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Trabajo Fin de Máster

Techniques and strategies for encouraging English oral skills, especially in a rural High School

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Abstract. The main aim of this Master's Dissertation is to encourage the oral production of students since it is the most challenging skill when learning a foreign language. Different oral techniques and strategies are suggested in order to motivate students to use the English language orally and lose the fear of speaking in public. Students will carry out interactive activities in pairs, in groups or individually and, at the same time, they will develop communicative competence. The present didactic unit is aimed at students of an intermediate level, especially to students of 4th course of Compulsory Secondary Education of a rural High School due to their low oral level as compared to that of students in an urban centre according to the results of the small-scale research project carried out in this dissertation. The main objective of this didactic unit is to get rural students develop a good knowledge of English as well as creativity, critical thinking and, of course, communication skills by doing an interesting and captivating project.

Key words: oral production, techniques and strategies, motivation, English language, interactive activities, communicative competence, didactic unit, intermediate level, rural High School.

Resumen. El principal objetivo de este Trabajo Fin de Máster es fomentar la producción oral de los estudiantes, ya que se considera la destreza más desafiante a la hora de aprender una lengua extranjera. Se proponen diferentes técnicas y estrategias orales con el objetivo de motivar a los estudiantes a usar la lengua inglesa oralmente y perder el miedo a hablar en público. Los estudiantes llevarán a cabo actividades interactivas en parejas, en grupos o individualmente y, al mismo tiempo, se desarrollará la competencia comunicativa. La unidad didáctica seleccionada está dirigida a alumnos de nivel intermedio, concretamente alumnos de un curso de 4º de Educación Secundaria Obligatoria de un instituto rural debido al bajo nivel oral que presentan en comparación con los alumnos de un instituto urbano, según los resultados del proyecto de investigación a pequeña escala llevado a cabo en esta tesis. El objetivo principal de esta unidad didáctica es conseguir que los estudiantes desarrollen un buen conocimiento de la lengua inglesa así como creatividad, pensamiento crítico y, por supuesto, habilidades comunicativas a través de la realización de un proyecto interesante y cautivador.

Palabras clave: producción oral, técnicas y estrategias, motivación, lengua inglesa, actividades interactivas, competencia comunicativa, unidad didáctica, nivel intermedio, instituto rural.

1. INTRODUCTION

The main aim of this Master's Dissertation is to encourage the most difficult skill Spanish students have to face when they are learning English as a foreign language: speaking. Most teachers spend their classroom time teaching grammar and vocabulary because it is supposed that students will speak once they learn them but "Does knowledge come before skill?" (Tejada & Nieto, 1996: 241). A good command of a language is based on the level of fluency or communication. Therefore, "speaking is generally considered to be the measure of knowing a language" (Roldán & Gómez, 2006: 322) although it is the most challenging skill for students due to the characteristics of the oral discourse such as stress, rhythm, intonation and other features.

Dealing with the theoretical contents, the objective is to concentrate on oral production and propose useful strategies and techniques to help students to overcome the fear of speaking in public and not to lose interest in speaking a foreign language. First of all, I will deal with some relevant aspects of the spoken language as its main characteristics and functions such as productive and interactive dimensions. In addition, we will continue with the implementation of speaking lessons and, therefore, it is necessary to explain the role of the teacher. Teachers should control the class by activating different functions such as the use of group work, activities based on easy language and some others that will be explained in the first section of this project. This is based on Roldán & Gómez (2006: 328).

Moreover, we have to create "interactive" classrooms in which students use real communication in order to increase their motivation in oral practice and try to reduce the factors which affect oral production such as inhibition. For this reason, I have also included two important parts in this dissertation. One of them deals with the main features of an interactive classroom and the other one includes some techniques to improve motivation in oral practice. Furthermore, it is necessary to explain some communicative strategies which will be useful for students to interact in the second language. As Roldán & Gómez (2006: 326) claim, communicative strategies "are not specific to the L2, (native speakers also use them) but they are really stressed when students try to manage a second language situation."

Besides, I have included another section in which I describe different typologies of oral tasks which can be used by a teacher depending on his or her purpose, that is to say, there are oral activities whose purpose is only to improve fluency and others which are only focused on accuracy. Finally, another important aspect when we deal

with speaking is its interrelation with listening. This skill is also necessary for successful communication because teachers have to provide the appropriate input if we want our students to speak a language. Then, I will propose several useful exercises which combine both skills.

On the other hand, nowadays the treatment of oral skills differs significantly between a rural and an urban high school. That is the reason why I have decided to include a small-scale research project in order to show the differences between both schools. It will be carried out through some questionnaires that I will provide to the students of 4th year Compulsory Secondary Education (CSE) of each school. As a student of a rural high school and a trainee teacher in an urban high school, I can state that the speaking level of the students of a rural area is lower than that of the students of an urban high school, perhaps because the students of an urban centre have many opportunities to become familiar with the language. For that reason, another main objective of this research is to discover the interests, motivations and fears of the students of a rural high school in order to use them to develop a didactic unit which catches the attention of students and motivate them to learn how to speak a language correctly.

Referring to the methodology used in this Master's Dissertation, as stated above, my intention is to create a didactic unit focused on a rural context due to the low speaking level of these students and try to help them to lose the fear of speaking in public focusing especially on those students who are more introverted. Therefore, I will try to develop a motivating didactic unit concentrated on the interests of rural students taking into account all the data collected in the surveys. Furthermore, my purpose is to use the technique of project-based approach through which students will work on a project over the sessions of this didactic unit. Firstly, they will acquire appropriate input according to their level through different tasks, and finally, they will be able to demonstrate their knowledge and skills by developing an oral public product or presentation for a real audience. As a result, students will develop good knowledge of English as well as critical thinking, creativity, and, of course, communication skills by doing a stimulating project in which all tasks will be student-centred activities. Finally, the evaluation of this didactic unit will be carried out with some rubrics which will evaluate participation, work in classroom, collaboration, homework and the carrying out of the final project.

2. LITERATURE REVIEW

2.1. The spoken language

The learning of a language is based on linguistic components (grammar, vocabulary and pronunciation) and communicative skills (listening, speaking, reading, writing and interaction). The final aim is communicative competence, which involves the following subcompetences: linguistic subcompetence, discursive subcompetence, strategic subcompetence, sociolinguistic subcompetence, intercultural subcompetence and pragmatic competence. Please, for more detail refer to Bueno González (2013: 27-61).

One of the main problems in teaching a foreign language is to prepare students to use the language. That mostly depends on the teacher and the motivation of student. It is true that to speak a language, students need to learn an amount of grammar and vocabulary but teachers cannot spend their classroom time just teaching them because a good command of a language is mainly based on the level of fluency and communication. In other words, students need knowledge about a language but especially, skill to use it. As Bygate (1991:3) points out “this distinction between knowledge and skill is crucial in the teaching of speaking”. Students not only need to know how sentences are formed but also how to produce them and adapt them to the circumstances of a conversation.

According to Tejada & Nieto (1996: 241), it is frustrating for teachers to meet students who after several years of learning a foreign language are unable to keep a simple conversation fluently. The answer to this problem could be that “inside the classroom, speaking and listening are the most used skills, but they are not the most taught ones” (*sic*) (Roldán & Gómez, 2006: 322). If students are not taught the characteristics of oral discourse (intonation, stress, etc.) and strategies to interact in a second language, it will be impossible for them to maintain a conversation using the language correctly.

2.1.1. Speaking and oral register

It is crucial to know that there is a difference between oral register, which is concentrated on conversation, and communication. Communication does not always have to be the main aim in speech although conversation always takes place in it.

According to Cambridge Dictionary, conversation is described as: “(a) talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information is exchanged.” Moreover, its main characteristics are the following ones:

- a. Conversation takes place in the spoken medium
- b. Conversation takes place in shared context
- c. Conversation avoids elaboration or specification of meaning
- d. Conversation is interactive
- e. Conversation is expressive of politeness, emotion and attitude
- f. Conversation takes place in real time
- g. Conversation has a restricted and repetitive repertoire
- h. Conversation employs a vernacular range of expressions
- i. Lack of functional explanation

(Roldán & Gómez, 2006: 323)

These characteristics are true for L1 conversations, but when we deal with speaking in a second language, there are some difficulties. Sometimes students find it difficult to express themselves in the L2 due to areas of syntax, vocabulary or even morphology. In addition, there are other aspects that can stress students when they speak an L2 such as to use the correct idiomatic expression or even to understand the interlocutor. These difficulties can affect the student's oral register negatively. This is based on Roldán & Gómez (2006: 323).

On the other hand, as Roldán & Gómez (2006: 323) mention, the spoken language is usually thought of as having two main functions: the productive dimension (devoted to the transfer of ideas) and the interactive dimension (the ability to communicate properly). Teachers must focus on both dimensions if they want to make

students aware of the difficulties they will find when speaking an L2 and face them in order to achieve a good performance. Firstly, the productive dimension, as stated above, is focused on the transfer of ideas and information and it is affected by some constraints or, as Bygate (1991: 7) calls them, “processing conditions”. These factors affect the speech negatively. They are “related to the internal conditions of speech: the fact that speech takes place under pressure of time” (Bygate, 1991: 7) and they vary from “syntax or vocabulary uncertainties as well as listening difficulties” (Roldán & Gómez, 2006: 324). Some factors which mainly affect the production dimension are:

- a) *Linguistic*: it subsumes all kind of linguistic problems the speaker has to face as well as the variety of new situations.
- b) *Psychological*: problems are mainly: inhibition when speaking in the presence of others, and (lack of) *interest* in the topic.
- c) *Cognitive* problems are solved when students are given the stimulus to talk: pictorial aids, theme, and so on.

(Roldán & Gómez, 2006: 324, italics in the original).

In addition, there are two mechanisms that can be used to facilitate the production of students and compensate for the difficulties. Bygate explains them:

- a) *Facilitation*: speaker’s production can be facilitated in four different ways: “by simplifying structure; by ellipsis; by using formulaic expressions; and by the use of fillers and hesitation devices”. Please, for more detail refer to Bygate (1991: 14-18).
- b) *Compensation*: Frequently, speakers need to change what they have already said. In spoken language, alterations are common and quite “normal” but a writer must avoid crossings out and alterations in the text. Firstly, “reformulation occurs because, on the one hand, corrections are tolerated and needed in oral language” (Roldán & Gómez: 2006:325) (speakers often repeat a noun, change the order of sentences or substitute an adjective or a verb for another). On the other hand, speakers have to hold the gist of the conversation in their memories in order to maintain communication. So, speakers often “rephrase and reformulate what they say” (Bygate: 1991: 19). We can find the followings compensation mechanisms which are self-explanatory: self-correction, false starts, repetition and rephrasing (Bygate: 1991:19).

