



Universidad de Jaén

Centro de Estudios de Postgrado

Master's Dissertation/ Trabajo Fin de Máster

*Emotional Factors in the Acquisition of Listening
and Speaking Skills by EFL Baccalaureate
Students in Andalusia*

Student: Reina González, María

Tutor: Dr. Miguel Martínez López

Dpt.: English Philology

July, 2017

ABSTRACT

The present dissertation seeks to address the importance of considering anxiety, self-esteem and motivation as some emotional factors that play an important role in the second language classroom particularly when working on speaking and listening skills. Exploiting these emotions, the learning process is highly likely to be more successful than simply aiming at subject contents.

Thanks to my experience as a teacher I have seen that students find it extremely difficult to practice these two skills, which leads to lack of motivation and anxiety. These problems are not easy to overcome. In fact, Spanish speakers are widely known to have a low level of English in Europe, although it is the gap between their levels in reading and writing skills and speaking and listening skills that is really broad.

As for the methodology, this theoretical research has concentrated on a compilation of secondary sources and previous research, on a critical analysis of a chosen textbook by means of an assessment checklist in order to know if these emotional factors are covered or not.

In conclusion, this dissertation shows how these emotional factors are often ignored in textbooks, and suggests some strategies for improvement, as remedial work by means of some specific classroom activities.

KEY WORDS: Language acquisition; listening; speaking; emotional factors; classroom activities; remedial work.

TABLE OF CONTENTS

1. INTRODUCTION.....	4
1.1. Objectives, research questions and hypothesis.....	4
1.2. Justification and relevance.....	6
1.3. Sections.....	9
2. THE REVIEW OF THE LITERATURE.....	9
3. METHODOLOGY.....	18
3.1. Research design.....	18
3.2. Variables.....	20
3.3. Instruments.....	27
4. DISCUSSION.....	28
4.1. Corpus analysis.....	28
4.2. Suggestions for remedial work: theoretical framework.....	39
4.3. Suggestions for remedial work: practical implementation.....	51
5. LIMITATIONS.....	53
6. SUGGESTIONS FOR FURTHER RESEARCH.....	55
7. CONCLUSION.....	57
8. REFERENCES.....	60
9. APPENDICES.....	65

1. INTRODUCTION

1.1. Objectives, research questions and hypothesis

This Master's Dissertation's **objectives** are the following:

- To identify the benefits of the current methodologies when working on speaking and listening skills.
- To identify the drawbacks found in the present methodologies when speaking and listening skills are tackled.
- To determine the possible reasons for the lack of the students' command of speaking and listening skills.
- To propose strategies to overcome the difficulties encountered in a baccalaureate class.
- To determine some of the main emotional factors influencing the learning process.

In order to fulfill these objectives, it is necessary to propose some **research questions** as the starting points in this dissertation. Based on these questions, the aim is to try to find answers for these queries:

- Why do baccalaureate students find it difficult to master speaking and listening skills?
- What are the limitations found in a baccalaureate class when working on speaking and listening skills

- How can teachers cope with these limitations in their methodology?
- What kind of exercises can motivate students to improve speaking and listening skills?
- How can teachers create a favourable learning atmosphere in the language classroom?
- What pragmatics aspects can bear influence on the students' learning process?

My **research hypothesis** is that some emotional factors, such as lack of motivation towards learning, lack of positive stimulation, lack of space for students to talk about their learning worries, their fears and anxiety, etc. contribute to the low performance in speaking and listening skills. This may be partly consequence of the grammar-oriented, written skills methodology that has prevailed in foreign language classrooms for a long time in Spain. Moreover, students do not learn to appreciate the usefulness of learning a foreign language in their daily lives. For this reason, they do not pay the same amount of attention to all skills. Finally, the lack of proper equipment and materials which can be seen at most public high-schools in Andalusia, and Spain as a whole, makes it more difficult to put these oral skills into practice and improve the students' performances. If languages classrooms were better equipped it would be helpful for teachers to foster the students' motivation.

1.2. Justification and relevance

Every student is different and every student lives under different contextual factors which make them be internally different from each other as well. Thus, the teaching-learning process will vary depending on these external and internal aspects which will influence on the student. Due to these variable factors, they cannot be considered independently from each other, neither ignoring the ways different students acquire a language. Disregarding the emotional components would mean forgetting an essential part of the teaching-learning process, in both the roles of the student and the teacher. "Attention to affective aspects can lead to more effective language learning" (Arnold, 1999: 2)

However, emotional factors have been considered as indispensable in the teaching-learning process in the studies about affectivity since the second half of the 20th century. The flourishing of Psychoanalysis by Sigmund Freud in the early 1890s had introduced the importance of emotion in learning and education, where other authors such as Bowlby (1952), Murphy (1974) or Rappaport (1960) supported other theories. Quoted these theories in Pishghadam et al. (2013) some distinctions are introduced in their notions of emotion in the educational field. While Freud (1911) compared "emotions to a wayward horse controlled by the rational ego", other authors like Greenspan and Wieder (1998a) argue that "emotions support our actions, experiences, behaviours and thoughts". Comparing Freud (1911) and Greenspan (1992), the latter considers the role of emotional experiences and

responses more important in the child's early functional and social development than the former.

Additionally, other teaching methodologies in the second language acquisition field had previously investigated into these connections between emotions and learning, for instance Suggestopedia or the Affective Filter Hypothesis.

Suggestopedia is a humanistic approach developed in the 1970s by Georgi Lozanov, a Bulgarian educator. According to Lozanov (2005), "if you want to learn more, more easily, more pleasantly, in a stable way and with a better impact on health – then accept Suggestopedia, desuggestive learning because it is learning with love", that is, the more confident the students feel, the more they will learn. Some researchers such as Lehr (1987), Shuster and Gritton (1989) reported positive results in the second language acquisition since these research fostered affective and humanistic factors in the learning process. Furthermore, Lozanov (1992) states "the capacity of the human mind is limitless if the right conditions exist. Being in a relaxed state, having high self-esteem, and a comfortable and positive environment are some of those essential conditions for learning". By creating these optimal conditions for learning, the learners' psychological barriers are broken (the affective filter) and their fear for making mistakes is reduced.

The **Affective Filter Hypothesis** by Dulay and Burt (1977) and later revised by Krashen (1981) states the success in the acquisition of a second language is based on the existence of a variety of affective variables, such as motivation, self-confidence and anxiety. Thus, if motivation and self-confidence are found in high levels and anxiety in lower levels, the second language acquisition is more likely to happen than when we find lower levels of motivation and self-confidence and high anxiety, which raise the affective filter and block the learners' minds, preventing them from a successful acquisition. If the learner has a low or weak affective filter, he or she is also willing to appreciate this comprehensible input which comes from outside. The following figure (figure 1) shows the effect of affect comes from outside the language acquisition device itself. Moreover, it represents that the input is essential in second language acquisition, and those learners with an excellent inclination towards acquisition are those with low affective filters. Thus, classrooms that encourage low filters are those that promote low anxiety among students, keeping students "off the defensive" (Stevick, 1976).

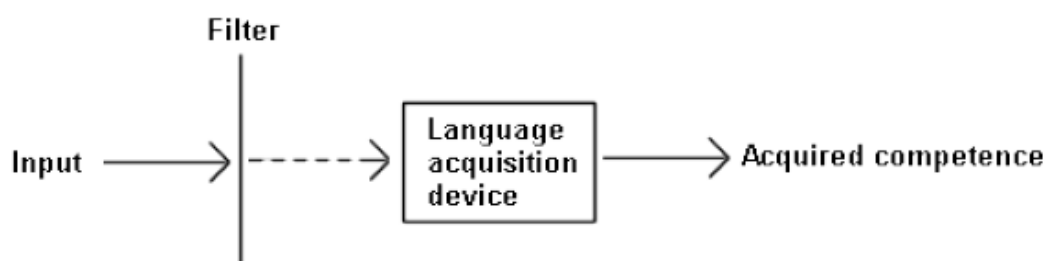


Figure 1. How the "affective filter" operates, following Dulay and Burt (1977)

1.3. Sections

Chapter 1 corresponds to the introduction of this dissertation, and it includes the objectives, research questions and hypothesis previously chosen considering their practicality and relevance, as well as the interest in this field of study and their appropriateness in this master's degree.

Next, chapter 2 includes the literature review to set the grounds of this dissertation, providing a departure point and a context for this dissertation, as well as summarising what is already known about the subject of this dissertation. In the following sections I present the methodology, prior to the fourth and fifth chapters, including the discussion and the suggestions for remedial work, as well as the limitations encountered.

Then, two final sections include a series of strategies in order to overcome these shortcomings in the classroom, along with the conclusions drawn after this research. Section eight is devoted to the references included which has been helpful in the development of this dissertation and, finally, section nine includes the appendices used as support to clarify what is explained during this dissertation.

2. THE REVIEW OF THE LITERATURE

One of the most hotly debated issues in the current theoretical discussion concerns the level of foreign language proficiency of Spanish people in comparison

to other European countries, and also, the difference in levels among each region in Spain. Over the past decade, EF Education First (EF) has tested the English skills of millions of adults around the world. Each year, EF publishes the EF English Proficiency Index (EF EPI), a worldwide benchmark for measuring and tracking adult English proficiency over time. In the latest test carried out in 2016, Spain is in the 25th place out of 72 countries. Spain's index is 53,49, equivalent to a moderate proficiency. While we score better than France and Italy, we do it worse than others such as Austria, Germany, Poland, Belgium, Malaysia, Philippines, Switzerland, Portugal, Czech Republic, Serbia, Argentina, and Romania, which have a "high level". Also, we score way below other countries like Netherlands, Denmark, Sweden, Norway, Finland, Singapore, and Luxembourg, which have a very high level of linguistic competence in English as a foreign language, in comparison to our country.

There is also the EF EPI-s (EF English Proficiency English for Schools), which is exclusively devoted to 18-year-old students from 16 different countries. In the graphic below it can be seen that the listening skill is developed more quickly than the reading skill, although the marks are so unlike maybe because of the different amount of exposure to the language outside the classroom.

