who disagreed and totally disagreed is similar and at the same time the number of students who disagreed and totally disagreed is more or less the same than that of students who agreed and totally agreed.

V. 23 THE USE OF THE IWB AND ICTs

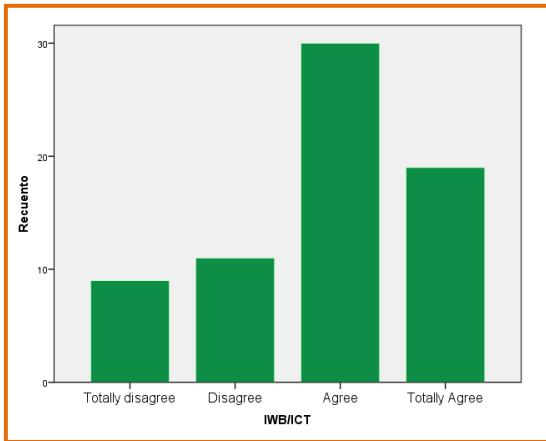


Table 41: IWB and ICTs

We also inquired about the use of the IWB and ICTs in the classroom and more than 70% of students pointed out that their motivation increased when these resources played a role in the learning practice. In connection with this, if we consider teachers’ results, V.6 was very positive since most of the teachers affirmed that they employed these resources in the classroom.

V. 25 AUTHENTIC MATERIALS

More than a half of students did not see the benefits of working with authentic materials such as magazines, newspapers, documentaries, etc. If we think about a possible justification for these results, it may be related to the low language level on part of the students since the more authentic a text is, the more difficult it may be for students.

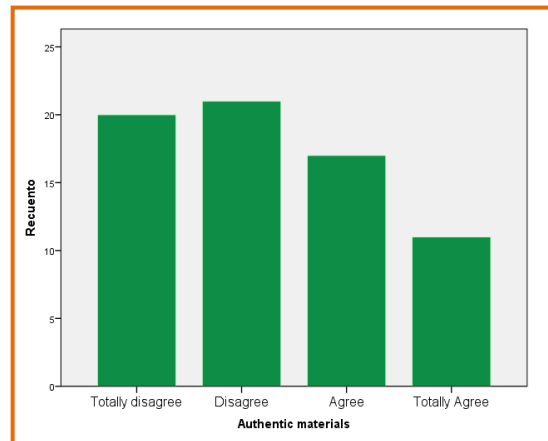


Table 42: the use of authentic materials



V. 26 OTHER TYPES OF ACTIVITIES

This item gave students the opportunity to include other activities that they liked. We must say, however, that only a few students answered it and among their answers we find: the organisation of excursions to learn English and travelling to foreign countries, exchange programmes, tests of vocabulary and grammar, and chatting with native people on the internet.

V. 27 SKILLS

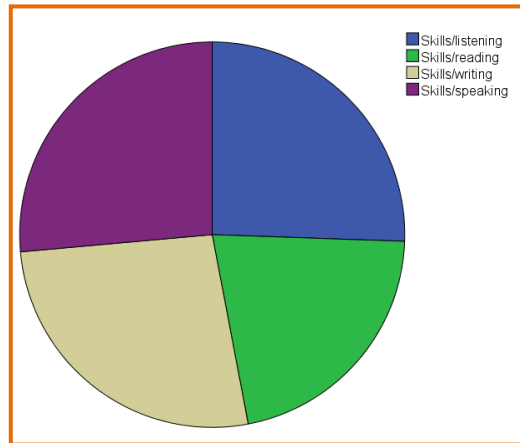


Table 43: skills of the language

The diversity in terms of students' level, preferences and motivation also led to differences regarding the skill that they liked the most. Consequently, we cannot highlight any skills although reading appears to be the one that a smaller group of students liked.

V. 28 STUDENTS' FEELINGS

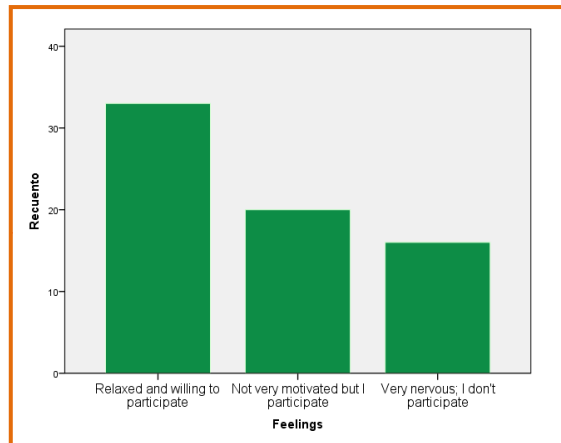


Table 44: students' feelings in the classroom

While the percentage of students who felt relaxed and willing to participate in the English classroom is loosely higher, we cannot obviate that 29% of students affirmed that they did not feel very motivated although they participated and 25% pointed out that they did not participate because they felt very nervous.