The interactive dimension, on the other hand, involves the ability to use language in order to achieve communication among people. Speakers usually repeat the pattern of their messages and these patterns can be divided into two types. Firstly, information routines which are “recurring structures that speakers use to convey information” and they can be classified into two types: expository routines (“used to convey factual information, as narration”) and evaluative routines (“need the expression of reasoning, as justification”). The second pattern of messages is called interaction routines and they deal with all types of situations, for instance, talking with our family, a job interview or during a lesson. These ideas are summarized from Roldán & Gómez (2006: 324-325).

2.1.2. The teaching of the spoken language

Teaching to speak in a foreign language is a difficult process due to the lack of a realistic approach. For this reason, spoken language production is mainly based on correctness. Students are expected to express fully grammatical and complete sentences with correct pronunciation and grammar. Nevertheless, we cannot demand our students to express these sentences if they do not do that in their first language. Even native speakers of whatever language talk using short and incomplete sentences. As Brown & Yule (1983: 27) state, “*correctness*, in terms of sentences, seems an inappropriate notion in language production [...] and does not prepare students to produce an extended response, take a long turn or make the spoken language ‘work’ for him”.

Needless to say that the syntactic structures of natural speech are not the same as those used in a prepared text. “When teaching speaking, we need to make students aware of fixed phrases, functional sequences and adjacency pairs. We can do this by teaching functional exchanges” (Harmer, 2013: 345). Thus, it is important to provide our students with a number of expressions and fillers which they can use to face different oral situations. Moreover, students need to be exposed to authentic English such as programmes, series or films, and so they will learn that everything in an oral message is not important. They should concentrate on the end of the message since it is normally the most important part (Brown, 1977: 124).

Taking into account all these aspects we will improve the learner’s confidence when speaking a foreign language and oral conversations will be more successful.

The following sections deal with relevant aspects when teaching spoken language such as the role of teachers, the main characteristics of an interactive classroom and how to improve the motivation in oral practice.

2.1.2.1. The role of teachers in a communicative class

Due to the fact that in a language classroom “the teacher is expected to develop the students’ communicative competence” and that “teachers must provide individual attention according to personal differences” (Madrid, 1996: 123), the teacher’s performance requires the adoption of different roles.

Firstly, as highlighted in Prieto (2008: n.p., as cited in Castellà i Fosch, 2017: 12), the teacher must be another element of the class in preference to the main one. Moreover, teachers should act as facilitators and “conceive of the learning process as a community matter, in which all members of the group should participate” (Castellà i Fosch, 2017: 12) in order to enhance communication and classroom interaction. Mwalim (2011, n. p.) also supports this idea:

The teacher acts as a facilitator. Since students do not always spontaneously interact well with one another they hence need encouragement. To cultivate interaction, the teacher may divide the learners into small groups and give them tasks, projects or assignments. Soon all the students will be communicating with each other role playing and offering ideas; shyness will be forgotten in the excitement of accomplishing the group project.

It is impossible to think that anyone can be an English teacher of young learners. Teaching students is not only based on the transfer of knowledge and content. Teachers need to be familiar with updated teaching techniques which encourage communication between teacher and students (this is inspired by Castellà i Fosch, 2017: 12). Furthermore, teachers should know students’ needs, attitudes and interests or as Madrid (1996: 124) describes, a teacher should be a “diagnoser of interests and needs”:

- Talking to students about their interests and needs,
- Using questionnaires to find out about the students’ hobbies and their future possible needs.
- Taking into consideration the characteristics of the community.

(Madrid, 1996:124).

A class must always be focused on the learner instead of being concentrated on the teacher. Nowadays, teachers do not dominate the class; as Castellà i Fosch (2017: 13) claims, they should become class-supporters and “be prepared both practically and academically” (Savignon, 1971: 27, as cited in Castellà i Fosch, 2017: 13).

In addition, the teacher should act as a mentor or as Castellà i Fosch (2017: 13) calls, “an advisor, analyst and process manager”. This role is based on encouraging students to work hard to get better results. “The teacher can mentor learners by taking time to listen them”. By doing so, the students build courage” (Mwalim, 2011, n. p.). Being courageous and self-confident are two main features when speaking a foreign language and teachers have to get students to develop them. Closely related to this we find the role of “motivator and generator of possible attitudes” (Madrid, 1996: 124). It is an essential role teachers should have within a communicative class. We will deal with motivation in the following sections.

Last but not least, a teacher must also be a “provider of second-language acquisition situations” (Madrid, 1996: 124). He or she should encourage the use of English as much as possible teaching previous input and doing easy activities to improve the language such as dialogues or role-plays.

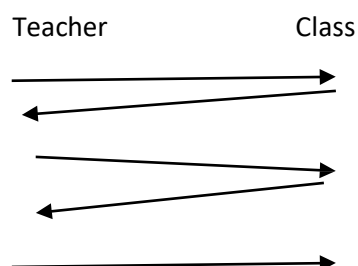
To conclude this section, we can mention that the role of a teacher in a communicative class is based on several important factors which a real teacher should know in order to enhance communication and classroom interaction.

The following section is highly related to this one since it includes the main features which must have an interactive class.

2.1.2.2. Interaction in the classroom

The interaction between the teacher and students is an essential part of the teaching and learning process. As Malamah-Thomas (1988: vii) states, “It is the interaction of the classroom [...] which mediates between teaching and learning” and it can increase learners’ communication. Moreover, “interaction is the basis of L2 learning through which learners are engaged both in enhancing their own communicative abilities and in socially constructing their identities through collaboration and negotiation” (Hanum, 2017: 1).

The term 'interaction' is not only defined as action and reaction; it is more than this. "Interaction means acting reciprocally, acting upon each other." "The teacher acts upon the class, but the class reaction subsequently modifies his next action, and so on" (Malamah-Thomas, 1988: 7). The following figure shows the progress of interaction in a lesson:



(Malamah-Thomas, 1988: 7)

According to Jia (2013: 209), the term interaction can be classified into two categories depending on the participants: teacher-learner interaction and learner-learner interaction. Teacher-learner interaction occurs between the teacher and learner in teaching situations whereas learner-learner interaction is developed among classmates and it is a crucial type of interaction when we learn to use a language for communication.

Learner-learner interaction is based on peer relationships, which allows the maximum degree of communication [5]. Carefully structured learner-learner interactions provide a forum for extended, meaningful exploration of ideas, which exposes learners to more varied and complex language from their peers than does traditional teacher-fronted classroom interactions. Through interaction with other learners in pairs or groups, learners can have more opportunities to make use of linguistic resources in a relaxing and uncontrolled manner and use them to complete different kinds of tasks.

As we have seen, interaction is a key word in the teaching of a language and it is essential to encourage real communication among students. At this point, we may ask what the main characteristics of an interactive class are. As Rivers (1987: 10-14, as cited in Roldán & Gómez, 2006: 329) points out, an interactive classroom would be described as:

1. a classroom with a lot of listening to authentic material and no prohibition of spoken response by the students;
2. a classroom where students listen and speak in reaction to stimuli, role plays, discussions, simulations, etc;
3. a class where students are engaged in joint tasks;
4. a class in which students have the opportunity to observe native speakers interacting, in films, video tapes, etc;
5. a classroom where pronunciation is carefully monitored; sometimes, even in reading poetry aloud;
6. a place where cultures meet and students interact by sharing their values and viewpoints;
7. a classroom that provides contexts for inductive learning of the grammar rules;
8. a class that focuses on proficiency-based assessment and real life uses of language tasks;
9. a class that facilitates the contact between students and the target language speaking community, in different manners and with varied resources.

In addition to these characteristics, and according to Jia (2013: 211), we can mention some strategies that teachers may use to promote classroom interaction. Firstly, teachers can make use of questions to communicate with students, to attract their attention or to have an idea of the learner's comprehension. Secondly, teachers must be aware of the different English levels of learners (beginner, intermediate and advanced) and depending on the students' level, teachers will use a simple or more advanced language to communicate with them. Furthermore, we, as teachers, should implement cooperative learning in order to help students to develop social skills and relate to others and it is also important to build a positive relationship between teacher and learner to make classroom interaction more successful:

In order to make classroom interaction more effective, the importance of the relationship between the teacher and the learners cannot be overestimated. A good teacher ought to know his learners well, for having knowledge and understanding of the learners' background provides an important basis for the teacher's planning at each steps (*sic*) of the teaching process. A sound relationship needs to be established on the basis of mutual respect between the teacher and the learners. Respect for people is considered as an essential part of education and the most important contributors to good rapport between the teacher and the learners. (Jia, 2013: 211).

Finally, teachers should help learners to reduce anxiety when speaking in English by boosting their self-esteem and self-confidence providing them with many opportunities to success in the language. Please, for more detail refer to Jia (2013: 210-211).

The next section deals with motivation in spoken production, which is another essential concept when speaking a foreign language.

2.1.2.3. Motivation in oral practice

An essential factor in the process of learning a second language is the learner's motivation, that is to say, the student "must **want** to learn, make a considerable effort and feel happy about the learning experience" (Madrid, 1996: 142, emphasis in the original). According to Gardner (2010, n. p., as cited in Cornejo, 2016: 9), a definition of motivation is based on three main components: "the desire to learn the language, attitudes toward learning the language and motivational intensity (i.e. the effort extended to learn the language".

Research shows that motivation has a great influence on the achievement of success. "The more motivated language learners are, the more they learn" (Cornejo, 2016: 8). On the contrary, students who are not motivated tend to lose their interest in learning a second language and therefore it is impossible for them to develop their potential skills. Hence, teachers must encourage motivation in class so that all students can be successful in the language learning context.

On the other hand, as stated above, speaking is the most essential and challenging skill students have to face when they learn a second language and the only way to develop this skill is using English in class. Nevertheless, it is often difficult for teachers to motivate learners to speak in class or to participate in oral activities. One of the reasons is that "students often feel a great deal of anxiety about speaking because they do not feel confident when using English in class" (Cornejo, 2016: 22). The only solution to this problem is to let students be protagonist of their learning, allowing them to make mistakes, to correct what they have said wrong and try again. The main aim of learning a language is to communicate and that is what should be done, to allow students to communicate and correct them as long as it is really necessary. In addition, teachers sometimes use activities which do not attract the students' attention because they are boring or their level is not adequate. Hence, teachers must provide students with not too easy or too difficult activities so that they do not lose interest in learning a second language.

If we want to increase our students' motivation we should discover our students' interests and create attractive and innovative activities according to them. Apart from that, students should also be provided with opportunities to communicate in class in order to practice their acquired knowledge of the target language. In this way, the English class will be more dynamic and students' motivation will increase.