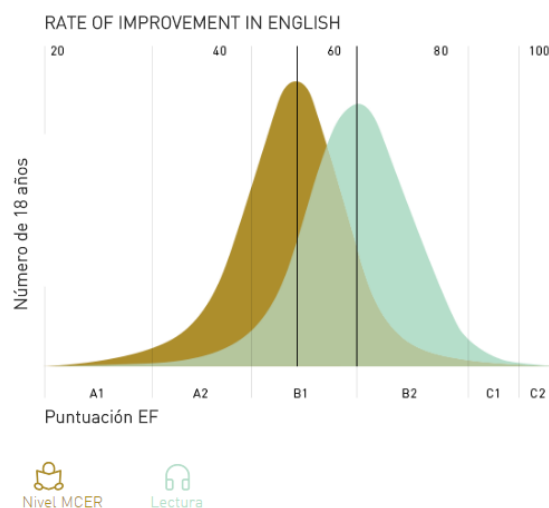


Figure 2. Listening and reading development in 18-year-old students

In spite of these results, if the scope of this dissertation is taken into account, Spanish students are not known to be highly proficient in their speaking and listening skills. However, a comparative analysis of the 6 yearly rankings produced by EF, we can see some substantial improvement from the “low proficiency” index (49,01) in the first editions to the current 56,66), higher section of the moderate proficiency section of the ranking. This improvement is seen in the following rankings, where the one corresponding to 2011 (data from 2007-2009) is in figure 3, and the one belonging to the last survey published in 2015 is in figure 4:

Europe EF EPI Ranking



Figure 3. Europe EF EPI Ranking from 2011 edition

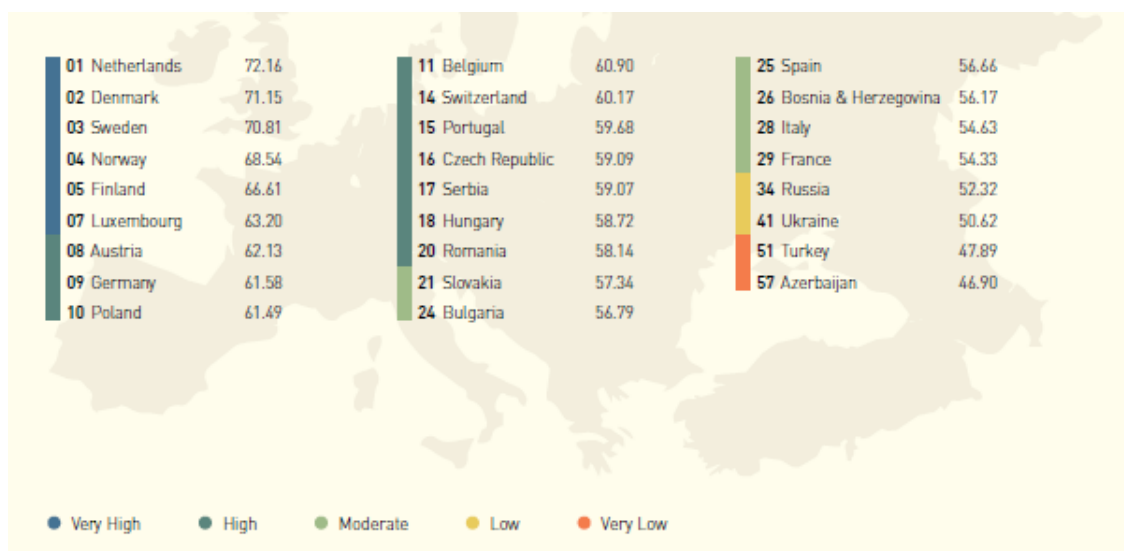


Figure 4. Europe EF EPI Ranking from 2015 edition

Moreover, focusing on Andalusia it is possible to see in the figure below (figure 5) that this region is under the national average in both reading and listening skills.

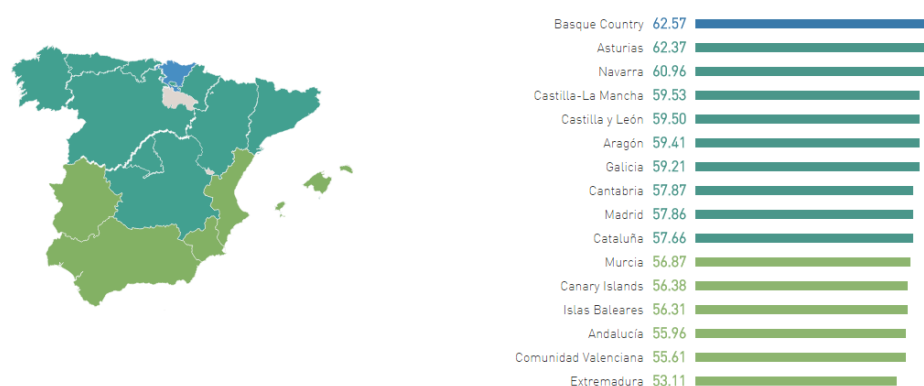


Figure 5. Comparison in the levels of proficiency in reading and listening among regions in Spain

Moreover, Surveylang, an initiative of the European Commission, also offers statistical information on the proficiency levels of the students, along with The European Survey on Language Competences (ESLC). The Final Report elaborated by the ESLC includes 16 different educational systems and a variety of native languages, as it can be seen in the table below (figure 6):

Educational system		Target language 1				Target language 2			
		TL1	ISCED level	Typical age	International grade	TL2	ISCED level	Typical age	International grade
Flemish Community of Belgium	BE nl	FR	2	13	8	EN	3	15	10
French Community of Belgium	BE fr	EN 2nd	3	15	10	DE 3rd	3	15	10
German Community of Belgium	BE de	FR	2	13	8	EN	3	15	10
Bulgaria	BG	EN	3	16	10	DE 3rd	3	16	10
Croatia	HR	EN	2	14	8	DE	2	14	8
England	UK-ENG	FR	3	15	11	DE	3	15	11
Estonia	EE	EN	2	15	9	DE 3rd	2	15	9
France	FR	EN	2	14	9	ES	2	14	9
Greece	EL	EN	2	14	9	FR	2	14	9
Malta	MT	EN	2	15	11	IT	2	15	11
Netherlands	NL	EN	2	14-15	9-10	DE	2	14-15	9-10
Poland	PL	EN	2	15	9	DE	2	15	9
Portugal	PT	EN	2	14	9	FR	2	14	9
Slovenia	SI	EN	2	14	9	DE	2	14	9
Spain	ES	EN	2	15	10	FR	2	15	10
Sweden	SE	EN	2	15	9	ES	2	15	9

Figure 6. Educational systems considered in the survey design

Although speaking is not assessed by the ESLC, in the table (figure 7) below one can see the results concerning the listening skill. Focusing on Spain, most of our students are in the Pre-A1 and A1 levels of the ECFR, which is quite low if it is compared with other educational systems whose students achieve higher levels of proficiency.

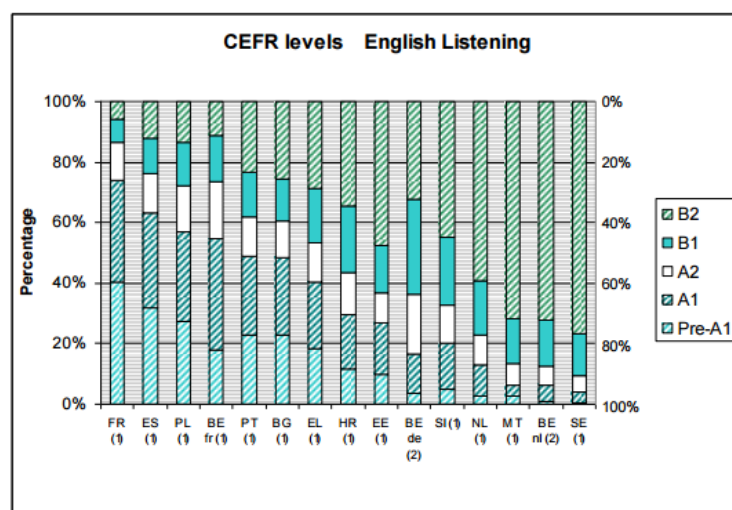


Figure 7. English listening CEFR levels by educational system

The perception that both Secondary and Baccalaureate students in Andalusia have a low level in oral skills has already been suggested and elaborated by researchers and it is widely accepted that measures must be taken. However, it is not arguable that overlooking to those emotional factors has to do with this major drawback due to the fact that these affective factors will surely exercise some influence on the students' acquisition of the second language.

On the other hand, another qualitative research whose aim is the understanding of the emotional reactions, both positive and negative ones, which

arise during a second language classroom show the following results under analysis for this dissertation. It is research which was done in 2012 in Mexico by Méndez and Peña and the data was collected in a real class of Mexican students of English by means of personal narratives, an emotional reactions journal and semi-structured interviews as instruments. The findings were arranged into four different categories: positive effects of positive emotions, negative effects of positive emotions, negative effects of negative emotions and positive effects of negative emotions, and it is summarised in the following chart (figure 8):

Effects of emotional experiences on language learning motivation			
Category 1 Positive effects of positive emotions	Category 2 Negative effects of positive emotions	Category 3 Negative effects of negative emotions	Category 4 Positive effects of negative emotions
• Self-efficacy feelings • Positive learning environment • Reloading their motivational energy	• Resting on their laurels	• Feeling insecure • Poor class participation • Negative learning environment • Learning English perceived as difficult	• Language learning awareness • Language learning strategies • Developing motivation strategies

Figure 8. Effects of emotional experiences on language learning motivation

In general, in this research all students considered that all emotions were important in their learning process to an extent because these emotions helped them not to abandon the language classroom. Moreover, thanks to these emotions they were aware of their roles as language learners, those areas they need to work on and became responsible of their learning process.

The first category includes those positive effects of positive emotions such as the enhancement of self-efficacy that shows students their language progress, which reduces the insecurity and gives more self-confidence. They feel what they are improving and learning is worth it no matter the effort they are making. Finally, it entails students to be riskier, putting the language into practice and even believing that making mistakes is a natural pitfall if they want to continue improving the second language.

The second category shows the negative side of positive emotions. It is not as rich as the previous one due to the fact that students defend the idea that after having a positive emotion when you accomplish a task, for instance, the student does not normally do anything else since he or she feels successful and has nothing else to do. It happens completely the opposite because if the student does not succeed in fulfilling a task, it follows a period of reflection on his failure. For this reason, the only negative effect of positive emotions which is highlighted in this study is the general feeling of relaxation and lack of further self-improvement.

On the other hand, the third category deals with the negative effects of negative emotions, which are obviously much more numerous than the previous category. In this study the results and consequences highlighted were due to the learning environment, the teacher's marking system and the feedback students are given. An important issue is the fact that these students experienced for the first time

a full class using English, what led them to a deep feeling of fear and uncertainty if they were able to cope with it or not. Thus, they showed feelings of fear, insecurity, shyness or doubt, sometimes caused by the different levels of English proficiency in the classroom. Because of these inequalities, those students with lower levels were afraid of working with those advanced students in case the latter mocked them.