V. 29 DESCRIPTION OF THE ENGLISH CLASSROOM

It was also important for us to know the opinions that students had of their own English classroom and the following grid clarifies the percentages shown in the pie chart below:

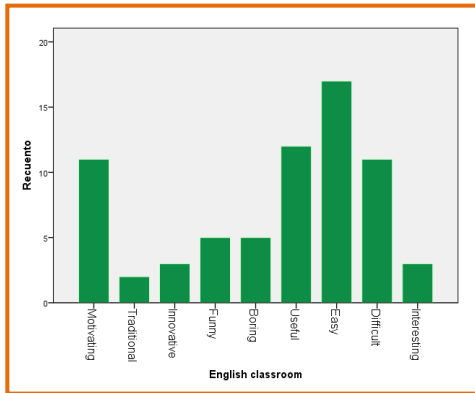


Table 45: description of the classroom by students

| | |
|--------------------|-----|
| Motivating | 17% |
| Traditional | 3% |
| Innovative | 4% |
| Funny | 7% |
| Boring | 7% |
| Useful | 18% |
| Easy | 23% |
| Difficult | 17% |
| Interesting | 4% |

Table 46: Percentages

V. 30 STUDENTS' EVALUATION

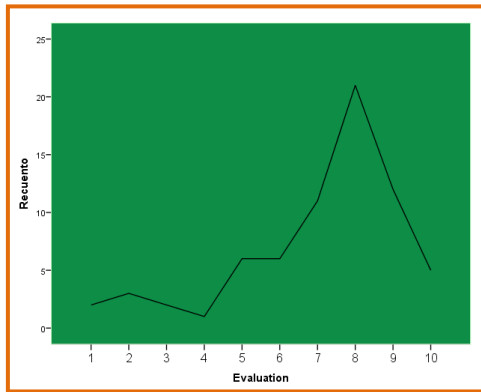


Table 47: Students' evaluation (1)

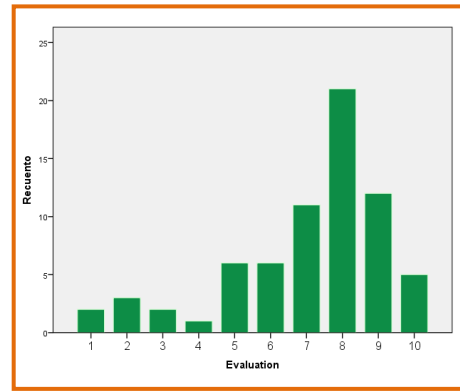


Table 48: students' evaluation (2)

In terms of evaluation, there is also a wide range of opinions although only 11% of students gave a failing grade to their English classroom. After looking at their reasons, we may highlight the following:

| POSITIVE GRADE | NEGATIVE GRADE |
|---|--|
| “My teacher explains very well.” | “The classes are very easy and boring.” |
| “The classes are useful and interesting.” | “I don't like English.” |
| “I don't understand English but the classes are funny.” | “It is really difficult because I do not understand anything.” |
| “The lessons are funny, easy and useful.” | “The teacher repeats the same many times.” |
| “It is very easy for me because I can speak English.” | “There are a lot of students who interrupt the lesson.” |
| “We do a lot of activities and I learn English.” | “I don't want this subject and I don't want to be here.” |

Table 49: students' opinions



5.2. Revision of the textbook

Do textbook really help to foster motivation? Which resources are included to face the obstacles of mixed-ability classrooms? These and other questions will be dealt with in this section which will help us to meet our second objective. The following grid aims to show to what extent the English textbook used in the secondary school where the study have been carried out is concerned with motivational factors. Different criteria are considered in each unit. Of course, every item is related to the context of mixed-ability classrooms. In order to avoid repetitions, the ideas of motivation and mixed-ability groups are not explicitly stated in each criterion.

| ENGLISH TEXTBOOK ANALYSIS | | | | | | | | | | |
|---|---|----|----|----|----|----|----|----|----|--|
| ENGLISH TEXTBOOK: | Marks, L. and Devlin, E. (2011). <i>English World. Student's Book</i> . Burlington Books. | | | | | | | | | |
| ANALYSIS OF THE UNITS OF WORK | | | | | | | | | | |
| CRITERIA/UNITS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Others |
| No. listening activities | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| No. reading activities | 8 | 8 | 6 | 8 | 8 | 8 | 9 | 7 | 7 | |
| No. writing activities | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| No. speaking activities | 3 | 4 | 2 | 4 | 5 | 3 | 4 | 4 | 4 | |
| No. grammar activities | 17 | 15 | 18 | 19 | 18 | 16 | 18 | 15 | 16 | |
| No. vocabulary activities | 8 | 9 | 7 | 9 | 9 | 7 | 8 | 9 | 8 | |
| No. pronunciation activities | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | Students are only required to repeat a few words. |
| Revision activities | X | X | ✓ | X | X | ✓ | X | X | ✓ | At the end of these units students have to do the 'Grammar check'. |
| Extension activities | X | X | X | X | X | X | X | X | X | |
| Graded activities (tiered, bias, complementary) | X | X | X | X | X | X | X | X | X | |
| Attention to diversity (HA & LA) | X | X | X | X | X | X | X | X | X | |
| ICT-oriented | X | X | X | X | X | X | X | X | X | |
| Songs | X | X | ✓ | X | X | ✓ | X | X | ✓ | They are included as part of the review part. |
| Games | X | X | X | X | X | X | X | X | X | |
| Individual work | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Around 80% of the activities in each unit. |
| Pair work | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Group work | X | X | X | X | X | X | X | X | X | |
| Authentic materials (TV, radio, press, etc.) | X | X | X | X | X | X | X | X | X | |
| (Inter)cultural aspects | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Small grids containing cultural data appear but students are not involved. |
| Learning to learn strategies | X | X | X | X | X | X | X | X | X | |