It seems that, in general the students feel satisfied with their English class if it is lively, if they have the opportunity to participate in communicative activities and if the teacher gives evidence of sound personal and pedagogic qualities. (Madrid, 1996:144).

Examples of oral activities which can attract the students' attention can be those which "provide learners with a context through which a foreign language can be used in a meaningful way as an integral part of the learning process" (Cornejo, 2016: 22).

Finally, we cannot forget that the FL (foreign language) teacher can also affect the student's motivation. In fact, some students like English for the behaviour and personal qualities of their teachers or even because of the close relationship they have. As highlighted in Madrid (1996: 145), a good FL teacher must have the following characteristics:

1. Explaining with clarity
2. Being friendly, amusing, cheerful, kind, tolerant, helpful and creating a pleasant atmosphere in the EFL classroom
3. Having a sound knowledge of English and speaking it fluently
4. Having good pronunciation
5. Motivating students, tolerating and understanding them, adapting to their needs and characteristics.
6. Using English in the classroom as much as possible

In conclusion, the idea is that if we want our students to succeed in the learning context, especially in the oral skills, we must encourage positive motivation among them by taking their interests into account.

2.2. Communicative strategies to interact in the second language (to deal with communication problems)

A second language cannot be learnt by the memorization of drills but interacting with others. Hence, teachers must focus their attention on interactive language production. In other words, “we shall look at how learners communicate when they have not mastered the language” (Bygate, 1991: 42), that is to say, which strategies they use to solve communication problems. Several researches agree that these communicative strategies (CS, hereafter) are essential for effective communication because they “serve to compensate for inadequacies in the target language (David, 2017: 1).

Communication strategies are a necessity for any student of a foreign or second language during communication, due to the high probability that they are presented with a linguistic and or cultural inadequacy when the conveyance of meaning occurs between one another. In other words, language users of (both) different linguistic and socio-cultural background are likely to apply these techniques during conversation if the phenomena of “communication breakdown” [...] is to be avoided. (László, 2017: 5)

We should highlight that CS are not only used by L2 speakers, native speakers also use them. However, these strategies are highly used when second language learners try to deal with communication problems. (Roldán & Gómez, 2006: 326).

According to different authors, CS can be divided into two types. Firstly, achievement or compensatory strategies “where a student tries different solutions in order to achieve working communication” (Lindblad, 2011: 6) or in other words, if the speaker uses an achievement strategy, “she will attempt to compensate for her language gap by improvising a substitute” (Bygate, 1991: 42). However, some learners cannot be able to use an achievement strategy and therefore they have to use a reduction or avoidance strategy “where a student gives up when the first attempt on communication fails” (Lindblad, 2011: 6). Bygate (1991: 42) describes this last strategy as:

They may have to adopt a *reduction strategy*. For instance, they may manage only a partial solution and so fail to communicate all of their intended message. Or else, they may find no solution at all. In either case, the result is that they reduce their message so as either to bring it within the scope of their knowledge or else to abandon that message and go on to something they can manage. Both of these solutions have been called *reduction strategies*.

Now, we deal more closely with CS following the classification of Bygate (1991: 42-48).

2.2.1. Achievement strategies

On the one hand, achievement strategies, as stated above, are used to face a language gap by looking for a substitute, and they can be divided into:

1. Guessing strategies: the speaker tries to solve the communication problem by inventing a word, using a borrowing or translating a word literally.
2. Paraphrase strategies: the speaker tries to find an alternative expression to the one (s)he needs. This type of strategy can be divided in three sub-categories:

a) Approximation: The use of such native language (L1) vocabulary items or structures, that the language learner is aware of not being correct, but which shares certain semantic features with the desired item, thus satisfying the speaker's intention (e. g. *a big rock instead of boulder, or pipe instead of water pipe*).

(b) Word coinage: The learner is making up a new word – most often on the spot - in order to communicate a desired concept (e. g. *airball for balloon or smoking leaf for cigar*).

(c) Circumlocution: The learner describes the major characteristics or elements of an object, action or person instead of using the target language (TL) equivalent (e.g. *She is, uh, smoking something. I don't know what's its name. That's, uh, Cuban, and they smoke it in other countries, too*).

(László, 2017: 6).

3. Cooperative strategies or, as Tejada & Nieto (1996: 245) calls them, “appeal for assistance”: they are used when the speaker needs help.

For instance, he may ask for the word, by asking for a translation of his mother-tongue word, by physically indicating the object that he means, or by miming. However, he can get help through other means. He may try to provide a syntactic frame in order to elicit the word he wants from his interlocutor. (Bygate, 1991: 45).

2.2.2. Reduction strategies

On the other hand, reduction strategies are generally used “to reduce the message or even to abandon it” (Tejada & Nieto, 1996: 327) and they are also divided into the following categories:

1. Avoidance strategies: the message is changed in order to avoid a communication problem. According to Nakatani (2006, n.p., as cited in Lindblad, 2011:9), this strategy is divided into two sub-categories. Firstly, topic avoidance (“the speaker tries not to talk about entities for which the desired expression is not known”) and secondly, message abandonment (“the speaker begins to talk about an entity but is unable to continue”).
2. Compensatory strategies: the speaker find it difficult to express a message, so (s)he changes the order of the message or makes a repetition of a part of it in order to have time to think and re-organise the message (based on Roldán & Gómez, 2006: 327).

In short, CS are essential for L2 learners in order to express their message effectively and improve their communicative competence. Therefore, teachers should encourage the use of these strategies through different activities in class in order to get our students feel more confident when speaking a foreign language.

2.3. Typologies of oral tasks

In this section we divide spoken language activities into several categories depending on different aspects.

2.3.1. Topic/task based activities

An L2 teacher can provide students with different opportunities to speak English at any level. Firstly, we need to differentiate between two main kinds of speaking activities: topic-based activities and task-based activities.

Topic-based activities give learners the opportunity to talk or discuss about a specific topic using their own arguments and experience. It is also recommendable to provide students with some questions or hints in order to motivate them to speak (based on Roldán & Gómez, 2006: 330).

An example of a topic-based activity, on the other hand, would be a debate: *Gay Marriage: are you for or against?* The students would express their own views on the issue. Teacher could guide the discussion by presenting typical and polite phrases to introduce disagreement, explain turn-taking rules, show them how to modalize one's point of view, etc. Language and conversation skills would be taught together. (Sette, 2015: n.p.).

On the other hand, using a task-based activity students are asked to do a task. They have to solve a problem or perform something using the language, that is to say, this kind of activities has always a specific result (summarized from Roldán & Gómez, 2006: 330).

An example of a task-based activity would be to have the students list the best places to go on vacation. Individually, each student would draw their own list (with, let's say, 5 items, numbered in order from the best place) and, then, they would be paired off with the task of coming up with a common list. They would have to discuss the pros and cons of each place and prioritize their recommendations. Then each pair would present the negotiated list to the rest of the class. (Sette, 2015: n.p.).

Both kinds of activities can be used in speaking lessons taking into account the level of students although, as a general rule, "task-based activities work better for lower levels while topic-based ones for intermediate to upper levels of linguistic proficiency" (Sette, 2015: n.p.).

2.3.2. Fluency/accuracy activities

Speaking a language can be defined as the ability to produce fluently and accurately appropriate utterances in a given situation. Therefore, when we discuss speaking activities, we should concentrate on two main aspects: communication and language itself, that is to say, fluency and accuracy.

According to Lim (2017: 3), fluency can be defined as “the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication”. Hence fluency activities or, as Harris (1996: 70, as cited in Roldán & Gómez, 2006: 330) calls, “oral communication tasks” are those in which students use freely the language they have learnt, without taking into account the mistakes. “These activities show learners that the language is useful, it is the language they use outside the classroom – in real-life situations” (Tůmová, 2002: 21). So fluency activities may be highly motivating for students because they not only learn a language but also use it. Apart from that, these activities have to be adapted to the level of students because developing spoken fluency can be more challenging with learners with a low level than with those of a higher level. Examples of fluency activities could be:

1. For lower levels:

Why? Because ...

One person makes a statement about their interests. Another student asks them to give reasons. This can be done in pairs, groups or with the whole class.

For example:

A: I like cats

B: Why do you like cats?

A: Because they are more independent than dogs

B: Why are they more independent?

A: Because they are happy if you leave them alone and don't need a lot of attention

B: Why do they like being alone?

A: Because they are natural hunters

(British Council, *Fluency Activities for Lower Levels*, n.y: n.p.)

2. For higher levels:

Slaves to fashion

Take a fashion item which is important to young people in the country where you are working.

- Ask students to bring as many pictures of these items from magazines (bring your own too). This could be footwear or coats/jackets. Put students in groups to compare their photos. Ask them to divide the collection into three categories: fashionable, practical, both.
- Each group must then choose the best possible style for their age range and explain their choice to the rest of the class.
- This can lead in to discussions on how important it is to be fashionable/peer pressure/marketing to young people/parental attitudes to their choice of clothes etc.

(British Council, *Fluency Activities for Higher Levels*, n.y: n.p)

On the other hand, Lim (2017: 3) also makes a definition of accuracy. He defines it as “the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language”. Therefore, accuracy activities or, as Harris (1996: 70, as cited in Roldán & Gómez, 2006: 330) calls them, “oral language practice activities” are focused on the form and their aim is the language itself, that is to say, “the purpose of *accuracy work* is to make sure that the learners get something right” (Tůmová, 2002: 21).

In the same way as fluency activities, accuracy ones also have to be adapted to the level of students. Some examples are “controlled practice, drills, the study and application of grammar rules, and activities that help students to “notice” their own mistakes” (British Council, *Accuracy*, n.y: n.p)

It is better to focus firstly on accuracy in order to have a good knowledge of grammar and vocabulary. After that, we should concentrate on fluency activities so that students will be able to maintain a conversation effectively.

2.3.3. Role plays: advantages and disadvantages

Nowadays the most widely used oral activity is role-play because it is the best one to practise interaction in classroom through real situations.

As Ur (1996: 131, as cited in Roldán & Gómez, 2006: 332) describes, “a role play refers to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context”. Role-play is a pair work activity although it can be done in small groups too. Students are given a situation and roles to perform. The only aim of this activity is to improve the language while students enjoy showing scenes and it will be successful if the activity’s instructions are clear and the language production expected is based on the students’ level (Ur, 1981: 9).

This fashionable oral activity has advantages and limitations that we will summarize from Ur (1981: 9-11). On the hand, role-play has a great number of advantages due to the fact that it provides many possibilities to practise communication. First of all, students have the opportunity to practise the language related to different contexts and not only the one used in classroom: “they can be shopkeepers or spies, grandparents or children, authority figures or subordinates [...]” (Ur, 1981:9). Then, as stated above, role-play activities provide students with the opportunity to practise the language through real-life situations. Therefore, students are required to use authentic discourse because probably they will use it in situations outside the classroom. In addition, this trendy activity is considered one of the most motivating activities since it is easier than others and students enjoy playing a role.