And finally the last category is very peculiar since it focuses on those positive effects on negative emotions. It seems contradictory how a negative feeling could be beneficial for students and can take advantage of it, but there are some good points. Fear, worry and sadness were the main negative emotions present during the beginning of the academic year. Fear because they were afraid of being laugh at their peers, worry because they were worried about their lack of knowledge which could hinder them from understanding the teacher's explanations, and sadness because of their lack of knowledge which prevented them from participating freely in the classroom. With the passing of time, the gap between proficient and lower level students grew more and more, and lower level students felt sad to see how much effort they would have to do catch up with them. However, in order to overcome those negative feelings, they started to work on their own to improve and be at a more equal level. For this reason, they considered these negative feelings were necessary to pass the course and also be able to express themselves in a foreign language.

In short, this latter research raises awareness on how important it is to consider emotional factors in a second or foreign language classroom. They are people who are learning a language and it is natural that both positive and negative feelings appear as they advance in their learning process. It is impossible to avoid these negative feelings because they are natural and sometimes even necessary in this process and one can take advantage of them, as it has been shown in the table above (figure 6). Moreover, being mocked at their peers is also shown in the results as one of the biggest fears in the students, and it is related to the speaking skills. For this reason, if the student allows this fear of speaking to surpass him or her, he or she will find more difficulties in having a good command in speaking that language.

3. METHODOLOGY

3.1 Research design

Following Nunan's (1991: 251-252 and 1992: 110) and Seliger & Shohamy (1989: 1720) taxonomy of classification of research, the one carried out in this dissertation can be classified in the following manner according to different parameters.

According to the **general framework**, it is a *theoretical research* because it is purely hypothetical due to the absence of empirical research to draw the final

conclusions. It is based on linguistic theories in a specific or specific field(s) of English studies, in this case, second language acquisition.

Concerning the **source of information**, it is considered as a *secondary research*. The data collection does not come from the students in a classroom themselves but from secondary sources, that is, existing books, journals, magazines, electronic publications, and so on, where the search is carried out.

As for the **approach** taken, it is classified as an *analytic approach* due to the fact that within the field of second language acquisition it focuses on a cluster of factors. In this dissertation, these factors are the emotional ones and their influence on the acquisition of speaking and listening skills.

Furthermore, this is a *deductive approach* according to its **purpose** because this dissertation tries to develop a hypothesis based on existing theories to support this hypothesis. That is, the negative and positive influence of emotional factors on the acquisition of speaking and listening skills in a second language classroom.

Moreover, this research is **qualitative** in nature, subjective and helps to develop current hypotheses for potential quantitative research. It is also an example of **non-experimental** research because it is based on secondary research, as it was

mentioned above. It is a **cross-sectional** study and **statistical** because some of the arguments are based on numbers from different studies and tests as well.

3.2 Variables

In the qualitative part of this study, two variables will be taken into account: *dependent* and *independent* ones.

The *dependent variables* are:

- Motivation.
- Anxiety.
- Self-esteem.
- Student's and teacher's attitude towards learning/teaching.

The *independent variables* are:

- Age (16-18 years old)
- Gender (male and female students).
- General level of English (around B1, according to the current Spanish education system).
- Hours of exposure to English in class (3 hours per week).
- Native language (Spanish).

Analysing the *depending variables* in the frame of the aim of this dissertation, there are a series of reasons for choosing them and not others, which might influence on the acquisition of speaking and listening skills as well. These variables have been argued as it follows:

- ***Motivation***. It is considered one of the most important factors in the second language acquisition, mainly when talking about teenagers at the baccalaureate stage. The lack of motivation makes students unlikely to feel like learning, and incapable of identifying a reason for learning a foreign language. According to Gardner and Lambert (1972) there are two types of motivation:

- ***Instrumental motivation***: The student wants to learn the language for a specific reason, for instance, for work-related reasons, for a scholarship application, or simply to pass the required examinations.
- ***Integrative motivation***: There is a desire to be a member of the second language group and feel identified as part of this group.

- ***Anxiety***. This is a common affective factor, perhaps the most serious obstacle that a learner can find in the learning process. It implies negative feelings such as frustration, nerves, or doubts. Therefore, lower levels of

achievement with higher anxiety are attributed to negative effects of anxiety about language learning (Tóth, 2007; MacIntyre, 1999, 2002; Horwitz, 2000, 2001; cf. Khodadadi & Hassan, 2012: 270).

Shyness arises when talking in front of other students, and even in a higher degree when we are using another language that is not our mother tongue. The fear of making mistakes or not being able to express oneself using a foreign language is present, that is, the embarrassment produced by a lack of command of a foreign language, which is normal since it is not the student's first language. Making mistakes is something normal which not all students are able to cope with and they feel anxious when they make them.

Apart from the individual characteristics the student might have, as it has been said above, the fact of implementing a specific type of methodology might foster this anxiety towards the foreign language. For instance, while the Grammar-Translation method is a kind of methodology which might not easily lead to a communicative type of exercise and class, others such as the current Communicative Approach promotes the communication in the classroom by means of interactive activities where students have to make use of the foreign language during the whole lesson, either producing or receiving linguistic outputs or inputs.

This is stated by Eysenck (1979), cited in Arnold and Brown (*Affect in Language Learning*, 1999):

The feelings of fear and nervousness are intimately connected to the cognitive side of anxiety, which is worry. Worry wastes energy that should be used for memory and processing on a type of thinking which in no way facilitates the task at hand. (Arnold and Brown, 1999:9)

- ***Self-esteem:*** This factor is related to the method called Suggestopedia (see section 1.2) due to the fact that it uses different techniques such as physical relaxation, relaxing music or visualization exercises in order to promote the student's self-esteem. In that manner, the most favourable conditions for learning are created at a great speed, less conscious mental effort and more pleasure and fun.

Different definitions of self-esteem have been given by different authors, but Coopersmith defines in the following way:

By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful

and worthy. In short, self-esteem is a personal judgement of worthiness that is expressed in the attitudes that the individual holds towards himself. (Coopersmith, 1967: 4)

Taking Coopersmith's definition, it is possible to find the answer of the typical statements a student tends to make in a foreign language class, such as "I will never do it", "This is too difficult for me" or "I can't do it". This student has a poor self-image and a disapproval attitude towards himself or herself because he or she believes he or she is not able to do what he or she is expected to do in the class. These kinds of worry concerns a sign of a poor self-image and the result of a fear of failure which damages the image the student shows in front of his or her peers.

In short, both listening and speaking skills are highly related to the development of the students' communicative skills, which the students themselves need to put into practice with others. In order to improve these areas the relation with others is essential but, at the same time, feelings such as shyness or embarrassment caused by a low self-esteem are incompatible with the successful development of both skills. Due to this conception, the classroom atmosphere must enhance this individual self-esteem so that the creation of an adequate learning environment is strictly necessary.

Thus, all of these conceptions are represented, as Verónica de Andrés (1999) showed, in Marlow's pyramid (1940s) belonging to his hierarchy of needs (figure 9 below). According to this pyramid, all the individual needs are reflected in five different levels, and these needs are a requirement in order to live a full and independent life. They influence our individual behaviour and our motivation in life. It can be seen in the blue level, showing esteem needs corresponding to one's prestige and feelings of accomplishment which will make one feel confident enough in our case, in the language classroom.

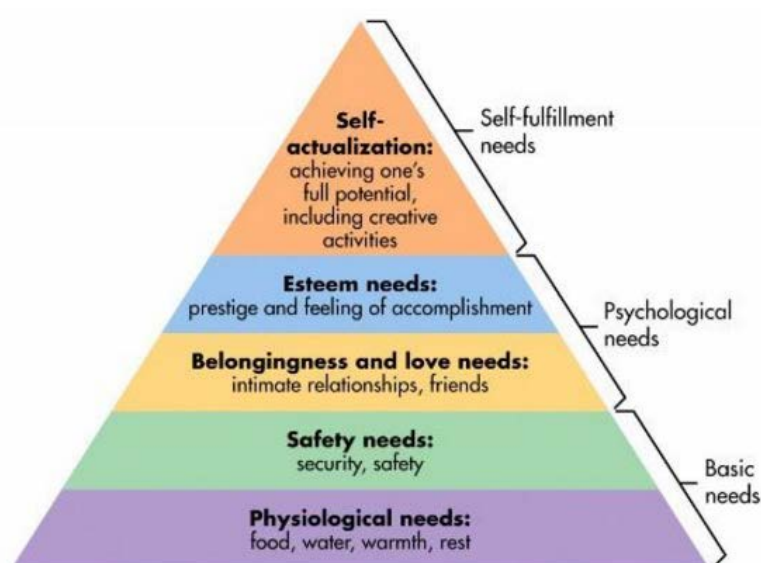


Figure 9. Marlow's Hierarchy of Needs

- *Student's and teacher's attitude towards learning/teaching:* Vega Nieves (1998) defines these attitudes towards language as “a specific predisposition toward a language or a language experience which denotes a positive or negative value”. Departing from this definition, needless to say

that from the teacher's point of view, if he or she shows a positive attitude towards his or her work, his or her subject and his or her students, these students will be prone to follow lead. In the same manner, when students reflect a positive predisposition to the language, they are more likely to acquire the language more easily and more quickly. Each attitude will lead to a specific type of motivation, that is, instrumental or integrative, as it has been mentioned above. This is connected with the two types of attitudes mentioned in Gardner (1985):

- The attitude towards the speakers of the foreign language and the use of the language. If the student shows a positive attitude it will help him or her feel himself or herself as part of the foreign society, whereas having a negative attitude will not lead him or her to a successful learning process of the language.
- The attitude towards the learning context where the pupil is, for instance, the classroom itself, including the teacher, the subject or the classmates, or a foreign country. Because of previous experiences with the language inside or outside the classroom, the student can develop a preconceived notion of the language. If the student finds he or she is doing an activity which he or she considers to be pointless, the lack of motivation will arise and the

teaching-learning process will be stopped due to this negative stance.

In short, once the student has a positive predisposition to learn a language and the teacher has it to teach this language in an effective way, the teaching-learning process will be easier and/or more successful because the appropriate conditions will exist. On the other hand, having a negative attitude towards the students' and/or the teacher's part will entail an obstacle in the teaching-learning process.

3.3 Instruments

The design of this dissertation has been based on secondary sources and my critical analysis of the prototypical speaking and listening activities in a textbook. Additionally, the statistics in the literature review reveals that the level of performance of adolescences is considerably lower in the listening and speaking skills than in the reading and writing skills, and it can be seen in the graphics and figures along with the studies. Moreover, secondary sources on the influence of some of the main affective factors have been taken into account in order to create the instrument to assess these factors in the activities, which will be under analysis in further sections.