Table 50: students' book analysis



First, we observed the way in which the books organised the distribution of contents. Activities were organised in terms of skills, grammar, vocabulary and pronunciation. We checked the number of activities included in each of this section and, as can be seen above, traditional grammar is clearly the aspect that is given more importance at the expense of communicative skills. Students are also exposed to vocabulary and a variety of texts (reading skills) during the course but they, however, are not given the opportunity to work equally on other skills such as listening, writing or speaking. How can we expect our students to be able to produce their own output if they only listen to two different small fragments of oral texts in each unit (while there are four activities, the listening transcripts are only two)? If we want our students to have competent productive skills (oral and written), they must be exposed to enough amounts of authentic language (oral and written).

Most of these activities are presented in isolation and they share a similar structure so students may complete them automatically without implying a great cognitive or creative effort. Meaningful and significant learning, then, is hard to be promoted with the use of this textbook.

In addition, while revision activities are part of the units to be implemented at the end of each semester, extension activities are left out. In the same way, the activities are not graded to allow students to complete the tasks satisfactorily regardless of their language levels. In general, the level of difficulty of the contents appears to be appropriate for students, but the way in which they are presented does not appear to be beneficial for them. Therefore, it may be necessary for the teacher to create their own materials to satisfy the needs of both low and high achievers.

On the other hand, while ICTs are considered a great motivational tool, the textbook is not really ICT oriented and students are not required to work on the digital competence. It is true that the teachers are provided with another version (i.e. digital book) but in this case the methodology to be followed is the same except the format. This may help to increase students' motivation at the beginning but after getting used to it, their motivation may decrease. Extra online activities, which do not necessarily deal with the contents of the units, are also available for students on the web page of Burlington but we cannot assume that all the students have access to the Internet at home. Similarly, other types of activities which may be employed to foster motivation (e.g. songs, games) are excluded.

While students are asked to work individually and in pairs, group work is not included. This may be related to the fact that most of the activities are presented in isolation. The development of tasks, as they may be understood, does not take place and group work would have no sense in relation to the type of activities that students work on.



Adapted materials are used instead of authentic materials, which are essential to make students see the importance of learning English and may represent a good way to cover (inter) cultural aspects which will increase students' interest in other cultures and ways of life.

The last criterion refers to learning to learn strategies. Language learning involves a series of demanding processes which learners may face with the help of direct (e.g. memory –grouping or association-, cognitive –reasoning, summarizing and highlighting- and compensation –using synonyms) or indirect strategies (e.g. metacognitive –linking with previous knowledge, organising-, affective –using music and taking risks- and social –asking for clarification and cooperating with classmates-) as they will allow them to improve their learning experience and be able to progress on their own. As Fedderholdt (1997: 1) points out, the language learner capable of using a wide variety of language learning strategies appropriately can improve his/her language skills in a better way. These strategies “are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence” (Oxford: 1990: 1). Obviously, it appears to be crucial to achieve their development in mixed-ability groups. In connection with that, Weinstein (1989: 17) states that “many students do not develop effective learning strategies unless they receive explicit instruction in their use. Furthermore, students learn these strategies and skills best when at least part of the instruction is incorporated into regular subject matter classes”. It is the task of teachers, therefore, to teach students a range of strategies to give them the opportunity to adopt those which are more suitable in relation to their specific needs and learning styles and preferences. This textbook, on the contrary, does not provide opportunities for the instruction of these strategies.

After analysing it, we may confirm that this book does not respond to the demand of mixed-ability groups where a great variety of resources and tasks is needed to meet the needs of every student. Teachers in this situation may be obliged to provide students with additional proposals like the one that is included in appendix III.



CHAPTER 6: CONCLUSIONS

From the previous findings, different issues may be highlighted regarding motivation in mixed-ability groups. Nowadays, it is quite common for teachers to develop their professional practice with these types of group since, as we have previously seen, there are many different factors contributing to diversity in our current society. These conclusions, therefore, are intended to help the educational community, especially teachers, to increase knowledge on the way in which levels of motivation may be improved in mixed-ability classrooms.

First, the textbook analysis (see section 5.2) displayed a series of limitations which may prevent teachers from increasing motivation in their classrooms. Among these weak points, we may mention some examples such as the lack of communicative activities promoting the four language skills equally, the lack of revision, extension and graded activities, the lack of motivating activities (ICT-oriented, songs, games, group work, authentic materials, etc.). In addition, (inter) cultural aspects were not properly covered and learning to learn strategies were left out.

At this point, we have a textbook whose educative value in terms of these types of groups may be questioned although it is still followed by the teachers. In this sense, it appears to be necessary to complement it with extra materials suiting students' needs. Most of the teachers affirmed that they used a great variety of activities including ICT-oriented, extension, revision and graded activities but at the same time a great percentage of them stated that they did not have enough time to prepare them. May it sound contradictory?

On the part of teachers, however, we may also include other positive data including the promotion of autonomy through the use of learning to learn strategies. Nonetheless, they did not allow students to take part in evaluation processes which is another useful way to encourage them to participate in the learning process in an active way. Regarding skills, there was no agreement when they had to list them in order of preference. This may be considered a clear example of the diversity that may be found in these classrooms.