On the other hand, we can also find some limitations such as the problem of inhibition. Some students are not used to this type of activity and they can feel embarrassed. This problem can be solved by making the effort to motivate these students to participate, explaining the activity clearly and helping them in whatever (s)he needs. A second problem may be the lack of purpose. Sometimes students are given a situation and roles but they are not given a final objective and this can create confusion among students. Role-play is a step up from ‘talk about x’; it is now ‘talk about x in role-situation y’; but we need one final step: ‘talk about x in role-situation y *in order to achieve z*’ (Ur, 1981: 11).

Finally, it is essential to state that role-play is an “inclusive term” (Roldán & Gómez, 2006: 332). It makes reference to different kinds of activities such as: dialogues, plays (extension of dialogues), simulations (they are typically done in groups and students are required to speak and act in imaginary situations) and finally, role-

play, which is similar to simulation but the difference is in the allotment of roles because in role-play activities this is usually done through cards whereas in simulations activities, students are assigned a character randomly or by choice. These ideas are taken from Roldán & Gómez (2006: 332).

2.3.4. Communication games

Games have an important role in the learning of a language since they provide an innovative and different approach and they are an essential resource to increase motivation.

By using games in the classroom, children can learn in the same way that they acquire their mother tongue, without being aware that they are studying and learning a language; even shy students respond better to the stimuli of the class and participate in a more positive way.

There are some reasons why teachers should use communication games in class. Firstly, as stated above, games increase motivation, which is needed when learning a new language. Students are provided with many opportunities to practise what they have learnt in a funny way and they learn better when they have fun. Secondly, games develop linguistic and social skills. Students learn to use language to communicate and socialize with others. In addition, games encourage creativity and make the learning of a language more memorable because having fun while learning helps students retain information better. These ideas are summarized from Versi School of English, *La Importancia del Juego en el Aprendizaje del Inglés*.

An example of a communicative game for intermediate students can be the following one:

Famous Pairs

Create a list of well-known famous pairs. For instance, peanut butter and jelly, Romeo and Juliet, Superman and Lois Lane, etc. Each participant should receive a post-it-note with one half of a famous pair on their back.

Moving throughout the room, with only three questions per person, the participants try to figure out who the person is on their back.

Once the person has discovered who they are, they need to find their partner. If the other partner has not figured out his/her identity, they must not reveal themselves until they know. (Miller, 2019: n.p.).

Please, for more information about different games refer to Miller (2019).

2.3.5. Student-centred activities vs. student-generated activities

According to Roldán & Gómez (2006: 330), the activities which most motivate students in oral practice are students-centred and student-generated ones. The former refer to “activities which focus on the learners’ needs, interests, background, etc” (Anonymous, *Learner-centred activities*) whereas the latter include those “activities which have been prepared by the learners” (Anonymous, *Learner-centred activities*) but they are always helped by a teacher. It should be noted that these two categories may appear together in the same activity or not. The table below shows this:

		PREPARATION	
		TEACHER-GENERATED	STUDENT-GENERATED
ACTIVITY FOCUS	NON STUDENT-CENTRED	The teacher prepares a lesson and chooses a video e.g. about the culture of an English-speaking country and learners have to answer some comprehension questions orally.	The learners watch a video chosen by the teacher and they write comprehension questions for each other.
	STUDENT-CENTRED	The teacher provides the learners with a survey (about the learners’ interest, etc.) for them to conduct in the classroom to practise English pronunciation.	The learners write their own survey to practise English pronunciation in the classroom.

This table has been adapted from Anonymous (*Learner-centred activities*).

In short, focusing the teaching process on our students will lead us to increase their motivation and, thus, it will be easier for them to learn a language.

2.4. Interrelation between listening and speaking skills

As Roldán & Gómez (2006: 344) claim, “in the same way that a good *writer* is a good *reader*, a good *speaker* is also a good *listener*”. This is what happened to L2 learners due to the connection between productive and receptive skills.

The listening skill is essential in the spoken language classroom since, as Bueno González (1999: 371) states, “oral comprehension and expression are integrated, firstly, by sharing both the same register, the spoken one, and, secondly, because this integration allows to put into practice the principle of *input before output*, in such a way that the information that is provided to the student is extremely valid when speaking in the foreign language”. Pinem (2014: n.p.) points out that “one cannot develop speaking skills unless (s)he also develops listening skills”. In other words, it is impossible to maintain a conversation if one does not listen to the speaker. Students need to understand what the speaker has said and then react to it. Thus, listening is an important skill that should be practised if we want to communicate effectively. Moreover, learners should be provided with opportunities to practise listening and speaking skills together. In this sense Roldán & Gómez (2006:334) expound that “a wide range of communicative exercises should be proposed in the classroom and these should be as varied as possible: between students, a student and the teacher, the students and the CD/tape-recorder/computer, etc.”. It is obvious that learners will prefer to talk to each other instead of talking to the teacher because students share the same experiences and background knowledge and they can have similar opinions. All these ideas are inspired by Roldán & Gómez (2006: 345). According to Bueno González (1999: 371), it is recommendable to present both skills together for students to realize that listening is always present in a conversation and that the communicative purpose of a conversation involves talking, listening and reacting at any time. In this sense we can find several activities such as dialogues, pair or group conversations, etc.

It is also important to highlight that although listening and speaking are almost always interrelated, we can find activities which only deal with the listening skill. However, it is difficult to find activities in which oral production appears isolated, without aural comprehension. There are limited speaking activities of this last type such as “monologues, speeches, or telling story and reading a loud” (Pinem, 2014: n.p.).

Taking into account the last affirmation, we can confirm again that listening has a great influence on speaking skill: a person will not speak a language without listening.

3. IMPLEMENTATION OF SPEAKING ACTIVITIES IN AN URBAN SECONDARY SCHOOL VS A RURAL SECONDARY SCHOOL: A SMALL-SCALE RESEARCH PROJECT

As stated above, nowadays the treatment of oral skills differs significantly between a rural and an urban high school. Therefore, I have decided to include this small-scale research project in order to show some differences between both schools. Moreover, the collected data will be also used to develop a didactic unit focused on a rural secondary school.

3.1. Context and questionnaire

The project has been carried out through an anonymous questionnaire (see Appendix I) that have been provided only to the students of 4th year Compulsory Secondary Education of a rural secondary school and an urban one.

The schools that have collaborated in the project have been a state school, Juan López Morillas (Jódar) as a rural secondary school with a total of 60 students of 4th year CSE, and a charter school, Santa María de la Capilla Hermanos Maristas (Jaén) as an urban secondary school with a total of 78 students of 4th year CSE. It is important to mention that both schools divide students according to their level of English, that is to say, students with a higher level of English are in class A and students with a lower level are in class C.

On the other hand, the questionnaire includes 42 statements and students have to decide if they are true or false for them according to their experience as students of English of 4th year CSE (see Appendix I). Moreover, this questionnaire is divided into 3 sections. The first part includes statements about the oral use of the language in class; secondly, we can find statements about the opportunities students have to become familiar with the English language and others about family involvement and some family data that may affect the student learning. Finally, in the third part of this questionnaire, we find statements to discover the interests, motivations and fears of students when speaking a foreign language, in this case, English.

The analysis carried out is an interpretative analysis and the data will be presented in a table with figures and percentages accompanied by comments.

3. 2. Research results

3.2.1. First part of the questionnaire

Key: U (Urban Secondary School); R (Rural Secondary School).

	True	False
I talk in English with my teacher.	U: 55% - R: 28%	U: 45% - R: 72%
I talk in English with my classmates.	U: 6% - R: 3%	U: 94% - R: 97%
I have had conversations with native English teachers.	U: 82% - R: 73%	U: 18% - R: 27%
In the English class, I have participated in discussions and/or debates.	U: 52% - R: 58%	U: 48% - R: 42%
In the English class, I have participated in role-plays.	U: 58% - R: 23%	U: 42% - R: 77%
In the English class, I have participated in interviews.	U: 56% - R: 31%	U: 44% - R: 69%
In the English class, I have participated in plays and drama activities.	U: 61% - R: 28%	U: 39% - R: 72%
In the English class, I have participated in round tables.	U: 33% - R: 0%	U: 67% - R: 100%
In the English class, I have participated in short films.	U: 25% - R: 21%	U: 75% - R: 79%
In the English class, I have participated in oral dictations.	U: 57% - R: 75%	U: 43% - R: 25%
In the English class, I have participated in oral presentations and/or speeches.	U: 84% - R: 95%	U: 16% - R: 5%
In the English class, I have participated in "face to face" conversations with my teacher.	U: 50% - R: 18%	U: 50% - R: 82%
In the English class, I have created a real or invented story and I have represented it orally.	U: 50% - R: 33%	U: 50% - R: 67%
In the English class, I have learned jokes, riddles and tongue-twisters.	U: 23% - R: 21%	U: 77% - R: 79%
In the English class, I have given and followed directions.	U: 67% - R: 78%	U: 33% - R: 22%
In the English class, I have done oral activities with songs.	U: 67% - R: 28%	U: 33% - R: 72%
In the English class, I have done activities on pronunciation.	U: 62% - R: 86%	U: 38% - R: 14%

In this first part we find 17 statements about the oral use of the English language in class, that is to say, these statements are used to discover if teachers and students use the language to communicate in class and what speaking activities have been carried out in each secondary school in 4th year of CSE.

At first sight we may note high affirmative percentages by the students of the urban secondary school. More than half of the students of this school affirm that they have participated in almost all the suggested oral activities, except round tables and short films. Moreover, most students also claim to have used the English language to communicate with the teacher and we must also highlight that almost 100% of students in this urban school claim to have had conversations with native speakers, which may be a great opportunity to improve the speaking of students through real contact with the language. On the other hand, only 6% affirm they have spoken in English with their classmates and, finally, another low percentage is the one that refers to the learning of jokes, riddles and tongue-twisters (23%). Most students claim they have not learnt any of them in English. As we can note in the data table above, most oral activities suggested in the questionnaire have been carried out in this urban secondary school, so we can state that one objective of this school is to motivate English learners to use the language orally, offering them the opportunity to participate in several oral activities to improve their oral production.

On the other hand, the affirmative percentages of the rural secondary school are not so high. Firstly, only 28% of students affirm to have communicated in English with the teacher. I must also point out that the few students who claim to have communicated with the teacher using the English language belong to group A, that is, a group in which only students with a high level of English are found. Furthermore, only 3% state to have used the English language to communicate with their classmates; a low percentage similar to that of the urban secondary school (6%). On the contrary, it is important to mention that most students of this rural secondary school affirm to have had conversations with native speakers as the students of the urban centre.