Appendix 1 includes a checklist of basic questions that will help me assess if these emotional factors are included in the proposal of activities. Before creating the

activities to work on listening and speaking, these items must be considered in order to fulfil the expectations, that is, they should be revised after the design of the activities and also after these activities have been used in real-class context. In that way, the teacher does not only focus on the grammar or vocabulary contents, that is, in the theoretical contents in the syllabus of the subject, but it grants the inclusion of these emotional factors too (see section 3.2).

4. DISCUSSION

4.1 Corpus analysis

Although working on listening and speaking can be difficult sometimes because of the drawbacks of different nature found in a language classroom, this section's aim is to discuss these difficulties.

In her work for the British Council, Fiona Lawtie, an ELT teacher, mentions the following problems the teacher can find in a language classroom working on **speaking skills**:

- Students sometimes do not talk because they are shy, afraid of making mistakes and do not feel confident to do it. Another common reason for not talking is the lack of opportunity to do it in a language classroom, which makes them feel unmotivated, sometimes because of the ratio or because of the use of poor materials.

- Many times, when they are working in small groups or in pairs, they end up using their native language, so there is no point in doing the activity.
- When all students are talking at the same time the class becomes very noisy and difficult to control.

The solutions proposed to overcome these problems, also taking into account the emotional factors discussed in this dissertation, are the following:

- Offering the students the opportunity to talk would make them see they are able to do it. It could be done reducing the teacher-talking-time (TTT) and offering a greater student-taking-time (STT). At first, it could be difficult but little by little, receiving a positive feedback by the teacher, the student will feel motivated. If the teacher devotes more time of the lesson to work on speaking there will be more time for all students to speak English.
- If students feel they are not able to do a speaking activity because its level is too demanding for them to perform well, the common thing to do is quit or, also on many occasions, changing into their mother tongue and do the task. A high level in the amount of anxiety and the helplessness for not knowing how to express themselves in the second language make them either abandon the task or do it in the only way they are able and feel confident, that is, in their mother tongue. However, this is useless due to the fact that the main objective is not just doing the task, but putting into

practice any language aspect in the corresponding second language students are learning.

- It can be said that the level of noise in a language classroom tends to be higher than in a classroom where another subject is taken. This is mainly due to the fact that students need to interact with each other and the ratio in a classroom is quite high (about 30 students, even more students in some cases in Andalusia), where students are very noisy even when they are doing a speaking activity at a normal tone of voice and volume. As solutions, Lawtie proposes walking around the class when they are working in small groups in order to control those noisy students and monitor their work and tell them to be quieter. Moreover, another proposed technique to regulate the noise in a classroom is changing the task they are doing to a more controlled one, an individual one could be an option, and then going back to a more interactive and collaborative one.

On the other hand, Samantha Lewis, an ELT teacher, tackles on the British council website the problems found when working on **listening**. If the listening task does not go with a visual aid it is obviously more difficult to the student, as well as some typical background noises or distracting elements, which are normally present to make the task more complex. Because of these tricky elements, students feel really anxious and negative when it is time for a listening exercise, increasing their

affective filter as well as blocking themselves due to negative thoughts based on negative experiences when listening to English oral texts.

Thus, in order to settle students down and be ready for the listening exercise, a good way is activating their schemata by prompting them to share their previous knowledge about the listening topic with the class. This is a way to develop interest in the topic and to make students aware of the familiarity of the topic as well, so that they feel more confident. Another pre-listening activities proposed by Samantha Lewis are, for instance, focused on vocabulary and the pronunciation of these unknown words. Students are really worried about not understanding what the speaker is saying in the recording because they do not really know these words in English. Pre-teaching this new vocabulary and pronunciation will help them understand them in case they are key words in the listening task, also helping them to feel more relaxed.

Empathising with students, putting on their shoes when they are doing a listening task is very important, in order to calm them down and foster their self-esteem, reminding them at all time they do not need to understand word by word, but just the necessary information, so they do not have to feel frustrated if they do not understand the whole recording.

The motivation of students also depends in a great part on the choice of listening tasks and tracks. It is true that the prototypical listening exercises are limited to true or false, multiple choice, answering questions or fill-in-the-gaps ones, present in most course books and official exams. However, this mechanical technique might seem unnatural because students might see them as an uncommon task in their daily lives. Instead, Samantha Lewis proposes working on listening using another variety of resources, such as songs, clips, the telephone game, the teacher pretending to be a MP3 player, or dictations.

Needless to say, learning at the same time one is having fun without noticing is much easier and effortless. Teenagers are in daily contact with music and, for this reason, using songs in the language classroom can be very productive and rewarding, at the same time as motivating for students. The same arguments can apply to the use of clips or short videos taken from their favourite films or series, due to the fact that watching series is on top of the most common hobbies for teenagers nowadays. Playing the telephone game or the so-called Chinese whispers game is also a relaxing way to work on listening, learning and playing synchronously. Finally, changing the format of the listening, in this case, being the teacher the “radio” is an interesting variable, which can be really helpful to adapt to the diversity of levels in a classroom. Hence the teacher himself or herself can regulate the speed of his speech as they wish depending on his aim, and making students with a lower level able to participate in this activity preventing them from giving up.

In short, choosing speaking and listening activities is not an easy task if one wants to get the best results in the students. For this reason, the matter of motivation cannot be forgotten, and least at this age because during the adolescence the lack of motivation is an ever present problem in the classrooms. If students are not encouraged to learn, they will easily quit the subject and may even drop-off.

Bearing in mind our initial objectives and research questions established in section 1.1 of this dissertation and the instrument in appendix 1, it has been considered more practical and visual to select a textbook of the baccalaureate level and analyse the points under consideration in the array of listening and speaking activities proposed. The course book in this section is *Advanced Contrast for Bachillerato 1* (Burlington Books) (see appendix 2).

Next, a selection of listening and speaking activities is chosen with a reference to the primary text, and the analysis of this particular activity:

- **Appendix 3**

This appendix includes a page where both a listening and a speaking activity are proposed to work on both skills. The topic of both activities seems to be one of the typical ones in most course-books, that is, travelling. For this reason, it can be said that the topic is close to the students' reality. However, concerning the practicality and usefulness of these kinds of exercises they can be criticized due to the fact that in a

communicative situation one does not normally find himself or herself filling gaps with the conversation he or she is having. However, on some occasions the usefulness of a fill-in-the-gap exercise of this type is justified because in a real situation the learner has to fill in these blanks indeed.

Another point to consider is that, although it is a common topic, at the same time it can be discriminatory in the sense that not all students have to like travelling or even can afford to travel. However, at least travelling is an experience that a vast majority of the target group (students) will have had, and/or expects to have in future. Therefore, some students could become frustrated with this type of activity for emotional reasons beyond linguistic competence. For this reason, if a student does not meet these requirements he or she will not feel confident enough to answer the questions and participate in the speaking activity with the peer. He or she could feel anxious for not having anything to say, he or she might not feel as part of the class since he or she cannot share experiences and he or she could soon start showing feelings of embarrassment.

- **Appendix 4**

This appendix also shows a really common activity one can find in most textbooks which is the description of photographs. Moreover, this kind of exercise is included in the speaking tests of some official exams of

languages such as the Cambridge exams. For these reasons, those students who aim to get an official certification in English can practice this part at high-school in their regular English classes.

Nevertheless, describing photographs cannot be considered as the way speakers of that language normally use language in their daily lives. Due to this fact, students are not able to see the connection between the task and their day-to-day activities, and they do not see the usefulness of doing this activity. Because of these reasons, when they are required to comment on pictures they can sometimes feel they lack the necessary motivation to learn how to do it and use it in their future lives and routines.

Finally, I would like to put forward one criticism to these types of speaking exercises because they are very repetitive. It can be seen in the appendix that the student has in the upper right hand corner a helping section with chunks of language and useful expressions for the student to use in the description of the image. However, this help is a way to make the students more confident and foster their self-esteem. Since they are provided with a list of useful language it is a way to guarantee the student is going to speak using this guide.

- **Appendix 5**

This appendix is pretty much the same as the speaking task shown in the previous one. However, rather than describing pictures appendix 5 is based on an exercise on comparing them. The arguments in favour and against this type of exercise from an emotional perspective coincide with the reasoning against this type of exercise in appendix 4, that is, in spite of being a common speaking exercise, it is not motivating at all, because students cannot see its connection to their real worlds, they do not see its usefulness either, and by doing it they are not going to improve their conversational skills, because there is no interaction with other speakers when commenting a photograph.

- **Appendix 6**

Appendix 6 is also one of the prototypical speaking exercises in all textbooks. When it comes to this exercise, students seem to be tired of describing a person, both his appearance and personality. Moreover, this vocabulary tends to be put in practice by means of the same types of description, such as, the description of your partner, the description of a famous person or the description of the teacher himself or herself. For this reason, students might not be motivated to do it again and again, year after year. Due to this fact, they do not feel like doing these kinds of speaking

tasks and they show a lack of interest because they are not challenging enough to them.

- **Appendix 7**

Although this appendix contains both a listening and a speaking activity, I would like to focus on the listening one since the speaking does not add anything new from what has been explained above.

Regarding this listening activity, the student must match the speaker and the main idea of what he is saying. It deals with the Internet-swapping sites, that is, sites on the Internet where people exchange second-hand items. In fact, students are able to see their own reality represented in this exercise because it is more and more a common practice for not only young people, but adults as well. Besides, the typology of the exercise is a bit challenging because students have to understand everything each speaker is saying, not just some words to fill in the gaps like in the most common listening exercises. Because of all of this, this listening takes into account the emotional side in an exercise of this type, looking for the motivation of the students and trying to increase it.

- **Appendix 8**

Appendix 8 includes the very well-known speaking exercise which is the role play. At the age of baccalaureate students some of them may have already experienced being in a job interview. For this reason, the topic of this speaking exercise is familiar to the students' reality and they also see the usefulness of doing it in the language classroom.

Although the first part of the activity, which consists in matching questions and answers, is not very motivating, it is helpful for those students who are not very confident and have a low self-esteem speaking in English. However, the second part is less controlled and more challenging to the students, open to different levels of complexity depending on the individual levels of command of the English language.

In short, the students' reality is reflected in this speaking exercise and that is why they can observe they are learning and improving their oral skills, which can be useful for their future interviews. The self-esteem of the students is reinforced with different tasks that can be done depending on the level, which also helps to lower the level of anxiety in the students. In that way, it can be helpful for those students with a lower level, but also challenging for those students who need more because in the last task they are free to make it as complex as they wish.