In general, the majority of teachers shared a positive view on their classrooms: good atmosphere, participative students and a favourable evaluation (from five to seven). When analysing teachers' open-ended questions, however, we realised that all that glitters is not gold. In this way, they also talked about students with no interests at all; students who did not make any efforts; great differences between bilingual and non-bilingual students; etc.

What about students? As we will see, some of their answers do coincide with teachers' replies. From the very beginning, great differences among students were reflected on several pie charts (e.g. table 22: students' marks). This wide variety of marks may be explained by students' different sources of motivation. One of the most significant findings showed us that while over a



half of students wanted to receive a more complete education, the percentage of students who were not concerned about their formation was also considerable. The same percentage also affirmed that they were not interested in working abroad.

The results also varied when students were asked about different types of activities. Most of them pointed out that they liked games, films and using the IWB and ICTs. Activities requiring the use of authentic materials were not appealing to them in the same way that they were not keen on tasks aimed at the development of the four skills (i.e. listening, reading, writing and speaking).

No clear conclusions may be drawn in relation to other aspects such as pair and group work, songs, pronunciation, vocabulary and grammar activities since opinions were clearly divided. In addition, although some students included exchange programmes and communication with native people as other activities that they would like to work on, it would not be an easy task to be developed by teachers due to stark contrasts regarding students' motivation, interests and language levels. This may be also seen in the pie chart showing students' preferences in terms of skills which is almost the same than that from teachers.

On the other hand, most of the students pointed out that they participated and feel motivated somehow. The number of students who were nervous and did not take part in was also high. In connection with that, the three adjectives more commonly used by students to describe their classroom were motivating, useful and easy. The fourth one was difficult. This is again an example reflecting the different levels of language that coexist in the same classroom. Finally, as for students' evaluation, most of them gave a passing grade and provided different argumentations related to the teachers, the difficulty of classes, their preferences and their own limitations.

After examining this reality, we have elaborated our own practical proposal taking into account some of the aspect previously mentioned. Of course, this task (see appendix III) is aimed at these groups of students of the second year of CSE in *I.E.S. Isla de León* (San Fernando, Cádiz) and is intended to be implemented during the last semester. In the classroom, there are 24 students aged from 13 to 16. Before developing the task itself, we have considered a series of principles set out by Ellis (2003: 276-278 in his conclusion on the methodology of TBLT:

- Ensure an appropriate level of task difficulty.
- Establish clear goals for each task-based lesson.
- Develop an appropriate orientation to performing the task in the students.
- Ensure that students adopt an active role in task-based lessons.
- Encourage students to take risks.
- Ensure that students are primarily focused on meaning when they perform a task.



- Provide opportunities for focusing on form.
- Require students to evaluate their performance and progress.

The topic of the task is related to holiday destinations which is quite appropriate since the summer is around the corner. In this way, students will have to look for information about England, Ireland, Scotland and the USA. It will be developed in three sessions of 60 minutes as follows:

| | |
|-------------------------------|--|
| 1st session | Groups are organised and introduced to the topic. Students start to look for information about a specific country. |
| 2nd session | The process of gathering information finishes and students design their PowerPoint. |
| 3rd session | Presentations of students' works. |

Table 51: development of the task

Once students are introduced to the topic, they will have to organise groups and look for information on the Internet using the resources provided by the teacher. The different part of the tasks will be divided among the members of each group. After that, they will have to elaborate a presentation to show to the rest of the class. As can be seen, a number of competences will be fostered including competence in linguistic communication, competence in the knowledge of and interaction with the physical and natural world, competence in social skills, cultural and artistic competence, digital competence, learning to learn and autonomy and personal initiative. Some of the main features of this task are presented as follows:

| | |
|--|---|
| Integration of skills | Promotion of autonomy |
| Attention to diversity since students may work at their own level of performance | Learning to learn strategies (e.g. use of the dictionary) |
| ICT-oriented | Use of different formats (videos, podcasts, texts, etc.) |
| Individual/group work | Cultural aspects |
| Authentic materials on the Internet | Communicative and meaningful contexts. |

Table 52: main features of the task

On the other hand, the main objectives of this task are the following:

- To understand and produce oral texts obtained from the Internet about different countries.
- To interact orally in communicative situations and use vocabulary related to cities.
- To use ICT resources to make progress in their learning process.



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- (d) To create a presentation and share with their classmates all the information they have learn about a country.

In terms of assessment, two different kinds of testing are necessary. The information in the presentation may be assessed by means of objective assessment as right/wrong data may be checked in relation to the resources provided. On the other hand, the last part of the task (presentation) requires the teacher to use subjective testing since productive skills are more difficult to be tested. For that purpose, we have also elaborated a grid considering different criteria (see appendix IV). Besides, observation may be also used to check how students progress during the process and students will be able to evaluate their classmates' work (see appendix V).

To finish with, all the activities, resources and materials that students have to used are appropriate for their age, language level and interest (Newby et al., 2007). We have already ensured that students have access to the Internet outside the classroom just in case they need it. In addition, the different web pages that are going to be used by students have been carefully selected taking into account specific criteria such as the type of website and its author, the ease of navigation and the language used.