Among the oral activities carried out in this rural centre, we may highlight discussions and/or debates (58%), oral dictations (75%), oral presentations and/or speeches (95%) and finally, activities in which they have to give and follow directions (78%). It is evident that in this centre the activities carried out are highly typical, and, of course, they are helpful to improve the oral production of the students, but in my opinion this rural secondary school should be more innovative and use other different oral activities along with those already used. Students are bored with typical activities and this is the main reason why students lose their motivation to learn to use a language orally. Personally, I think that the only way to catch the attention of students and increase their motivation is by offering them a wide variety of oral activities such as in the urban centre. Activities such as role-play, interviews, round tables, drama activities, short films and face-to-face are activities in which we find low affirmative percentages in the rural centre and, however, they are very useful oral activities to improve the speaking of our students.

3.2.2. Second part of the questionnaire

	True	False
I am attending an English academy.	U: 88% - R: 56%	U: 12% - R: 44%
I have a private English teacher.	U: 37% - R: 13%	U: 63% - R: 87%
I have participated in a foreign exchange.	U: 50% - R: 0%	U: 50% - R: 100%
I have travelled abroad and I have talked in English.	U: 74% - R: 40%	U: 26% - R: 60%
My family helps me with homework and exams.	U: 14% - R: 5%	U: 86% - R: 95%
All members of my family have academic degrees.	U: 60% - R: 20%	U: 40% - R: 80%
At least one member of my family has a university degree.	U: 93% - R: 70%	U: 7% - R: 30%
My family works in the agricultural sector.	U: 8% - R: 60%	U: 92% - R: 40%

As stated above, in the second part of this questionnaire we find 8 statements about the opportunities students have to get familiar with the English language and the involvement of parents in their studies; two crucial facts that may greatly influence student learning.

According to this data, most students of the urban centre have the advantage of attending an English academy in which the content learnt in the school is reinforced. In addition, it is surprising that some of these students, specifically 15, apart from attending an academy they also have a private English teacher. There are also some other students who only have a private teacher. On the contrary, in the case of the rural school only half of the students attend an academy and very few (16%) claim to have a private teacher. Moreover, 50% of the students in the urban school affirm to have participated in a foreign exchange and more than half state to have travelled abroad and have used the English language to communicate. It does not happen in the rural centre since all students point out that they have not participated in a foreign exchange and more than half claim that they have not used English abroad. Therefore, it is clear that many more students of the urban school have or have had more opportunities to become familiar with the English language. Not only do they attend an academy but also, unlike rural students, many have had real conversations with native speakers on a foreign exchange or on a trip abroad and having several opportunities to practise a language makes students improve their oral production and, at the same time, increases their motivation. Therefore, we can note a possible influence of the type of school since a charter school may offer more opportunities to become familiar with the English language than a state school.

On the other hand, there are also some family data that may influence the student learning. Firstly, the fact that some family members have an academic degree may be a key element in school success. More than half of the students of the urban school claim that all the members of their family have a university degree. This does not happen in the rural school although 70% of these students state that at least one member of their families has a university degree.

Finally, another very significant fact is whether the families of the students work in the agricultural sector or not. This can greatly influence the education of students. I do not doubt that all parents are involved in the education of their children but probably those parents who work in the agricultural sector cannot afford to pay for an English academy or a private teacher, or even a foreign exchange or a trip abroad due to their economy. Moreover, those students who live in a rural environment may not have a nearby academy. For this reason I decided to include these latest family data in this research project. My purpose is to show that there are many differences between belonging to a rural or an urban environment and learning a foreign language is not only influenced by the school but also the family.

3.2.3. Third part of the questionnaire

	True	False
I feel embarrassed when I have to speak in English.	U: 19% - R: 38%	U: 81% - R: 62%
I love speaking English	U: 50% - R: 50%	U: 50% - R: 50%
I get nervous when the teacher asks me to read aloud.	U: 33% - R: 40%	U: 67% - R: 60%
I panic when I have to speak in public.	U: 25% - R: 28%	U: 75% - R: 72%
I prefer to make presentations only with the teacher.	U: 30% - R: 41%	U: 70% - R: 59%
I prefer to make presentations in groups.	U: 83% - R: 80%	U: 17% - R: 20%
I prefer to make presentations individually.	U: 23% - R: 28%	U: 77% - R: 72%
When I am speaking English, I think I am going to make mistakes in pronunciation.	U: 44% - R: 65%	U: 56% - R: 35%
When I am speaking English, I think I am going to make mistakes in verb tenses.	U: 50% - R: 53%	U: 50% - R: 47%
When I am speaking in English, I think I am going to make mistakes in vocabulary.	U: 38% - R: 46%	U: 62% - R: 54%
I do not participate in class unless the teacher asks me to do it.	U: 29% - R: 23%	U: 71% - R: 77%
I prefer the teacher to choose the topic for the presentations.	U: 37% - R: 41%	U: 63% - R: 59%
I prefer to choose the topic for the presentations.	U: 64% - R: 56%	U: 36% - R: 44%
I cannot stand the teacher correcting me in public.	U: 26% - R: 13%	U: 74% - R: 87%
I prefer the teacher to correct me in private.	U: 53% - R: 40%	U: 47% - R: 60%
I prefer group activities such as debates.	U: 73% - R: 71%	U: 27% - R: 29%
I prefer individual activities such as interviews.	U: 33% - R: 36%	U: 67% - R: 64%

Finally, in the third part of the questionnaire we find 17 statements to discover the interests, motivations and fears of students when speaking in English. As mentioned above, these are interesting data which will be used to create a didactic unit for students of a rural secondary school.

Firstly, we can note that there are some introvert students in both schools although the affirmative percentage of the rural school is a bit higher. There are some students in both schools who feel embarrassed when they have to speak in English, others who get nervous if the teacher asks them to read aloud, and even others who panic when they have to speak in public. We can understand that these percentages

are higher in the rural school because students are less accustomed to using the English language. Nevertheless, one thing that surprised me was that even having few opportunities to get familiar with the English language, half of students of the rural school state that they love to speak in English and we also find the same percentage in the urban school. In addition, students from both schools claim to participate a lot in class and this is essential in a classroom.

Secondly, referring to the oral presentations, we find similar results. Most students in both schools agree that they prefer group presentations in front of all the classmates and not only in front of the teacher. Moreover, most students also affirm that they prefer to choose the topic of the presentations by themselves.

On the other hand, what most worries the students of the rural school when they speak in English is pronunciation while the students of the urban school point out that they are most worried about verb tenses. It is obvious that the main problem of the students of the rural school is oral production since, as stated above, it is not given as much importance as in the urban school or students have fewer opportunities to become familiar with the oral use of English.

Finally, almost all students of both schools agree again that they prefer group activities such as debates instead of individual ones although there are also some students who prefer the latter.

In short, my purpose with this research project is to show that the treatment of oral skills differs significantly between a rural and an urban high school. The only intention is to show that teachers give less importance to oral production in a rural school and therefore the oral level of students is lower. Thus, I will use all this data to try to develop a didactic unit which catches the attention of rural students and motivates them to learn how to speak a language correctly.

4. METHODOLOGY: A DIDACTIC UNIT

DISCOVERING THE WORLD!

Level: 4th Grade Compulsory Secondary Education (CSE) / A2-B1 (CEFR)

Sequencing: 3rd term (3rd week of April after Easter)

Number of sessions: 7: 50-55 minutes each one

Final Task: In pairs, students have to create a short film in which they carry out a role-play on some of the topics seen in this didactic unit. They can use the 'MovieMaker' application to record the video or their phones. It will be shown in class during the last session.

4.1. Justification

The present didactic unit is aimed at students of Secondary Education, especially students of 4th year Compulsory Secondary Education (CSE) of a rural context.

The lesson plan under discussion is a purposeful and meaningful tool since students of 4th year CSE of a rural secondary school are expected to increase their speaking level and lose the fear of speaking in public by using different motivating activities concentrated on the interests of rural students taking into account all the data collected in the surveys above. Therefore, the main purpose of this didactic unit is to get students develop a good knowledge of English as well as creativity, critical thinking, and, of course, communication skills by doing an interesting speaking project based on the following related topics: travels and holidays, accommodation, feeding, transports, cities, illnesses and injuries and communication. All these topics are considered of great importance at 4th year CSE according to Royal Decree 1105/2014 (page 262). With this project, students will acquire appropriate input through different tasks in which they are expected to use the language orally and, at the end, they will be asked to do a final oral task for a real audience. Furthermore, in each session students will be provided with Useful Expressions and Topic Vocabulary that will help them to carry out the oral tasks. The final aim of this didactic unit is to develop the communicative functions that students need at this level according to Royal Decree 1105/2014 (page 262) and, on the other hand, phonetic exercises are also carried out in this didactic unit with the aim of improving students' pronunciation.

Referring to Royal Decree 1105-2014 (page 9), one of the main general aims of the official curriculum of the 4th year CSE states that students have to understand and express themselves in one or more foreign languages appropriately. In addition, with regard to Order of July 14th/2016 (page 212) the Autonomous Community of Andalusia claims that students have to express and interact orally in common communication situations in an understandable and appropriate way by using the conversation as a means to solve conflicts peacefully. The above-mentioned didactic unit is a valuable tool to carry out these objectives.

Finally, the *Common European Framework of Reference for Languages* (CEFRL) (page 30) states that “tasks in the language classroom should involve communicative language activities and strategies that also occur in the real world”. Therefore, almost all activities of this didactic unit are based on current situations in order to catch the attention of students and make them understand that the oral use of English is highly necessary nowadays.

4.2. Contextualization

This didactic unit will be carried out in Juan López Morillas High School. It is the rural Secondary Education school which has participated in the research project. It is a public high school and it is located in Jódar, which is a rural town in the province of Jaén (Spain).

In this high school there are 3 groups of 4th year CSE and our didactic unit will be carried out in 4thB which includes a total of 28 students (16 girls and 12 boys). With regard to the characteristics of students, it is important to mention that many students come from different Primary Schools, so this makes a big difference in the level of the students. The average level of 4th year CSE students is A2/B1 in the Foreign Language according to the CEFRL, and, in general, most students of 4thB almost reach that level, although there are three students who have a lower level and so, activities have to be adapted for them.

With respect to the English lessons, students sit in pairs and sometimes in groups of four in order to carry out interactive activities. In addition, activities such as conversations with native speakers and correspondence in English with European High Schools are carried out in this school in order to increase the motivation of students to learn a foreign language. Apart from that, other interesting activities are carried out in this school such as reading encouragement, sports competitions, celebration of different festivals (Halloween, Christmas, etc.) stage plays in different languages and several trips. It is obvious that this school focuses on all interest of students in order to create a fruitful educational environment.