4.2 Remedial work: theoretical framework

This section focuses on how taking affective factors into account will be beneficial for students and elicit a positive attitude towards learning in the language classroom. Nonetheless, teaching to teenagers is different from teaching to students in other age-groups or educational levels, and these problematic years cannot be forgotten in terms of affective factors. The reason for giving so much importance to these factors in these years is based on the extreme importance teenagers give to their appearance and what others think about them, although they are in a continuous process of change both inside and outside their bodies, as well as intellectually. Due to these changes they are going through, teachers need to avoid the teenage students' embarrassment in the classroom, de-emphasizing the mistakes they make not to affect their self-esteem and motivation, and reminding them their positive talents and strengths to help them build up a more solid and stronger self-image.

Furthermore, and now taking into account the practical work in a classroom, and due to the fact that a series of prototypical speaking and listening activities have been constructively analysed in the appendices in section 4, other models of activities to work on these skills are proposed in section 5.2 after the following theoretical approaches.

The following ideas are taken from Brown (2007: 62-65) on promoting the affective factors in a context of instruction to calm the students down in situations of anxiety and fear:

- As a teacher, having a **supportive attitude** will help students to see you as a source of help, not a menace or a source of frustration because they are forced to use a language which is unknown to them. This feeling of embarrassment can be lowered down if the teacher adopts an empathic posture to facilitate communication with students.
- As far as the **lesson plans** are concerned, bearing in mind the actual level of the students is highly important. A challenging lesson plan can be challenging for them because making an effort is crucial and helpful for them to learn and improve. Notwithstanding, this lesson plan should not be too overwhelming and we have to bear in mind these affective factors since otherwise students could experience lack of motivation and frustration.
- One of the principles which Brown defends in the process of second language acquisition is called "**Language Ego Principle**", and it is defined as the following:

As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting – a second identity. The new "language ego", intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions. (Brown, 2007)

It means that although, as a teacher, you may know your own students and their individual personalities, they can differ from how they really are and how they are when using the second language themselves. For this reason, with the purpose of reducing those levels of anxiety and fear and aiming at increasing their motivation towards the second language, it is highly important to know how to address your students, how to ask for volunteers and who you can ask for volunteering, how much you need to explain a point and how to do it as well, how to structure a lesson plan and its different sessions, how to arrange the groups when working cooperative and collaboratively, how and when to correct the students' errors, and so on.

- Another principle which is related to the anxiety and fear mentioned above as feelings to be reduced is Brown's principle of **Risk-taking**. Needless to say these students will take on more risks in the language if they feel confident enough to perform well. In that way, when this feeling of confidence is strong and well established the sense of fear and embarrassment disappear or at least it is reduced. Brown defines this risk-taking principle as follows:

Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing

to become “gamblers” in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty. (Brown 2007)

Analysing this definition, it does not go with the idea of many of instructional contexts because what it normally rewards and stands out is just passing the subject accomplishing a number of tasks and contents. Taking risks is a way to gain confidence and self-esteem for students because they see they are able to meet their goals. However, those risks normally entail making mistakes, which tend to be punished in the language classroom. For the purpose of encouraging this risk-taking attitude in students, the classroom atmosphere must be propitious for it. It is possible by promoting the participation of students, making them comfortable in class or making them see that making mistakes is not a reason for laughing because it is normal in that language is not their mother tongue. By praising them for trying even if this they are not successful, or providing reasonable challenges in the task according to their level of requirement are other suggestions for encouraging risk-taking in the classroom.

- Within this remedial work, the following factor to consider, which can bring many benefits to the language classroom if it is appropriately utilised, is what Brown calls **The Language-Culture Connection** principle, focusing on the interconnection between language and culture:

Whenever you teach a language, you also teach a complex system of cultural customs, values and ways of thinking, feeling and acting.
(Brown, 2007)

This previous definition is a perfect argument to support the idea that learning or teaching a language should go beyond grammar and vocabulary. Learning about the other culture will even help students to understand how this foreign language work and make it easier to acquire knowledge about it. For instance, comparing English and Spanish culturally, people in Spanish tend to speak more loudly than in English. For this reason, it is common to replicate this feature from the foreign language. Thus, teaching the sociocultural aspect of the language would definitely help students in the acquisition of this second language. Moreover, seeing differences and similarities between both languages can be helpful in linguistic terms and also to develop a respectful and tolerant attitude in the learner. Finally and extremely important is the fact that if students have a negative attitude towards the second language they are learning it might prevent them from learning it as well as not being motivating at all. In short, working on the communicative competence in a classroom is highly important not only because it is a requirement in the syllabus of the subject, but also because people learn languages to be

able to communicate with other people in another language, and working on the sociocultural competence will develop an attitude of respect and empathy in the student who will see their mind is broadening at the same time.

Nonetheless, considering culture, it has some drawbacks, starting with the definition of culture and what culture is considered, that is, the aspects which should be taught in a language classroom if the teacher wants to highlight the its importance in the learning process. Among many definitions of culture, the one cited in Thanasoulas (2001) is very illustrative of those pros and cons when teaching culture in the language classroom:

Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them. (Kramsch, 1993: 1)

What Kramsch means in this definition addresses the fact that learning a foreign language is more than learning about grammatical forms, vocabulary or their sounds, that is, learning a foreign language goes beyond learning how to communicate in this language. When one can manipulate this language up to the

extent to feel confident socially speaking in the target language is the moment one can say that is able to speak in this language. For this reason, cultural contents should be included in the curriculum and have a greater weight than they have nowadays.

Another conception of culture and another perspective of teaching culture is what is called “high culture”, including fields such as art, music, literature, cinema, and so on. However, it does not offer the learner anything about the internal behaviour of the native speaker of the foreign language. This is mentioned in Thanasoulas (2001), comparing this conception of culture to an iceberg:

Actually, the most important part of culture for the sojourner is that which is internal and hidden..., but which governs the behaviour they encounter. This dimension of culture can be seen as an iceberg with the tip sticking above the water level of conscious awareness. By far the most significant part, however, is unconscious or below the water level of awareness and includes values and thought patterns. (Weaver, 1993: 157, cited in Killick & Poveda, 1997: 221)

Notwithstanding, importance is also given to culture in teaching, linguistic knowledge seems to be a step beyond in the importance of the curriculum in second language syllabus. Thus, cited in Thanasoulas (2011), Littlewood (cited in Byram, Morgan et al., 1994: 6) “advocates the value of cultural learning, although he still

keeps linguistic proficiency as the overall aim of communicative competence". The rise and advances in pragmatics and sociolinguistics in the 1980s and 1990s were relevant in order to highlight those social conventions necessary to learn from the second language. It is stated in Thanasoulas (2011) "advances in pragmatics and sociolinguistics laying bare the very essence of language, which is no longer thought of as merely describing or communicating but, rather, as persuading, deceiving, or punishing and controlling" (Byram, 1998; Fairclough, 1989, Lakoff, 1990).

After focusing on different definitions of culture, a link between culture and emotional factors in the acquisition of speaking and listening skills can be established. Culture is a great source of inspiration in order to create speaking and listening activities, which aim at raising the motivation of students. If they are able to motivate them and develop culture awareness and interest in the language, they will be prone to participate in the classroom and practice the language, lowering the affective filter and diminishing the fear of making mistakes.

Culture can be introduced in the classroom by means of the **new technologies** and **authentic materials**, which are also a great source of inspiration and motivation for students. That is why, if students have access to authentic material without or with little adaptation, it boosts their self-esteem and confidence because they are using the same materials as native speakers of this language. Furthermore, since we live in a world where technology is everywhere and our students are used to using them

and living hand by hand with them, the use of these new technologies is a plus in our classroom to bring their own reality to the educational context, fostering their motivation and interest towards the language as well. Dai (2011) shows in his article a series of numerous sources where the teacher can get information from, as it can be seen in the following table (figure 8):

extracts from literary	Information Sources	multimedia software
internet		DVD & CDs
films & TV		illustrations
encyclopedias		video
literature		newspapers, magazines
background information		interviews
anecdotes		photographs
fieldwork		plays & songs

Figure 8. Information sources to get information from

As the table reflects, the variety of sources is quite rich and complex, using visuals, new technologies, different formats, etc. Alternating a variety of sources the teacher would avoid students from boredom in the language classroom, increasing their motivation since they know they are not going to do the same types of tasks over and over. Likewise, trying an array of tasks coming from diverse sources would turn the language classroom into a challenging arena, where the student would not be too overconfident, what normally happens if the student normally carries out the same types of tasks in the classroom routine.

Another proposed remedial work to perform in order to improve speaking and listening skills at the same time as emotional factors are tackled is the use of **role plays**. However, performing a role play in a classroom is not just pretending students are actors and start talking in front of the class. There is so much hard work behind the final performance because if it is not well-outlined the final result might not be the expected one. Additionally, emotional factors play a really important part to be considered in this type of task if we want the students to advance successfully in their speaking and listening skills.

Affective factors are significant and a must not to be left behind, because they can be beneficial and detrimental at the same time for students in this type of task. In fact, some studies were conducted in order to manifest the validity of role-plays in foreign language classes. This is based on Haruyama's (2006) publication, where Schellin (2006) is cited and "stresses the importance of the situation, role play and drama in foreign language classes". Additionally, in Haruyama (2006) too, Scarcellea and Crookall (1990) highlight "three major merits of learning through simulations: learners are exposed to large quantities of comprehensive input, learners are actively involved, and learners have positive affect", being the latter the one concerning the aim of this dissertation.

On the other hand, drawbacks are present in role-plays as far as emotional factors are concerned. Following Sano's ideas (1989) in Haruyama (2006), he "points

out one of the major difficulties with conducting the activity of drama in a class. He claims that psychological pressure is a burden for students who are introverted or shy". Thus, if those shy students do not feel comfortable and think they are not in a natural context they will be nervous speaking in front of a public. The same would happen when it comes to oral presentations. In spite of this fear the only way of overcoming and getting used to this situation is practice, continuous practice by means of more oral presentations, which would help students control their nerves and anxiety. More advantages dealing with emotions are, for instance, the acquisition and improvement of better speaking and listening skills in a communicative-like situation, that is, the scenario is normally familiar to the student, closer to their daily life, and it helps the student to feel more relaxed and facilitating the language learning process. The fact that students see themselves in a real situation, sometimes difficult to have under control, is quite challenging for them because they have to think how to solve any inconvenient or difficulty they might face. However, once they have overcome this problem, the feeling of fulfilment is great, increasing their motivation because they are aware of their own possibilities and strengths.