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APPENDICES



APPENDIX I: MOTIVATION IN MIXED-ABILITY CLASSROOMS
CUESTIONARIO DE OPINIÓN DEL PROFESORADO DEL PRIMER CICLO DE SECUNDARIA

Rellene el siguiente cuestionario conforme a la siguiente escala: **1** totalmente en desacuerdo; **2** en desacuerdo; **3** de acuerdo; **4** totalmente de acuerdo; y conteste a las preguntas cuando proceda.

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| P.1. Al introducir los temas intento presentarlos de una forma novedosa e innovadora. | | | | |
| P.2. En clase, utilizo distintos tipos de actividades para aumentar la motivación. | | | | |
| P.3. Intento transmitir a mis alumnos mi entusiasmo por el inglés. | | | | |
| P.4. Relaciono los contenidos curriculares con temas actuales e interesantes para el alumnado. | | | | |
| P.5. Cuento con tiempo suficiente fuera del aula para preparar recursos innovadores y motivadores. | | | | |
| P.6. Las TICs se han convertido en una pieza fundamental de mis clases y las uso diariamente. | | | | |
| P.7. Además del libro, proporciono a mis alumnos actividades de revisión para consolidar contenidos. | | | | |
| P.8. Además del libro, proporciono a mis alumnos actividades de extensión para profundizar en contenidos. | | | | |
| P.9. Organizo actividades fuera del centro para desarrollar algunos de los temas. | | | | |
| P.10. Relaciono los contenidos ya trabajados con los nuevos. | | | | |
| P.11. Trato que todos los materiales y actividades usadas en clase sea apropiadas para la edad, el interés y el nivel del alumnado. | | | | |
| P.12. Aprovecho el valor educativo de los juegos multimedia para aumentar la motivación del alumnado. | | | | |
| P.13. Conozco diversos recursos y enseño a mis alumnos cómo utilizarlos para que busquen información y practiquen de forma autónoma fuera del centro (aprender a aprender). | | | | |
| P.14. Proporciono material adaptado a aquellos alumnos con dificultades especiales. | | | | |
| P.15. Pido y tengo en cuenta la opinión a mis alumnos para favorecer la participación y el desarrollo del aprendizaje. | | | | |
| P.16. Los trabajos que los alumnos realizan permiten distintos niveles de ejecución. | | | | |
| P.17. Realizo esquemas y mapas conceptuales para facilitar que todos los alumnos sigan mis explicaciones. | | | | |
| P.18. Intento utilizar distintos formatos de actividades para adaptarme a los distintos estilos de aprendizaje (actividades escritas, orales, manipulativas, etc.). | | | | |
| P.19. Permito a mis alumnos tomar decisiones en el proceso de aprendizaje. | | | | |
| P.20. Promuevo el trabajo en parejas o en equipo. | | | | |
| P.21. Me preocupo por crear un ambiente relajado y agradable en clase. | | | | |
| P.22. Utilizo actividades gradadas para que los alumnos puedan realizar ejercicios adaptados a su nivel. | | | | |
| P.23. Implico a mis alumnos en los procesos de evaluación (self and peer-assessment). | | | | |
| P.24. Además de por los resultados, evalúo a mis alumnos por el esfuerzo y el trabajo realizados. | | | | |

Conteste a las siguientes preguntas

P.25. ¿Cómo describiría su clase de inglés? Marque tres de los siguientes adjetivos:

Motivadora Tradicional Innovadora Divertida Aburrida
 Útil Fácil Difícil Interesante Pesada

P.26. ¿Qué destreza les suele gustar más practicar a sus alumnos? Ordene de mayor a menor:

Listening Reading Writing Speaking

P.27. ¿Cómo se sienten sus alumnos durante las clases? Marca con una cruz una de las siguientes opciones:

Relajados y con ganas de participar No muy motivados aunque participativos Muy nerviosos; no participan

P.28. En líneas generales, mi valoración del nivel de motivación en el aula de inglés es del 1 al 10):
 Justifique su respuesta:



APPENDIX II: MOTIVATION IN MIXED-ABILITY CLASSROOMS
CUESTIONARIO DE OPINIÓN DEL ALUMNADO DEL PRIMER CICLO DE SECUNDARIA

| INFORMACIÓN PERSONAL | | | | |
|---|---|--|--|----------|
| Sexo: M / F | Edad <input type="checkbox"/> | Curso | <input type="checkbox"/> | |
| ¿Qué nota de inglés obtuviste en la evaluación anterior? | | | | |
| ¿Asistes a clases particulares? | | | Si tu respuesta es afirmativa, ¿por qué? | |
| <input type="checkbox"/> Mis padres me obligan. | <input type="checkbox"/> Tengo que mejorar mis notas. | <input type="checkbox"/> Me gusta estudiar inglés. | | |
| ¿Has viajado a países de habla inglesa? | | | | |
| Si tu respuesta es negativa, ¿te gustaría visitar algún país de habla inglesa? | | | | |
| ¿Por qué te sientes motivado para estudiar inglés? ¿Con qué finalidad estudias el idioma extranjero? | | | | |
| 1 totalmente en desacuerdo; 2 en desacuerdo; 3 de acuerdo; 4 totalmente de acuerdo | | | | |
| | | | 1 | 2 |
| | | | 3 | 4 |
| A.1. Viajar a otros países y entenderme con la gente. | | | | |
| A.2. Comunicarme con los extranjeros que visitan mi país. | | | | |
| A.3. Trabajar, integrarme y vivir en la sociedad británica/americana o en la Unión Europea. | | | | |
| A.4. Conseguir un trabajo mejor en España. | | | | |
| A.5. Disfrutar de una educación y formación más completa. | | | | |
| A.6. Entender la TV, el cine y otros medios de comunicación así como las TICs en inglés. | | | | |
| A.7. Para cumplir con los requisitos académicos y poder obtener el B1 antes de terminar la universidad. | | | | |
| A.8. ¿Tienes otros motivos además de los ya mencionados? Especificalos aquí: | | | | |
| Las siguientes actividades me gustan y me motivan para aprender inglés en el grado que indico a continuación: | | | | |
| 1 nada; 2 poco; 3 bastante; 4 mucho | | | | |
| | | | 1 | 2 |
| | | | 3 | 4 |
| A.9. Ejercicios por parejas con un/a compañero/a de clase. | | | | |
| A.10. Actividades por equipos con los compañeros de clase. | | | | |
| A.11. Buscar información y usar Internet para realizar proyectos (nuevas tecnologías). | | | | |
| A.12. Ver películas o videos adaptados a nuestro nivel. | | | | |
| A.13. Ejercicios de comprensión oral: grabaciones del libro u otros medios (<i>listenings</i>). | | | | |
| A.14. Oír y cantar canciones en inglés. | | | | |
| A.15. Realizar juegos en clase para aprender inglés. | | | | |
| A.16. Ejercicios orales e interactivos entre profesores y alumnos. | | | | |
| A.17. Ejercicios de expresión oral del libro de texto con dibujos e ilustraciones. | | | | |
| A.18. Leer textos y libros adaptados en inglés. | | | | |
| A.19. Actividades escritas. | | | | |
| A.20. Ejercicios de pronunciación. | | | | |
| A.21. Actividades de vocabulario. | | | | |
| A.22. Actividades de gramática. | | | | |
| A.23. Trabajar con la pizarra digital y las TICs. | | | | |
| A.24. Actividades de refuerzo/extensión. | | | | |
| A.25. Trabajar con material auténtico (artículos de revistas, periódicos, documentales, etc.). | | | | |
| A.26. ¿Hay alguna otra actividad que te motive a continuar aprendiendo inglés? ¿Cuál(es)? | | | | |



Contesta las siguientes preguntas:

A.27. ¿Qué destreza te gusta más practicar? Ordena de mayor a menor:

Listening Reading Writing Speaking

A.28. ¿Cómo te sientes en clase de inglés? Marca con una cruz una de las siguientes opciones:

Relajado y con ganas de participar No muy motivado aunque participo Muy nervioso; no participo

A.29. ¿Cómo describirías tu clase de inglés? Marca tres de los siguientes adjetivos:

Motivadora Tradicional Innovadora Divertida Aburrida
Útil Fácil Difícil Interesante Pesada



A.30. En líneas generales, mi valoración de la clase de inglés es (del 1 al 10):



APPENDIX III: PRACTICAL PROPOSAL



- WELCOME
- INTRODUCTION
- TASK
- PROCESS
SECTION A)
SECTION B)
- LINKS
- EVALUATION
- CONCLUSION

AMAZING HOLIDAY DESTINATIONS AROUND THE WORLD

- WELCOME
- INTRODUCTION
- TASK
- PROCESS
SECTION A)
SECTION B)
- LINKS
- EVALUATION
- CONCLUSION

You will discover the wonders of **England, Ireland, Scotland** and **the USA** in order to create a final project in which you will show all the aspects that you have learnt during the process. The exploration will be based on the main characteristics of these countries: their symbols (coat of arms, flags, mottos), their most famous tourist attractions, their main festivals, typical foods and any other aspects which are relevant to go into the English, Irish, Scottish and American hearts.





- WELCOME
- INTRODUCTION
- TASK
- PROCESS
SECTION A)
SECTION B)
- LINKS
- EVALUATION
- CONCLUSION

Your assignment is to complete a **final project** and present it in front of the rest of the class. You will design a **powerpoint presentation** in which you will have to include the previous aspects (mentioned in the introduction) in order to attract tourists from all over the world to England, Ireland, Scotland of the USA as if you were a travel agent. You can work in **groups of five or six** and every member of the group has to speak for 1/2 minutes approximately.

GROUP 1 → England
GROUP 2 → Ireland
GROUP 3 → Scotland
GROUP 4 → The USA

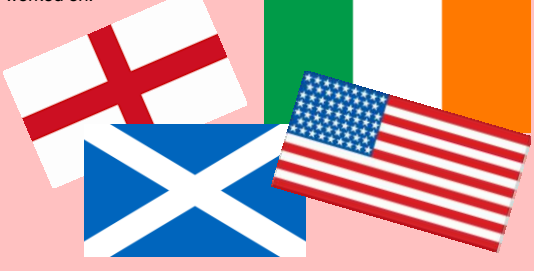
The **best presentation** will be published as a section on the school webpage!