On the other hand, all students belong to families that work mainly in the agricultural sector and they have a medium-high socio-economic and cultural status. It is necessary to mention that most families show a great interest in the education of their children and this has an undeniable influence in the academic results of students.

4.3. Objectives and competences

The different objectives and competences of which this didactic unit is composed are those appearing in Royal Decree 1105/2014 and Order of July 14th/2016:

Didactic Objectives	Stage Objectives	FL Objectives	Key competences
-To recognize and use orally vocabulary related to travels and holidays. -To express experiences and feelings about travelling. -To get familiar with some specific expressions to advise and give opinion and points of views. -To discuss about organizing holidays. -To talk about what to pack for a trip. -To discuss about accommodation and compare positive and negative aspects. -To review the grammar seen in the previous terms. -To get familiar with socio-cultural aspects of an English speaking country: London. -To give instructions to arrive at a destination. -To describe and ask about foods. -To talk about illnesses and injuries. -To get familiar with the phonetic alphabet, stress and intonation.	RD 1105/2014 a, b, c, d, e, g, i, j	Order of July 14th, 2016 1, 2, 6, 7, 8, 9, 10,12	-Competence in linguistic communication -Digital competence -Autonomy and personal initiative -Learning to learn -Social and Civic Competence -Cultural awareness and expression

4.4. Contents

Comprehension and production strategies	Communicative functions
-Listening to and understanding oral texts related to the subject-matter: Interrail, holidays plan and tour guide in London. -Discussing questions about the topic of travelling. -Answering comprehension questions. -Carrying out different role-plays: influencers advising about cities, a girl or a boy advising to his or her best friend about what to pack, a dialogue between a guest complaining in a hotel and a receptionist and a waiter and a guest talking about the menu. - Getting information out of oral texts about some holiday plans. -Following and giving instructions to reach a destination. -Creating true and false stories about trips. -Discussing about what to pack when going on a trip using the game of "In my suitcase I'm going to pack..." -Creating riddles about what to pack in the suitcase searching them on the Internet. -Inventing sentences to ask for accommodation. -Giving a short talk about which room you will book for your next holidays. -Description of a Spanish dish. -Explaining definition of illnesses and injuries words. -Writing a short story about illness and injuries and act it out. -Using different song by Ed Sheeran, Britney Spears, Coldplay and Natalie Imbruglia to practise phonetics.	-Talking about past trips. -Advising and giving opinions and points of view about travel preferences. -Asking and offering information about future plans. -Giving and following instructions. -Describing places, activities and foods.

Linguistic exponents	Sociocultural and sociolinguistic aspects
-Vocabulary related to travels and holidays, accommodation, feeding, transports, cities, illnesses and injuries and communication. -Useful Expressions for advising and giving opinion and points of view. -Prepositions of place. -Review of previous grammar (past simple, past continuous, present perfect, comparatives and superlatives, future tenses, conditionals and relatives) using the “grammar casino” game. -Phonetic alphabet, stress and intonation. -Sounds /d/, /t/ and /ɪd/. -Sounds /k/ and /s/. -Sounds /s/, /z/ and /ɪz/.	-Learning about the “Interrail” programme. -Getting familiar with an English speaking country: London and its main buildings.

4.5. Methodological procedures used in the classroom

The methodology carried out in the classroom will be the practice of different oral activities and strategies in order to encourage the interest and motivation of rural students to learn how to use a language orally. These activities are focused on the students’ interests and they all are interactive activities. Students will have to do exercises to improve fluency and accuracy, several role-plays related to the subject-matter, different motivating oral games, some topic-based and task-based activities, listening activities for students to become familiar with the native language and finally, some phonetic exercises to improve pronunciation. Furthermore, at the end of this didactic unit, students will be asked to do a final task in which they will have to carry out a role-play on any topic of this unit.

In this didactic unit we can find some individual activities although the vast majority of activities will be done in groups or in pairs. In addition, students will be asked to do some phonetic homework which will be taken into account for the final mark. We also have to highlight the use of the ICTs in this didactic unit since they will be necessary for many activities.

Dealing with the teacher’s role, firstly we should mention that the teacher must be another element of the class in preference to the main one. He or she should act as facilitator and encourage students to participate in class in order to enhance communication and classroom interaction. Moreover, the teacher should know the interests and needs of each student since the

class must be focused on the learners instead of being focused on the teacher. The teacher should also become class-supporters and encourage students to work hard to get better results. Last but not least, the role of teachers in communicative classes is, of course, to provide students with all possible situations to use English orally by teaching previous input. On the other hand, students' role is to participate actively in class and collaborate with their own ideas or opinions in all activities. Finally, they should be responsible and take the input provided by the teacher in order to use it individually, in groups or in pairs.

4.6. Human resources and materials

HUMAN RESOURCES	MATERIAL RESOURCES	SPACE RESOURCES
- Teacher - Students	- Computers - Internet - Edpuzzle - Youtube - Recordings - Kahoot - MovieMaker app - Wheeldecider app - Blackboard - Pens - Notebooks	- Classroom - Computer laboratory

(Source: my own design)

4.7. Sessions

I have devised work for 50-55 minutes each day, thus leaving some time for queries or further depth into any aspects that occur over every lesson.

In addition, students will be asked to do homework and they will have to hand it over to the teacher at the beginning of the next lesson. It will be taken into account for the final mark.

SESSION 1: Let's travel!

Activity 1

In pairs, choose three questions of the following questionnaire (see Appendix II) to interview your partner about travel experiences (you can use any additional question you wish). Tell the other members of the class about your findings. (10 minutes)

Activity 2

Watch carefully the following video about what *Interrail* is on <https://edpuzzle.com/home> (see Appendix III). You will see a few questions appear on the screen and we will discuss them orally. (10 minutes)

<https://edpuzzle.com/media/5d826127fcf19740aebca352>

NOTE: if Internet does not work: do not panic! The teacher will read the questions aloud and students will discuss them.

Activity 3

Nowadays, many young people are dedicated to uploading videos onto social networks informing or advising about meals, trips, fashion, etc. Now you are going to carry out a role-play in pairs thinking that you and your partner are two influencers on Instagram, Facebook or Youtube and you would like to advise people about a country or city that you have visited. You may talk about your experience and include some advice on accommodation, food, weather, monuments or any other aspect that you would like to add. Use the Useful Expressions to help you (see Appendix IV). (15 minutes)

Activity 4

Look at the travel words in the phonetic alphabet below and try to write them in the English alphabet. Use the phonetic symbols list (Appendix V) if you have any doubts. (5 minutes)

- | | | |
|--------------|--------------------|--------------------|
| 1. /ə'brɔ:d/ | 3. /'ju:θ 'hɒstəl/ | 5. / ['tu'teɪkɒf/ |
| 2. /'kru:z/ | 4. /'lʌɡɪdʒ/ | 6. /,dɛstr'neɪʃən/ |

Activity 5 **GAME**

Now you have revised travelling vocabulary, in groups of 3, think of 3 stories about your travel experiences: two stories have to be true and one must be invented. Then, each member of the group will describe one story orally and the other groups will have to guess which story is false. The group that discovers more false stories wins. (15 minutes)

SESSION 2: Let's plan a holiday!

Activity 1

Listen to a reporter, Jeremy Clark, talking about Mapé, an island where many people usually go on holiday. How can you get to this island? (5 minutes)



Activity 2

Listen again and, in pairs, try to answer all Kahoot questions and be the winners! (10 minutes)



(Source: my own design)

Activity 3

Choose the correct phonetic spelling for the words below. Then, listen and check your answers. (5 minutes)

1. cathedral: kə'thi:drəl - kə'si:drəl

2. camping: 'kæmpɪŋ - 'sæmpɪŋ

3. suitcase: 'su:dʒeɪs - 'su:tkeɪs

4. hiking: 'haɪkɪŋ - 'hɪkɪŋ

5. check-in: 'tʃekɪn - 'ʒekɪn

6. reservation: ,ɾɛʃə'rveɪʃən - ,ɾɛzə'rveɪʃən

Activity 4

Functional language

Match the questions to the answers. (5 minutes)

What kind of holiday
do you want?

How long do you
want to be away?

When do you want to
go?

Where do you want
to go?

What do you want to
do there?

What do you think of
Europe?

In summer

Go diving and canoeing

A fortnight

To the beach

A relaxing and peaceful
holiday

Sounds perfect

(Source: my own design)

Activity 5

Look at the following questions. You have 3 minutes to prepare them. Afterwards, we will create a round table in class in order to discuss those questions orally. (10 minutes)

1. Would you rather go on holiday to a rural place or an urban one? Why?
2. Would you rather go on holiday alone or with other people? Why?
3. When do you prefer to go on holiday? Why?
4. What kind of activities do you prefer to do when you go on holiday? Relaxing or active activities? Why?

Activity 6

Now, it is time to prepare our holidays!

The class will be divided into 7 groups of 4 students and each member of the group will have a number (student 1, 2, 3 and 4). Each group will have to organize the planning of a city that will be assigned using the **Roulette**. You have to include aspects that we have seen in this session (kind of holiday, kind of activities you will do, when you go, how long you will be there and any other aspect you wish to include) and you are expected to use the language orally with your classmates.

When all these groups have the planning we will form different groups using the "Buzz groups" technique. Students who are number one will be a new group and so with the other numbers. The participants of these new groups will have to join the information of each one in order to have a complete planning of the holidays.

At the end, a member of each group will read the planning aloud and we will check if they all coincide. (20 minutes)



(Source: my own design)

HOMEWORK

-Write these words and expressions in the phonetic alphabet (see Appendix VI). Use the phonetic symbols list (Appendix II) if you have any doubts.

SESSION 3: Let's prepare our suitcase!

Activity 1 **GAME**

We cannot forget some essentials when we travel, so we are going to make a list of important things to pack in our suitcase. Sitting in a circle, the teacher will start the game with this sentence: **I'm going to pack my charger in my suitcase to charge my mobile phone.** Then, each member of the class must repeat the list and also add an object and the reason for packing it! Each one has two lives, so if someone makes two mistakes s/he is out of the game. (15 minutes)

Activity 2

Imagine you are going to go on a trip and you can only take two things from the following ones (see Appendix VII). In pairs, decide which objects are most necessary on a trip and explain why. You can use the Useful Expressions (see Appendix VIII). (7 minutes)

Activity 3

The class will be divided into 2 groups. Each member of each group has to prepare a riddle about things that are essential in a suitcase (you can use internet to look for them or you can prepare them by yourself).