Finally, the last suggestion is based on the use of **films or short videos** in the classroom. This resource is utterly enriching because it could be a combination of visual aids, cultural contents and linguistic contents as well (listening and speaking). Another important feature is, for instance, the use of the new technologies, which foster students' motivation, to such an extent that they might be learning and

practicing the language without noticing it. The learning process is more meaningful in a multimedia context like the one created when the lesson plan was previously laid out. Dikilitas and Duvenci (2009) explain that sometimes students do not have enough information or ideas to talk about in the second language. However, “video technology, in this sense, assists students in acquiring language skills by acting as a major motivator and stimuli for language development”. According to these words, the motivating factor in the visual support is clear due to the fact that they are used as visual prompts to stimulate the student’s mind and obtain ideas about the topic of conversation. They also add that “the other two major benefits of technology especially for the second language learners are the exposure to a large amount of comprehensible speech and access to friendly learning environment” (citing Butler-Pascoe and Wiburg, 2003: 84). That means that this access to this visual input as a facilitator and motivating element will be helpful to lower down the levels of frustration and fear when the student does not know what to say and/or how to say it. Thanks to watching a previous video as a mental stimulus (listening practice), it is regarded as a facilitating source of information for further speaking practice afterwards. In that way, this unconscious process will enhance the motivation of students and encourage them to participate and communicate in the class.

Finally, the following ideas are based on some authors cited in Ramirez’s Master’s dissertation (2011-2012) on the **usage of multimedia aids** in the English language classroom. She defends the presence of these aids based on a study by

Canning-Wilson (2000), who “notes that in order to make the listening input easily comprehensible the scenes with utterances should be back up by body language. It is important too that the students who were in sound-only conditions were less successful maintaining the interest and concentration in listening”. A very important factor has been introduced in Canning-Wilson’s words: body language. That explains the fact that in a listening activity students normally find it more difficult to understand a task which is only listened on the radio, for instance, than a video on the project, because in the former there is no visual support in the recording/conversation. Thanks to the visual stimuli, learners can predict and speculate about what they think they are going to watch on the video, making the task easier and reducing the levels of fear and anxiety when facing a listening task.

4.3 Remedial work: practical implementation

After reading the theoretical argumentation in the proposal of a remedial work to solve some of the constraints found in this type of research, this section includes their practical implementation in the real world, that is, examples of possible activities where those emotional factors are taken into account when working on speaking and listening with teenagers in an EFL classroom. Thus, each exercise is explained in terms such as why it has been designed in that way as can be seen in the corresponding appendix.

- **Appendix 9**

It includes a project work, which, to start with, is a topic that is closer to the students' world. Students normally like celebrations and, in this case, Christmas combined with travelling, which they normally like as well.

First of all, the open discussion will activate their previous knowledge and it works as a warming-up activity, since students need to use the language orally and they foresee what the project is going to be about. Then, working in small groups is also motivating because they help each other. They also team to perform searches over the Internet. The fact that the oral presentation is at the end will make them feel less nervous because there is a previous preparation in their small groups, using English and preparing what they are going to talk about.

- **Appendix 10**

This appendix includes a combination of listening and speaking project, based on videos. The use of multimedia aids is motivating for the students, since it is easier for them to comprehend the videos themselves first, and then, the use of the technologies is also motivating to them and make it more interesting. The fact that the videos they are watching are part of authentic ads on TV, that is, authentic materials, also motivates them to be involved in the lesson because they see the connection between what they are doing and their reality.

The speaking practice is the second part of the worksheet where they work in small groups to create a short ad they are going to perform at the end of the lesson (role play).

- **Appendix 11**

Using a short clip is also a fun way to work on listening in the classroom. In this case, this activity aims at working on listening, vocabulary and speaking, and also it is important to highlight that there is an important affective background since students are going to reflect on how they are, how teenagers are, and discuss if they agree or not. The creation of a positive self-image is necessary at this moment.

5. LIMITATIONS OF THE STUDY

My previous work has only focused on a small sample of activities in a very specific coursebook, and it can fall into generalisations since it must have been collected a broader sample from different textbooks, such as *Out and About*, CUP (2015) or *Key to Bachillerato*, OUP (2014) which would have produced more reliable results. Moreover, the emotional side of the activities has been tackled in a very theoretical manner, while there is still a need to develop different instruments of data collection to be done by the students themselves at high schools in a baccalaureate class.

If I had had the opportunity to conduct a field work, more accurate and representative of the issues I have been discussing within the context of a real language classroom. Quantitative research would have enhanced the qualitative research provided in this dissertation.

Finally, if the number of variables had been higher introducing, for instance, more individual variables in the emotional factors and their influence on the second language acquisition, both the benefits and also the burden of bearing them in mind in a classroom would have been more numerous. In addition, providing samples from a higher variety of coursebooks would have offered more examples of the typical speaking and listening exercises in common EFL practice, although it is true that in the appendices taken from this very coursebook one can see examples of the most common exercises which can be found in most of the textbooks.

6. SUGGESTIONS FOR FURTHER RESEARCH

After assuming the limitations inevitably encountered in this dissertation in the previous chapter, this section will provide some suggestions for further research in order to overcome these limitations.

I am aware that this dissertation may have at least two limitations. The first one is the limited research since a quantitative research would have been appreciated and helpful to provide more faithful information, and the second one refers to the smaller sample collected in terms of textbooks, just one while the more textbooks are analysed the better. For these reasons I would like to suggest some possible field work for further research concerning these plausible flaws in this dissertation.

First of all, adding quantitative research to a classroom-based situation by means of an experimental research could be positive. Bearing in mind the scope of this dissertation, that is, the main emotional factors influencing on the acquisition of speaking and listening skills the data collection can be carried out by means of the design of questionnaires. These questionnaires are done accomplishing a timeline during a specific period of time thanks to a pre-questionnaire to analyse the initial situation, and a post-test to assess if there are any changes during that period. Diachronically, thanks to developing a series of activities designed considering those emotional factors, the student might or might not see improvement in their learning

process. For this reason, a longitudinal research could be a good choice for further work in this field.

One type of pre-questionnaire can be done considering the students' attitude towards learning English, including their relation with the language, if they like it or not, if they are exposed to the language outside the classroom or not, their main difficulties concerning the language, and so on. By knowing our students and their behaviours and preferences the teacher could design adapted activities to overcome their affective necessities and scarcities. Thus, analysing statistically the figures collected thanks to these questionnaires conclusions are drawn in terms of the students' evolution.

As it has been mentioned before, further data collection is needed regarding the textbooks analyzed and their speaking and listening prototypical activities. Since this dissertation has only focused on one textbook it is really easy to generalize in my statements and they might be wrong because of the shortage of samples. By using more textbooks and analyzing the activities included according to the emotional factors, this analysis will be more representative and faithful in order to state that these factors have been ignored or not in the design of this very specific textbook under analysis.

In short, carrying out an experimental approach in a real classroom context, and adding quantitative research thanks to a longitudinal study in this group of students will bring more faithful results and benefits to this field. Moreover, a wider range of sample provided by a bigger number of textbooks will provide more results in order to tackle some issues of this dissertation such as the remedial work by means of suggestions to overcome the most common problems found in textbooks concerning affective factors in the acquisition of speaking and listening skills.

7. CONCLUSION

Along my dissertation, and the bibliography used to find enough arguments to support my initial hypothesis and objectives, it can be drawn that bearing in mind the emotional factors will be highly beneficial in the learning process of acquisition of speaking and listening skills of the adolescent student.

The EF-EPI-s survey has shown that the gap existing between reading and writing skills, and speaking and listening skills in Andalusian students in the baccalaureate level. It is due to the methodologies normally utilised in the language classrooms, more focused on those skills which are higher in the ranking than on speaking and listening. Thus, the promotion of these skills which are behind is sometimes forgotten or less considered in the lesson plans.

Thanks to the survey carried out by EF as well (2015) the results support that Spain still needs to work really hard on these skills because it continues being under the average in Europe, although there has been a positive evolution in the last 6 years according to this survey.

As possible reasons for this delay and lower levels in speaking and listening skills, authors such as Freud and other Psychoanalytic authors defends the importance of the emotional factors, as well as other more contemporary ones such as Arnorld, Rappaport, or Lazanov who developed the Suggestopedia approach.

Moreover, this dissertation has tried to analyse the most common speaking and listening exercises present in most textbooks from this emotional perspective. However, not all of them have been designed considering them. For this reason, a series of indications have been given to improve and adapt these prototypical exercises to other types considering factors such as motivation, anxiety or self-esteem.

The key is to prevent or, at least, lower down this affective filter that makes it more difficult for students to improve their speaking and listening skills. Thus, they would feel more confident and develop a positive attitude towards learning English. For this reason, the design of lesson plans and activities which aim at these two skills cannot be done quickly and following the same types of traditional exercises since

bringing a variety of them might make students want to be part of the class and involved in their learning process.

Thus, the lack of motivation that is, unfortunately, so characteristic in teenagers, should be the main enemy to fight in the FL classroom. Not only a variety of materials is necessary, but also the attitude of the teacher himself or herself towards the subject and the students. Offering understanding and empathy makes the students want to trust the teacher with any questions or concerns they may have.

In short, since students are not machines, which are programmed to learn but people, they have feelings, which can influence on their learning process positively and negative. Ignoring the presence of these feelings in the language classroom would be a big mistake with potentially negative effects on their FL acquisition process. Back to the past, even Aristotle said the following words, giving importance to emotions and feeling in the field of education: "Educating the mind without educating the heart is no education at all".

8. REFERENCES

- Al Rifai, N. (2010). Attitude, motivation, and difficulties involved in learning the English language and factors that affect motivation in learning it. *Procedia – Social and Behavioural Sciences*, 2: 5216-5227.
- Arnold, J. (2011). Attention to Affect to Language Learning. *Anglistik. International Journal of English Studies*, 22/1: 11-22.
- Arnold, J. & H. Douglas (1999). "A map of the terrain". In Jane Arnold (ed), *Affect in Language Learning*. Melbourne: Cambridge University Press, 1-24
- Arnold, J. (1988). The *Why, What, How* and *Who* of Foreign Language Research. *CAUCE. Revista de Filología y su Didáctica*, No 11: 123-135.
- Bryam, M., C, Morgan et al. (1994). *Teaching and Learning Language and Culture*. Great Britain: WBC.
- Bueno, A. & M. Pérez. (2016). "Class notes from the subject Research Methodology and Academic English". Jaen: Universidad de Jaén.
- Butler-Pascoe, M. E. & Wiburg. (2002). Technology and Teaching Language Learners: Using technology to teach oral communication skills. Pearson, 84.
- Cole, D. (2009). The Power of Emotional Factors in English Teaching. *Power and Education*, Vol 1, No 1: 57-70.
- Coopersmith, S. (1967). *The Antecedents of Self-Esteem*. W.H. Freeman & Company.
- Corredera, R. (2006). Second Language Acquisition. Psychological factors, Affective/emotional factors. *Aldadis.net La revista de Educación*, 9, 48:49.