| | |
|---|--|
| <ul style="list-style-type: none">• WELCOME• INTRODUCTION• TASK• PROCESS SECTION A) SECTION B)• LINKS• EVALUATION• CONCLUSION | <p>SECTION A) Each group has to look for specific information.</p> <p>GROUP 1 → ENGLAND</p> <ol style="list-style-type: none">1) First, you need to look for specific information (description, history, pictures...) about the main symbols of England individually.2) Then, you have to decide which the three more representative symbols that you are going to include in your project are. Remember that you have to justify your decision when presenting in class.3) Now, you have to select the two cities within the country that you like most and look for them in Google maps in order to know their locations. Once you have done it, answer the following questions:<ul style="list-style-type: none">▫ How many inhabitants does each city have?▫ What are the most important geographical features?▫ Which are the main cultural points of interests in each city (monuments, museums, other places to visits, etc)?▫ Why have you chosen both cities?4) What are the most well-known festivities that are celebrated in England? Listen to the podcast about some of these festivities that you will see in the resources and discuss with your partner(s) the main aspects that you would like to show in your presentation. <p style="text-align: right;">Group 2 →</p> |
| <ul style="list-style-type: none">• WELCOME• INTRODUCTION• TASK• PROCESS SECTION A) SECTION B)• LINKS• EVALUATION• CONCLUSION | <p>GROUP 2 → IRELAND</p> <ol style="list-style-type: none">1) First, you need to look for specific information (description, history, pictures...) about the main symbols of Ireland individually.2) Then, you have to decide which the three more representative symbols that you are going to include in your project are. Remember that you have to justify your decision when presenting in class.3) Now, you have to select the two cities within the country that you like most and look for them in Google maps in order to know their locations. Once you have done it, answer the following questions:<ul style="list-style-type: none">▫ How many inhabitants does each city have?▫ What are the most important geographical features?▫ Which are the main cultural points of interests in each city (monuments, museums, other places to visits, etc)?▫ Why have you chosen both cities?4) What are the most well-known festivities that are celebrated in Ireland? Listen to the podcast about some of these festivities that you will see in the resources and discuss with your partner(s) the main aspects that you would like to show in your presentation. <p style="text-align: right;">Group 3 →</p> |
| <ul style="list-style-type: none">• WELCOME• INTRODUCTION• TASK• PROCESS SECTION A) SECTION B)• LINKS• EVALUATION• CONCLUSION | <p>GROUP 3 → SCOTLAND</p> <ol style="list-style-type: none">1) First, you need to look for specific information (description, history, pictures...) about the main symbols of Scotland individually.2) Then, you have to decide which the three more representative symbols that you are going to include in your project are. Remember that you have to justify your decision when presenting in class.3) Now, you have to select the two cities within the country that you like most and look for them in Google maps in order to know their locations. Once you have done it, answer the following questions:<ul style="list-style-type: none">▫ How many inhabitants does each city have?▫ What are the most important geographical features?▫ Which are the main cultural points of interests in each city (monuments, museums, other places to visits, etc)?▫ Why have you chosen both cities?4) What are the most well-known festivities that are celebrated in Scotland? Listen to the podcast about some of these festivities that you will see in the resources and discuss with your partner(s) the main aspects that you would like to show in your presentation. <p style="text-align: right;">Group 4 →</p> |



| | |
|--|--|
| <ul style="list-style-type: none"> • WELCOME • INTRODUCTION • TASK • PROCESS <ul style="list-style-type: none"> SECTION A) SECTION B) • LINKS • EVALUATION • CONCLUSION | <p style="text-align: center;">GROUP 4 → THE USA</p> <ol style="list-style-type: none"> 1) First, you need to look for specific information (description, history, pictures...) about the main symbols of the USA individually. 2) Then, you have to decide which the three more representative symbols that you are going to include in your project are. Remember that you have to justify your decision when presenting in class. 3) Now, you have to select the two cities within the country that you like most and look for them in Google maps in order to know their locations. Once you have done it, answer the following questions: <ul style="list-style-type: none"> ▫ How many inhabitants does each city have? ▫ What are the most important geographical features? ▫ Which are the main cultural points of interests in each city (monuments, museums, other places to visits, etc)? ▫ Why have you chosen both cities? 4) What are the most well-known festivities that are celebrated in the USA? Listen to the podcast about some of these festivities that you will see in the resources and discuss with your partner(s) the main aspects that you would like to show in your presentation. <p style="text-align: right;">Group 5 →</p> |
| <ul style="list-style-type: none"> • WELCOME • INTRODUCTION • TASK • PROCESS <ul style="list-style-type: none"> SECTION A) SECTION B) • LINKS • EVALUATION • CONCLUSION | <p>SECTION B) Now that you have collected all the information, you have to design a powerpoint to promote the country you have worked on.</p>  <p>You are free to include anything you want (text, images, links to other pages...) in your powerpoint. Be original! The members of the group have to work on the following:</p> <p style="text-align: right;">Continue to see what you have to do →</p> |
| <ul style="list-style-type: none"> • WELCOME • INTRODUCTION • TASK • PROCESS <ul style="list-style-type: none"> SECTION A) SECTION B) • LINKS • EVALUATION • CONCLUSION | <p style="text-align: center;">STUDENT 1 & 2 have to</p> <ul style="list-style-type: none"> ▶ List the main symbols of the country. ▶ Include information about the three more representative symbols and explain why. <p style="text-align: center;">STUDENTS 3 & 4 have to</p> <ul style="list-style-type: none"> ▶ Say the name of the two cities that you have chosen and their locations. ▶ Explain their main features (inhabitants, geographical features, cultural points of interest...). <p style="text-align: center;">STUDENT 5&6 have to</p> <ul style="list-style-type: none"> ▶ Show the most well-known festivities of the countries. ▶ Explain their main features. <p style="text-align: center;">Remember that all the members of the group has to revise the powerpoint presentation!</p> |