Each member of group 1 will choose a member of group 2 who will have to guess the answer and if the answer is correct this group will have a point. Then, members of group 2 will tell their riddles to group 1. The group with the most points wins. (18 minutes)

For example:

"These things don't get sticky
Even though they're used with paste
They get used twice a day
And gives mouths a minty taste"

→Answer: Toothbrush

(Pepper S., 2015)

Activity 4

Listen and repeat. Pay attention to the word stress in colour. (2 minutes)

- | | | |
|-----------------------|----------------------|---------------------|
| 1. Tooth brush | 3. Under wear | 5. Back pack |
| 2. Tele phone | 4. Suit case | 6. Swim suit |

Activity 5

Listen and repeat. Which are the stressed words in these sentences? (4 minutes)

1. She forgot the umbrella.
2. Michael broke his trainers.
3. The passport is necessary.
4. You don't need to bring your laptop.

Activity 6

Listen to the endings of the verbs below. Write the words in the correct column. (4 minutes)

travelled – visited – walked – planned – sailed – needed – enjoyed

/d/	/t/	/ɪd/

HOMEWORK

-Choose one of the two songs below and listen to it. Then, look for all verbs that end in **-ed** and write them in the correct column.

Natalie Imbruglia – *Torn*

Coldplay – *Paradise*

/d/	/t/	/ɪd/

EXTRA-ACTIVITY: Imagine that one of your best friends comes to visit your city at the weekend and you have planned to do several activities together. She has asked you to send her a video explaining what she needs to carry in her suitcase. You can use 'MovieMaker' app or your phone to record the video. Once you have the video, send it to the teacher's e-mail.

*At the end of this lesson, the teacher will explain the final project of this didactic unit.

In pairs, students have to create a short film in which they carry out a role-play on some of the topics seen in this didactic unit. You can use the 'MovieMaker' application to record the video. It will be shown in class during the last session. (5 minutes)

SESSION 4: Let's book a room!

Activity 1

Here you have vocabulary items related to accommodation (see Appendix IX). You must choose one of them and create a complete sentence as if you were talking to the receptionist of a hotel. Then, you will tell it to your classmates. (10 minutes)

Example: 'Laundry service' – Does this hotel offer free laundry service?

Activity 2

Individually make a short talk about which room you would book for your next holidays (including price, dates, type of room, facilities, etc.) Use the Topic Vocabulary to help you (see Appendix X). (15 minutes)

Activity 3 **GAME**

"Draw a basic hotel on the board. The simple, the better.

The class will be divided into 2 teams, a positive team and a negative team. The objective is to make a sentence about your class hotel by using either positive or negative vocabulary depending on your team. The teacher will set an alarm with a random time and teams must compete, making sentences in turn and not repeating topics until the timer goes off. The team that is speaking when the alarm goes off will score a point. Repeat 3 times. (10minutes)

Here you have an example:

1. Positive team: The beds were really comfortable.

-Negative team: Yes, but my chair was really old."

(Williamson, 2016: 41)

You can use the Topic Vocabulary to help you (see Appendix XI).

Activity 4

Now, in pairs, you are going to prepare a dialogue between a receptionist of a hotel and a guest who is complaining about the bad service of the hotel because the rooms are filthy. Then, you will carry out a role play to show it to your classmates. (15minutes)

Activity 5

Listen to the sounds of the letters in colour. Which has a /k/ (computer) sound? Which has an /s/ (centre) sound? (2 minutes)

1. city 2. campsite 3. nice 4. coast

Activity 6

Use 'WordReference' to look for the pronunciation of letter 'c' in these words. Then write them in the correct column. (3 minutes)

place – service – coffee – reception – curtain - comfortable – receive - ocean

/k/	/s/

HOMEWORK

Find all the words that have the letter 'c' in the lyrics of the Ed Sheeran & Justin Bieber song (see Appendix XII). Then write them in the correct column taking into account the pronunciation of letter 'c'.

/k/	/s/

SESSION 5: Let's walk around cities!

Activity 1

GRAMMAR CASINO: The class will be divided into 4 groups. The teacher will write some sentences on the blackboard (see Appendix XIII) one by one and each group has to guess if the sentences are grammatically correct or incorrect and if they are incorrect, they must be corrected.

This exercise will be done orally and the group that guesses the most statements correctly wins. (10 minutes)



Activity 2

Listen to the city tour of London and put the places below in the order that the tour bus will visit them. Be careful! One of the buildings is missing: can you recognize which one it is? You will listen to the recording twice. (10 minutes)

Tower of London

Madame Tussauds, Museum

Buckingham Palace

Tower Bridge

Oxford Street

London Eye

Activity 3

Now, the class will be divided into 7 groups. Look at the map (see Appendix XIV): the red point is your start-point. For every group the teacher will give a destination (see Appendix XV). Try to think of all the directions to reach it! You can take notes if you need it and you can also use the useful vocabulary to help you (see Appendix XVI).

Finally, a spokesperson from each group will tell the directions aloud and the others groups will have to guess the destination. (20 minutes)

Activity 4

Look at the pictures (Appendix XVII). In pairs, decide whether you agree or disagree with the following statements and explain why. Use the Useful Expressions to help you (see Appendix VIII). (10 minutes)

- I prefer to go to big cities and visit the city centre and its monuments.
- My idea of a holiday is to go to the beach with my friends.
- A holiday is a chance to go to a calm place as a village and go hiking.

Activity 5

Listen and repeat. Pay attention to the intonation. (3 minutes)

1. Did she use to go camping? (↗)
2. When did you go to Germany? (↘)
3. He is in the British Museum. (↘)
4. Yes, they are. (↗)

Activity 6

Now, in pairs, decide if the intonation of the following sentences is rising (↗) or falling (↘). (3 minutes)

1. It's a beautiful city, isn't it?
2. Why are you going to the hospital tomorrow?
3. Susan and Helene grew up in Warsaw.
4. Have you visited the old town of Warsaw?

SESSION 6: Let's taste traditional food!

Activity 1

When we travel abroad we usually like to taste the typical food of the places we visit but first we must know what we eat and what it is made of in order to avoid problems. Therefore, here are some questions that may be useful (see Appendix XVIII). Try to think of any additional question you may ask. Then, choose two of them and try to give an answer to them. The teacher will ask for volunteers to tell us some of them. Use the Topic Vocabulary to help you (see Appendix XIX). (10 minutes)

Activity 2

What is your favourite Spanish dish? Can you make a description of it? Try to include the ingredients you need to prepare it and how it is prepared. Then tell it to the rest of the class. Use the Topic Vocabulary to help you (see Appendix XX). (15 minutes)

Activity 3

Now, sitting in a circle, we will discuss the following questions (10 minutes):

1. If you had to choose between a healthy diet forever or a junk food diet forever, which one would you choose? Why?
2. When you travel abroad, do you like to try the local cuisine or do you prefer to simply eat a hamburger or a pizza?
3. Is there any strange food you would like to try? (Snails, insects, etc).

Activity 4

In pairs, you will have to carry out a role-play in which one of you will be the waiter and the other a person who is dining at a famous restaurant. Look at the following menu (see Appendix XX) and decide your order asking the waiter any questions you may have about the menu. (15 minutes)

Activity 5

Listen and repeat. Which pair of verbs ends with the same sound? (2 minutes)

1. slices – minces

3. mixes - trims

2. chops – cuts

4. dices – bakes

Activity 6

Use 'WordReference' to look for the pronunciation of the following words and write them in the correct column. (3 minutes)

Trims – peels – pours – boils – heats – serves- squeezes

/s/	/z/	/ɪz/

HOMEWORK

Look for the song "Lucky" by Britney Spears on Youtube. Listen to it and use the subtitles if you need them. Then find all the verbs which end in –s. Write them in the correct column taking into account the pronunciation of letter 's'.

/s/	/z/	/ɪz/

SESSION 7: Let's feel well when travelling!

Activity 1

Here you have a list of illness and injuries (see Appendix XXI) that could occur when you are travelling. Choose two of them and try to teach them to your classmates. You can use the Internet to look for the definitions. Use mime and examples to explain orally how the condition may occur. (10 minutes)

Activity 2

Look at the following list of vocabulary (see Appendix XXII). Ask your teacher if you are not sure of the meanings or search it on the Internet. Using this vocabulary and that seen in the previous exercise, try to write a short story using 3 of these health words. Then, you will act it out and your classmates have to guess exactly what happened to you. (15 minutes)

Example: Yesterday I was on the beach and when I got home I felt sick. I lay down on my bed and I felt hot. I took a shower and I realized that I had sunburnt on my back.

- Now the 14 pairs will present their work as the final task of this didactic unit "Discovering the world!" (30-35 minutes)

4.8. Scheduling

SESSIONS	MONTH: April							
	WEEK 3					WEEK 4		
	M	T	W	Th	F	M	T	W
Session 1: Let's travel!								
Session 2: Let's plan a holiday!								
Session 3: Let's prepare our suitcase!								
Session 4: Let's book a room!								
Session 5: Let's walk around cities!								
Session 6: Let's taste traditional food!								
Session 7: Let's feel well when travelling!								

(Source: my own design)

4.9. Attention to diversity

Reinforcement activities for slower learners and expansion activities for faster learners:

Activity 1

Multiple-choice. Choose the correct phonetic transcription for each word:

- | | | | |
|----------------|-------------------|-------------------|------------------|
| 1. Experience: | a) /ɪk'spiəriəns/ | b) /ek'spiəriens/ | c) /ɪ'spiəriəns/ |
| 2. Schedule: | a) /'ʃɛju:l/ | b) /'ʃɛdju:l/ | c) /'ʃɪdju:l/ |
| 3. Umbrella: | a) /ʌm'brɛlə/ | b) /ʌm'brɛjə/ | c) /ʌm'brɛl/ |
| 4. Holiday: | a) /'həli,deɪ/ | b) /'həʊli,deɪ/ | c) /'hɒli,deɪ/ |
| 5. Hotel: | a) /,hɒ'tel/ | b) /,hə'tel/ | c) /,həʊ'tel/ |

Activity 2

Fill the gaps in these sentences with the right word:

In winter – peaceful – single room – deposit – check out

1. I am going on holidays next week. I have booked a hotel in a _____ area of the city.
2. When do we have to _____ the hotel?
3. I will travel to Poland _____. I love cold weather.
4. They paid the landlord a _____ in case of damage.
5. You should book a _____ if you travel alone.

Activity 3

Put in the right place the following expressions to give directions (see Appendix XXIII).

Activity 4

Create a short talk about your favourite destination for holidays and include any information you consider important (accommodation, transport, feeding, important items you need to pack...).