- Dai, L. (2011). Practical Techniques for Cultural-based Language Teaching in the EFL Classroom. *Journal of Language Teaching and Research, Vol 2, No 5: 1031-1036.*
- Dikilitas, K & A. Duvenci. (2009). Using Popular Movies in Teaching Oral Skill. *Procedia-Social and Behavioural Sciences, 1: 168-172.*
- Douglas, H. (2000). *Teaching by Principles. An Interactive Approach to Language Pedagogy.* San Francisco, California. Longman.
- Fairclough, N. (1989). *Language and Power.* London: Longman.
- Gardner, R. (1985). *Social Psychology and Second Language Learning. The Role of Attitude and Motivation.* Great Britain. Edward Arnold Publishers.
- Haruyama, J. (2010). Effective Practice of Role Play and Dramatization in Foreign Language Education. *Komaba Journal of English Education, Vol 1: 31-58.*
- Henter, R. (2014). Affective factors involved in language learning. *Procedia- Social and Behavioural Sciences, 127: 373-378.*
- Kharismawati, R. (2014). Suggestopedia Method in the Teaching and Learning Process. *Retain, Vol 2, No 1.*
- Khodadady, E. (2013). Exploring the Role of Anxiety and Motivation in Foreign Language Achievement: A Structural Equation Modeling Approach. *Porta Lingurum, 20: 269-286.*
- Kodotchigova, M. (2002). Role Play in Teaching Culture: Six Quick Steps for Classroom Implementation. *The Internet TESL Journal, Vol. VIII, No 7.*
- Lakoff, R. (1990). *Talking Power. The Politics of Language.* New York: Basic books.
- Mendez, M. & A. Peña. (2013). Emotions as Learning Enhancers of Foreign Language Learning Motivation. *Profile, Vol 15, No 1: 109-124.*

- Killick, D. & M. Parry. (1997). *Cross-Cultural Capability. The Why, The Ways & The Means: New Theories & Methodologies in Language Education*, proceedings of the conference at Leeds, 15-16th December 1997. Leeds Metropolitan University: Centre for Language Study.
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Krashen, S. (1982). "Second Language Acquisition Theory". In Stephen D. Krashen (ed.), *Principles and Practice in Second Language Acquisition*. University of Southern California: Pergamon Press, 9-45.
- Pishghadam et al. (2013). Emotion-Based Language Instruction (EBLI) as a new perspective in bilingual education. *Multilingual Education*, 2013 3:9.
- Ramírez, M. (2012). *Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School (Majadahonda)*. Thesis. Universidad Complutense de Madrid.
- Segura, R. (2012). *The Importance of Teaching Listening and Speaking Skills*. Thesis. Universidad Complutense de Madrid.
- Suryo, A. (2009). *Suggestopedia as a Method for Teaching Speaking for Young Learners in a Second Language Classroom*. Thesis. Semarang State University.
- Thanasoulas, D. (2001). The Importance of Teaching Culture in the Foreign Language Classroom. *Radical Pedagogy*, Vol 3: 1-25.
- Vega, N. (1998). The Effect of the Suggestopedia Method on English Communicative Language Achievement and Attitudes Toward English of Ninth Grade Puerto Rican Students. *Educación Puerto Rico*, 1998: 125-172.

- Weaver, G. (1993). "Understanding and coping with Cross-Cultural Adjustment Stress". In R. M. Paige (ed), *Education for the intercultural experience*. Yarmouth, Maine: Intercultural Press. 137-168
- Williams A. and Rubio J. *Contrast for Bachillerato 1*. Cyprus: Burlington Books. Print

WEBSITES

- "Teaching Speaking Skills 2: Overcoming Classroom Problems". <http://www.teachingenglish.org.uk/article/teaching-speaking-skills-2-overcoming-classroom-problems> (accessed July 2017)
- "Project Work with Teenagers". <https://www.teachingenglish.org.uk/article/project-work-teenagers> (accessed July 2017)
- De Andrés, V. *Self-esteem in the Classroom or the Metamorphosis of Butterflies*. <https://es.slideshare.net/Fernandonandes/self-esteem-vernica-de-andrs> (accessed June 2017)
- EF 2016 English Proficiency Index by Country. <http://www.theewf.org/uploads/pdf/ef-epi-2016-english.pdf> (accessed July 2017)
- European Commission. "First European Survey on Language Competences". http://ec.europa.eu/dgs/education_culture/repository/languages/policy/strategic-framework/documents/language-survey-final-report_en.pdf (accessed June 2017)
- Lewis, S. "Teens and Listening Skills". <https://www.teachingenglish.org.uk/article/teens-listening-skills> (accessed July 2017)
- McLeod S. "Maslow's Hierarchy of Needs". <https://www.simplypsychology.org/maslow.html> (accessed June 2017)

- “Onestopenglish”. <http://www.onestopenglish.com/skills/integrated-skills/creativity-in-the-classroom/video-projects/pdf-content/video-projects-buy-me-buy-me-lesson-plan/156898.article> (accessed July 2017)
- “Tim’s Free English Lesson Plans”. <https://freeenglishlessonplans.com/tag/speaking-activities-for-teenagers/> (accessed July 2017)
- Trowbridge, S. “Teenagers and UK Culture”. <https://www.teachingenglish.org.uk/article/teenagers-uk-culture-0> (accessed July 2017)

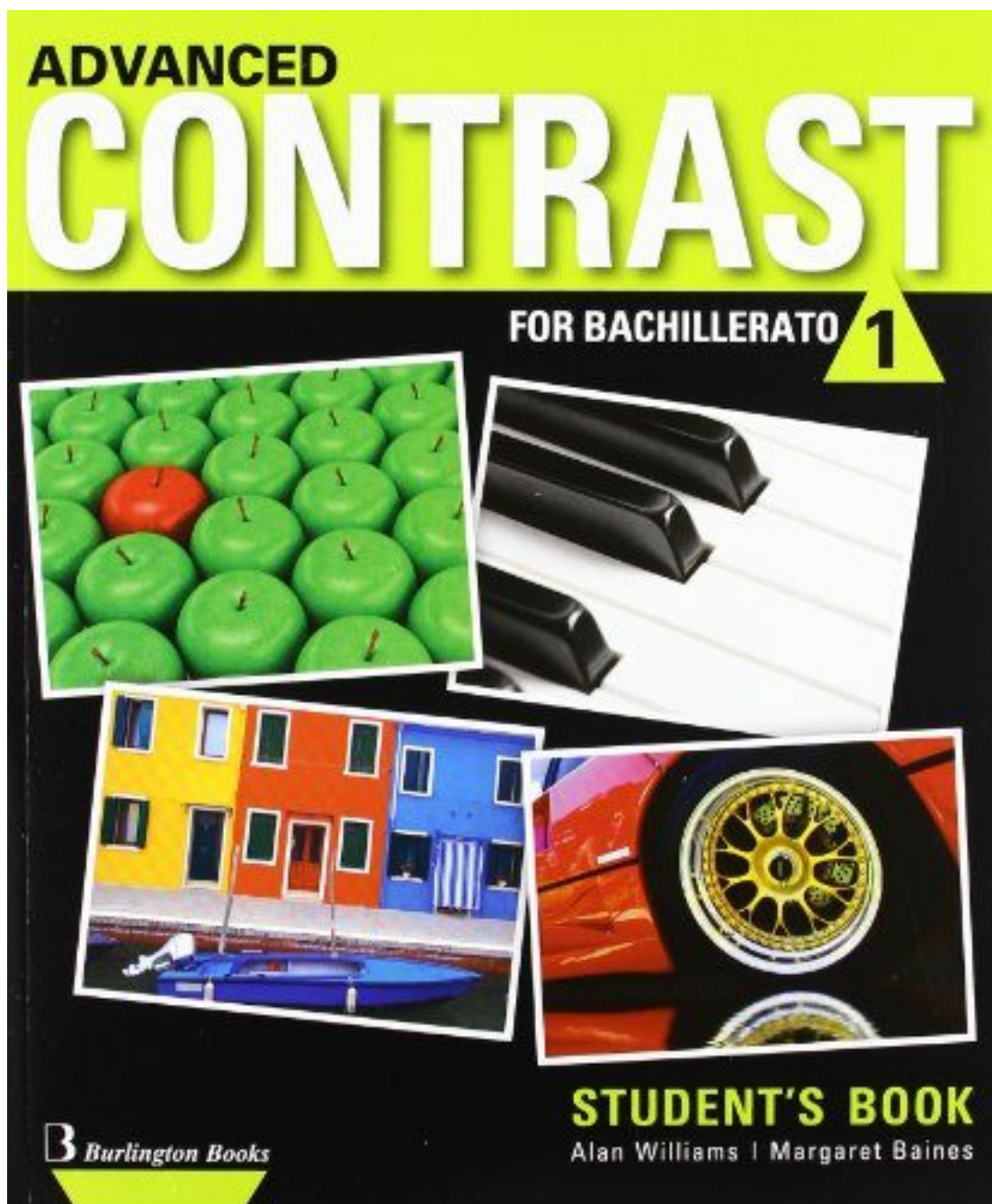
9. APPENDICES

Appendix 1

Checklist: Emotional factors taken into account.

- 1- Can the student relate this activity to their own reality? ☐
- 2- Can the student see the practicality of this activity? ☐
- 3- Is the activity too challenging for the student's level? ☐
- 4- Does this activity help the student feel more confident? ☐
- 5- Does this activity reflect the student's interest? ☐

Appendix 2.



Source: www.casadellibro.com

Appendix 3.

UNIT 1

SKILLS PRACTICE 1

Listening

1 Listen to a talk about travelling in the Amazon. Complete the sentences using 1-3 words.

- In the Amazon rainforest, the main form of transport is
- It's difficult to through the thick jungle.
- It's easy to get lost in the rainforest without a
- In the tropics, it's throughout the year, so wear light clothes.
- Despite the heat, it's essential to wear and long-sleeved shirts.
- It's better to wear shoes than
- You will see many trees and plants, but you may not see all the time.
- If you want to see animals, don't make
- Because bright red and blue clothing may some animals, it's best to wear green, brown or beige.
- If you want to see animals, get up before in the morning.