| | |
|--|---|
| <ul style="list-style-type: none"> • <u>WELCOME</u> • <u>INTRODUCTION</u> • <u>TASK</u> • <u>PROCESS</u> SECTION A) SECTION B) • <u>LINKS</u> • <u>EVALUATION</u> • <u>CONCLUSION</u> | <p>GROUP 1 (ENGLAND)</p> <ul style="list-style-type: none"> • http://resources.woodlands-junior.kent.sch.uk/customs/questions/symbols.html • http://www.england.org.za/ • http://www.2camels.com/festivals/england.php • http://www.eurofestivals.co.uk/festivals-in-england/ • http://resources.woodlands-junior.kent.sch.uk/customs/questions/index/festivals.htm <p>GROUP 2 (IRELAND)</p> <ul style="list-style-type: none"> • http://celticmusicpodcast.com/2012/irish-celtic-music-podcast-120-st-patricks-day-music-special-2/ • http://www.irishcultureandcustoms.com/ • http://www.discoverireland.com/us/ • http://www.irish-genealogy-toolkit.com/Irish-symbols.html <p style="text-align: right;">Groups 3-4 →</p> |
| <ul style="list-style-type: none"> • <u>WELCOME</u> • <u>INTRODUCTION</u> • <u>TASK</u> • <u>PROCESS</u> SECTION A) SECTION B) • <u>LINKS</u> • <u>EVALUATION</u> • <u>CONCLUSION</u> | <p>GROUP 3 (SCOTLAND)</p> <ul style="list-style-type: none"> • http://www.visitscotland.com/ • http://www.scottish-at-heart.com/scottish-symbols.html • http://www.rampantscotland.com/symbols/blsymbols_index.htm • http://www.scotland.com/festivals/ • http://www.scotlandvacations.com/scottishcities.htm <p>GROUP 4 (THE USA)</p> <ul style="list-style-type: none"> • http://www.enchantedlearning.com/history/us/symbols/ • http://www.statesymbolsusa.org/ • http://www.2camels.com/festivals/usa.php • http://www.immihelp.com/newcomer/major-holidays-festivals-america.html • http://www.essentialtravel.co.uk/magazine/top-10/usa-festivals.asp • http://www.enchantedlearning.com/usa/cities/ <p>You are allowed to use as many resources as you need!</p> |
| <ul style="list-style-type: none"> • <u>WELCOME</u> • <u>INTRODUCTION</u> • <u>TASK</u> • <u>PROCESS</u> SECTION A) SECTION B) • <u>LINKS</u> • <u>EVALUATION</u> • <u>CONCLUSION</u> | <p>You will be graded on the following:</p> <ul style="list-style-type: none"> • Group work (10%) • Project & Powerpoint presentation (50%) - Group and individual work and the originality of the presentation will be taken into account in this aspect. • Individual oral presentation (40%) <div style="display: flex; justify-content: space-around;"> <div data-bbox="670 1758 893 1926"> <p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> OUTSTANDING <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Average <input type="checkbox"/> Below Average </div> <div data-bbox="901 1724 1117 1926"> </div> </div> <div style="text-align: right;"> </div> |



- WELCOME
- INTRODUCTION
- TASK
- PROCESS
 - SECTION A)
 - SECTION B)
- LINKS
- EVALUATION
- CONCLUSION

Now that you have learnt a lot of things about these countries, it would be a good idea to visit them and to check yourself that everything you have discovered is true!





APPENDIX IV: ORAL PRODUCTION EVALUATION

Name of the student:

School Year: 2th CSE

| Grades Criteria | 1 Fail | 2 Pass | 3 Good | 4 Very good | 5 Excellent |
|--------------------------------------|-------------------------|-------------------------|-------------------------|------------------------------|------------------------------|
| Communication | | | | | |
| Pronunciation & Fluency | | | | | |
| Vocabulary & general discourse | | | | | |
| Task completion | | | | | |
| Notes: | | | | | |



APPENDIX V: PEER ASSESSMENT

| RUBRIC FOR EVALUATION | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|------------------|---|---|---|
| GROUP EVALUATED (number): | | | | | | | | | | | |
| Completely disagree | ← | 1 | 2 | 3 | 4 | 5 | → | Completely agree | | | |
| ASPECTS TO BE EVALUATED | | | | | | | 1 | 2 | 3 | 4 | 5 |
| General Information on the countries | | | | | | | | | | | |
| The information is accurate | | | | | | | | | | | |
| All the main ideas and points are covered | | | | | | | | | | | |
| PowerPoint Presentation | | | | | | | | | | | |
| The presentation focuses on interesting points | | | | | | | | | | | |
| The presentation is coherent and cohesive | | | | | | | | | | | |
| In general, the presentation is original and visually appealing | | | | | | | | | | | |
| Original images, charts, music, videos and similar are included | | | | | | | | | | | |
| GLOBAL EVALUATION | | | | | | | | | | | |