Speaking

2 With a partner, ask and answer the questions below. Use the Speaking Guide to help you.

- Do you like travelling? Why or why not?
- What places have you travelled to in your country? Describe where they are and what's special about them.
- Have you ever had to speak English on holiday, or to an English-speaking tourist here? What was the experience like?
- What different types of accommodation have you stayed in?
- What was your favourite trip, and why?
- If you could travel anywhere in the world, where would it be? Why would you like to go there?

Speaking Guide

Topic Vocabulary

Describing Locations

- in the mountains
- on the coast
- in the desert
- the capital city of ...
- in the south / north / east / west

Accommodation

- at a beach / ski resort
- at a holiday village
- in a hotel
- at a campsite
- in a youth hostel
- at a friend's / relative's home

Activities

- meet new people
- go sightseeing
- take photos
- take a tour
- try new food
- buy souvenirs

Adjectives

- relaxing
- exciting
- unusual
- adventurous
- boring

Useful Expressions

Talking about Experiences

- The best trip I've ever been on was ...
- The most interesting / beautiful place I've visited is ...
- The best thing about ... is ...
- I enjoy seeing ...
- I'd love to travel to ...
- I'd give anything to go ...

Speaking Strategy

When you want to show interest in what your partner is saying, use the following expressions:

- That sounds amazing!*
- Sounds fun / interesting / fantastic / frightening!*
- You're so lucky!*
- I'd love to do that / go there / see that!*
- Wow! Really?*
- That's great!*



Source: Willias A. and Rubio J. *Contrast for Bachillerato 1*. Cyprus: Burlington Books.
Print

Appendix 4.

UNIT 1

Speaking

Talking about a Picture

- 8 Look at picture II in Exercise 4. Match each question in A with two suitable responses in B. Then practise a possible dialogue with a partner.

- A**
1. What are the people doing?
 2. Where are they?
 3. How would you describe the area?
 4. How do you think they feel?

- B**
- a. I suppose they feel happy.
 - b. Maybe they're in the Alps.
 - c. It looks like the area is very mountainous and rocky.
 - d. We can see that they're backpacking.
 - e. It's hard to tell. They're probably quite tired.
 - f. They seem to be in the mountains.
 - g. It looks like they're hiking.
 - h. The area looks very remote and peaceful, and the view is quite impressive.

Speaking Strategy

When you are describing a picture, remember to use a variety of adjectives. The expressions below are also useful:

In the background ...
At the top / bottom of the picture ...
On the right / left ...
To the right / left of ...
Behind / Under / Above ...

- 9 **Pronunciation** Listen and repeat.

1. impressive • looks /s/

2. deserted • suppose /z/

Pronunciation Practice, page 139

TASK

Choose a picture below and describe it to your partner. Ask and answer the questions in Exercise 8. Use the vocabulary on page 12 and the expressions in colour in Exercise 8 to help you.



Appendix 5.

UNIT 3

Speaking Strategy

When you want to draw someone's attention to something, use the following expressions:

I've just noticed ...

And there's another thing ...

Look at this!

Look at this interesting / unusual / funny ...

Did you notice ... ?

Did you see that ... ?

Speaking

Comparing Pictures

- 8 Look at the pictures. Then match the beginnings in A with the endings in B. Which sentences describe similarities? Which describe differences?

A

1. The pictures are similar because
2. In both pictures,
3. Picture I shows a person in a restaurant
4. The pictures are different because the person in picture I is a girl
5. One difference is that in picture I, the computer is the latest model
6. I think that the computer in picture I is

B

- a. the people are sitting alone.
- b. while picture II shows a person in a computer room.
- c. while the person in picture II is a boy.
- d. they both show people using a computer.
- e. but in picture II, the computer is out of date.
- f. more user-friendly and convenient than the computer in picture II.



- 9 Pronunciation Listen and repeat.

1. picture • cheap /tʃ/
2. efficient • information /j/
3. digital • just /dʒ/

Pronunciation Practice, page 140

TASK

Compare and contrast the pictures below. Use the vocabulary on page 36 and the expressions in colour in Exercise 8 to help you.



Appendix 6.

Speaking Describing a Person

9 Match each question in A to an answer in B. One of the questions has got two answers. Then practise the dialogue with a partner.

A

1. What does he look like?
2. What's he like?
3. What's he interested in?

B

- a. He's **very** helpful and generous, but **he can be a bit** stubborn.
- b. He's **really into** sport and **he also enjoys** playing the guitar.
- c. He's **quite** short and muscular, and **he's got** curly, dark hair.
- d. He's **good at** computers, but **he's not mad about** maths.

10 **Pronunciation** Listen and repeat.

1. it • **hit** /h/
2. heir • **hair** /h/

Pronunciation Practice, page 140

11 The people in the pictures want to join a dating service. Copy the client profile. Then choose a picture and make up a profile for that person. Use your imagination.



CLIENT PROFILE

Name:	Age:	
Appearance:	Personality:	Interests and Activities:
Hair:	Positive:	Enjoys
Skin:		Really into
Height:		Not mad about
Build:		
Other:	Negative:	
		
		

TASK Copy another client profile into your notebook. Ask and answer questions to complete the profile about the person your partner chose. Use the vocabulary on page 50 and the questions and expressions in Exercise 9 to help you.

Speaking Strategy

When you want to add more information or another point to emphasise what you've just said, use the following expressions:

And another thing ...
What's more ...
And besides ...
Apart from ...
Not only ... but also ...

Source: Willias A. and Rubio J. *Contrast for Bachillerato 1*. Cyprus: Burlington Books. Print

Appendix 7.

SKILLS PRACTICE 1

Listening

1 You are going to hear five different people talking about internet swapping sites, where people exchange used items. Match each speaker to the idea he / she expresses below. There is one extra answer.

- A. Something about swapping bothers me.
- B. I swap all the time.
- C. More people should swap.
- D. I was pleased with the jeans I got by swapping.
- E. I exchanged one item for a similar item.
- F. Swapping can be a negative experience.

Speaking

2 The pictures below show people choosing things to buy. Do the tasks with a partner. Use the Speaking Guide to help you. For a larger version of the photos, go to page 174.

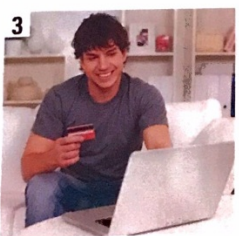
Student A: Compare the photos and say what might affect these people's buying decisions.

Student B: Do you think it's easier to decide which clothes to buy or which camera to buy?



Student B: Compare the photos and say what the advantages and disadvantages are of each type of shopping.

Student A: Which type of shopping do you prefer?



Appendix 8.

UNIT 9

Speaking

Interviewing

- 9 Match the interview questions in A to the answers in B. Then practise the dialogue with a partner.

A

1. Where are you from?
2. Can you tell me about your family?
3. What type of school do you go to?
4. What's your favourite pastime?
5. What's your school timetable like?
6. Are you involved in any sports?
7. What do you do at the weekend?
8. What are your ambitions?

B

- a. I usually start school at 8.30 and finish at about 3.30.
- b. I usually go out with my friends, to the cinema or to a club.
- c. Sure, I play football and basketball.
- d. There are four of us – my mother, my father, my big sister and me.
- e. I go to a small college that has only fifth and sixth forms – that's ages 16 to 18.
- f. I'm from Cambridge, England.
- g. I hope to study literature at university. I'd like to become a teacher.
- h. I love playing the guitar. I'm in a band.

Speaking Strategy

When answering questions, don't just give one- or two-word answers. Give details. For example, if you are asked where you're from, don't just say the name of place, but add a short description of it.



- 10 **Pronunciation** Listen and repeat.

1. leisure • mother /ɔ:/
2. your • sure /ɜ:/

Pronunciation Practice, page 141

TASK A Do a role play with a partner. Look at the profiles on page 173. Student A: You are Lara. Student B: You are Michel. Interview each other. Use the vocabulary on page 112 and the questions in Exercise 9. If a question is not answered in the profile, use your imagination.

TASK B In your notebook, write down more questions for a personal interview. In turns, interview your partner. Use the vocabulary on page 112.



Source: Willis A. and Rubio J. *Contrast for Bachillerato 1*. Cyprus: Burlington Books. Print

Appendix 9.

PLAN A MAGICAL CHRISTMAS



Discuss:

- Do you enjoy Christmas? Why / Why not?
- What was your most memorable Christmas ever?
- Would you like to spend your next Christmas abroad?

Plan:

With the budget you have been given, your team is going to plan your magical Christmas anywhere you want. You should plan a week of activities, from Christmas Eve to New Year's Eve. Use the internet to research what you are going to do: book flights or any means of transport, accommodation, food, activities, etc

You can't go over the budget you are allowed to spend.

Help:

You can be creative and imaginative in case your budget is low, and think about ways you can earn money.

Objective: You must present your Christmas planning in front of your other classmates.

(Based on *Plan a Magical Christmas* on <https://freeenglishlessonplans.com>)

Appendix 10.

WORKSHEET TGO WORKSHEET

Buy Title me, buy me!

by Author Jackie McAvo



one stop english .com

Solutions for English Teaching

integrated skills worksheet

Worksheet



Part 1

1. Match a chocolate bar with a slogan.

Dairy Milk	So light it won't ruin your appetite
Milky Way	Don't stop
Galaxy	A glass and a half full of joy
Bounty	Because the lady loves ...
Snickers	The taste of paradise
Milk Tray	Why have cotton when you can have silk?

2. a) Tick (✓) if the advert has the following:

	music	voiceover	conversation
Dairy Milk	✓		
Milky Way			
Galaxy			
Bounty			
Snickers			
Milk Tray			

b) Is the advert funny / clever / strange / frightening / exciting / romantic / factual ...? Is the advert for adults (both men and women), or teenagers / children (both boys and girls)?

Part 2: Notes for a TV/radio ad

Type of product:	
Name of product:	
Slogan:	
Music:	
Type of advert:	
Target audience:	
Conversation / voiceover:	

© Macmillan Publishers Ltd 2008

INTEGRATED SKILLS / Video projects / Buy me, buy me!

(Based on www.onestopenglish.com)

Appendix 11.

THE PRESENT



- In your group, think about as many positive/negative adjectives as you can in 10 minutes.
- Try to match your positive and the negative adjectives with the adjectives in the other groups.
- Discuss: What adjectives are normally used to describe teenagers? Do you agree? Why / Why not?

(Based on www.film-english.com)