4.10. Cross-curricular issues

The aim of this didactic unit is to contribute to the development of the following cross-curricular issues according to article 6 of Decree 111/2016, 14th June:

- The development of personal competences and social skills for the participation exercise, from the knowledge of the values that sustain freedom, justice, equality, political pluralism and democracy.
- The promotion of inherent values and conducts appropriate to the principles of equal opportunities, universal accessibility and non-discrimination, as well as the prevention of violence against people with disabilities.
- The development of basic skills for interpersonal communication, the ability to actively listen, empathy, rationality and agreement through dialogue.
- The critical use and self-control in the use of information and communication technologies and audiovisual media, the prevention of risk situations arising from their inappropriate use, their contribution to teaching, learning and work of students, and the processes of transforming information into knowledge.

4.11. Interdisciplinarity

In this didactic unit there are some topics and activities that are taught within the foreign language context and they have a connection with other subjects in the students' curriculum. Firstly, Geography must be mentioned due to the fact that this didactic unit is about travelling and students have to do several activities about different places in the world. Furthermore, we can also highlight activities in which students have to use ITCs. Therefore, Computer Science is also related to this didactic unit. Finally, Biology is also related to this unit since students have to do some activities about illnesses and injuries.

4.12. Assessment

Evaluation Criteria	Evaluation instruments and marking criteria
- Whether or not students are able to have conversations on travelling issues. -Whether or not students can use different oral expressions to advise, to give opinions, to ask and offer information, to give and follow instructions and to describe places, activities and foods. -If students can recognize and use orally vocabulary related to travels and holidays, accommodation, feeding, transports, cities, illnesses and injuries and communication. -Whether or not students' English pronunciation is adequate.	- Final task: In pairs, students have to create a short film in which they carry out a role-play on some of the topics seen in this didactic unit. They can use the 'MovieMaker' application to record the video or their phones. It will be shown in class during the last session: 50 % (see Appendix XXIV) - Classroom work: 30% (see Appendix XXV) - Homework and extra activity (everyday at the beginning of each class, students have to deliver the homework to the teacher (15%). In addition, they will have the possibility to expand knowledge out of the class by doing an extra activity (5%)): 20%

5. CONCLUSION

Throughout this Master's Dissertation, I have tried to highlight that, even speaking is the most challenging skill for students, there are many techniques and strategies that teachers can use to encourage the oral production of students and make them not lose their motivation and interest in using the English language orally. In addition, the aim of these techniques is to help students to overcome the fear of speaking in public and be able to have a conversation fluently and accurately.

To go over the main points, we should mention that a communicative classroom involves the concept of 'interaction'. Teacher-learner interaction and learner-learner interaction are an essential part of the teaching and learning process and they can increase learners' communication. Teachers should provide learners with activities based on real communication for students to realize that speaking English is useful and, therefore, not to lose their motivation. This last concept is also highly necessary when we deal with communicative lessons. Students must be motivated for learning a language; otherwise, it is impossible for them to develop their potential skills. Hence, the teacher's role has a great influence on the development of students' communicative competence. As stated in the theoretical framework, teachers should know students' needs, attitudes and interests and encourage them to work hard and get better results. The different typologies of oral tasks which have been included in this project are very useful for teachers to motivate students to use the language orally and improve oral production.

On the other hand, the small-scale research project has been included in this Master's Dissertation in order to show that treatment of oral skills differs significantly between a rural and an urban high school. As we can note in the results above, there are many factors which have an influence on the oral level of students but it is crystal-clear that in an urban school, oral production is considered of great importance and students have many more opportunities to get familiar with the language and so, the level of urban students is higher than that of the rural students. For that reason I decided to create a didactic unit focused on a rural context and taking into account all interests, motivations and fears of these students in order to improve their oral level and make them feel confident when speaking in English. Therefore, the main purpose of this didactic unit is to get students develop good knowledge of English as well as creativity, critical thinking, and, of course, communication skills by doing an interesting speaking project based on topics which will catch the attention of students. This didactic unit has not been implemented so far but now I am working in a school and I hope to have the opportunity to implement it because it is so useful to improve the oral skills of students.

Finally, I want to highlight that I decided to deal with the topic of 'oral production' because I studied in a rural school where teachers only focused on grammar and never gave importance to the speaking skill. However, I think it is necessary that students of any school carry out projects like this one in order to achieve a good oral command of a language since the final aim of learning a language is to develop the communicative competence. This project is highly useful for teachers and, of course, I will use all these techniques in my future lessons. In the same way, I hope this Master's Dissertation will also help other teachers.

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7. APPENDICES: CURRICULAR MATERIAL AND ACTIVITIES.

Appendix I: Questionnaire for the research project



UNIVERSIDAD DE JAÉN

With the following questionnaire we want to know the treatment of oral skills in the teaching of English as a foreign language in an urban High School and a rural one. The data collected will only be used for the purpose of a research project for a Master's Dissertation of the University of Jaén. The questionnaires are completely **ANONYMOUS**, so we ask for honesty with the answers.

Thank you for your cooperation.

INSTRUCTIONS: Choose if the following statements are true (T) or false (F) for you according to your experience as a student of English as a foreign language.

T F

I talk in English with my teacher.		
I talk in English with my classmates.		
I have had conversations with native English teachers.		
In the English class, I have participated in discussions and/or debates.		
In the English class, I have participated in role-plays.		
In the English class, I have participated in interviews.		
In the English class, I have participated in plays and drama activities.		
In the English class, I have participated in round tables.		
In the English class, I have participated in short films.		
In the English class, I have participated in oral dictations.		
In the English class, I have participated in oral presentations and/or speeches.		
In the English class, I have participated in "face to face" conversations with my teacher.		
In the English class, I have created a real or invented story and I have represented it orally.		
In the English class, I have learned jokes, riddles and tongue-twisters.		
In the English class, I have given and followed directions.		
In the English class, I have done oral activities with songs.		
In the English class, I have done activities on pronunciation.		

	T	F
I am attending an English academy.		
I have a private English teacher.		
I have participated in a foreign exchange.		
I have travelled abroad and I have talked in English.		
My family helps me with homework and exams.		
All members of my family have academic degrees.		
At least one member of my family has a university degree.		
My family works in the agricultural sector.		

	T	F
I feel embarrassed when I have to speak in English.		
I love speaking English		
I get nervous when the teacher asks me to read aloud.		
I panic when I have to speak in public.		
I prefer to make presentations only with the teacher.		
I prefer to make presentations in groups.		
I prefer to make presentations individually.		
When I am speaking English, I think I am going to make mistakes in pronunciation.		
When I am speaking English, I think I am going to make mistakes in verb tenses.		
When I am speaking in English, I think I am going to make mistakes in vocabulary.		
I do not participate in class unless the teacher asks me to do it.		
I prefer the teacher to choose the topic for the presentations.		
I prefer to choose the topic for the presentations.		
I cannot stand the teacher correcting me in public.		
I prefer the teacher to correct me in private.		
I prefer group activities such as debates.		
I prefer individual activities such as interviews.		

(Source: my own design)

Appendix II: Travel questionnaire

Question

- 1: What is your preferred form of transport and why?
- 2: What is the most unusual form of transport you've been on?
- 3: Have you ever missed a flight/train etc? Why and what were the consequences?
- 4: Do you investigate you destination on the internet (maps/street view etc) before going?
- 5: If you are travelling abroad, do you try and learn a few phrases in the local lingo?
- 6: Do you try and eat the local cuisine, or do you look for more 'standard' options?
- 7: What kind of accommodation do you prefer? (Hotels, hostels, camping, etc)?
- 8: What was your best travel experience and why?
- 9: What was your worst travel experience and why?
- 10: If you could travel to any place in the world, where would it be and why?
- 11: If there was one place you wouldn't ever like to visit, where is it and why?
- 12: Do you book everything yourself or do you have an agent do it?

(Williamson, 2016: 39)

Appendix III: Edpuzzle video about the "Interrail"

The image shows the Edpuzzle interface. On the left is a video player with a YouTube logo. The video shows a man and a woman sitting on a couch. The man is wearing a red beanie and a green t-shirt, and the woman is wearing a red and white patterned dress. The video has a progress bar at the bottom with a play button and a timer showing 00:44 / 02:29. On the right is a question box with the text: "What do you think about visiting several cities and/or countries on the same trip?". Below the text is a map of Europe. At the bottom of the question box are buttons for "Continue", "Edit", and a trash icon.

(Source: my own design)

Appendix IV: Useful expressions to advise

USEFUL EXPRESSIONS
In my <u>opinion</u> ...
I <u>recommend</u> you...
In my <u>experience</u> , ... works really well.
It's a good idea to....
One thing you could/should/have to do is...
Personally, I prefer...
If you ask me, ...
I suggest you...
My advice would be to...



(Source: my own design)

Appendix V: Phonetic Symbols

Phonetic symbols			
Vowel sounds		Consonant sounds	
Symbol	Examples	Symbol	Examples
/i:/	sleep me	/p/	put
/ɪ/	pin	/b/	book
/ʊ/	foot could pull	/t/	take
/u:/	do shoe through	/d/	dog
/e/	red head said	/k/	car kick
/ə/	arrive father colour	/g/	go guarantee
/ɜ:/	turn bird work	/tʃ/	catch church
/ɔ:/	sort thought walk	/dʒ/	age lounge
/æ/	cat black	/f/	for cough
/ʌ/	sun enough wonder	/v/	love vehicle
/ɒ/	got watch sock	/θ/	thick path
/ɑ:/	part heart laugh	/ð/	this mother
/eɪ/	name late aim	/s/	since rice
/aɪ/	my idea time	/z/	zoo houses
/ɔɪ/	boy noise	/ʃ/	shop sugar machine
/eə/	pair where bear	/ʒ/	pleasure usual vision
/ɪə/	hear beer	/h/	hear hotel
/əʊ/	go home show	/m/	make
/aʊ/	out cow	/n/	name now
/ʊə/	pure fewer	/ŋ/	bring
		/l/	look while
		/r/	road
		/j/	young
		/w/	wear

(O'Connell & Hashemi, 2000: 104).

Appendix VI: Vocabulary to write in the phonetic alphabet

Holiday

Parking

Beach

Rent a car

Countryside

Passport

Arrival

Schedule

Flight

Single room

Station

Hotel

Ticket

Accommodation

(Source: my own design)

Appendix VII: Necessary objects on a trip



(Source: my own design)

Appendix VIII: Useful expressions: giving opinions

USEFUL EXPRESSIONS

Personally, I prefer...

I see what you mean, but...

I'm not sure I agree.

Maybe, but it seems to me...

I suppose you're right.

Don't you agree?

In my opinion, ... since ...

(Source: my own design)

Appendix IX: Vocabulary related to accommodation



(Source: my own design)

Appendix X: Topic vocabulary: accommodation

Check in
Check out
Reservation
Fully-booked
Single room
Twin Room
Double Room
Suite
Youth Hostel
Hotel
Apartment
Flat
B&B
Campsite
Bar and restaurant
Wi-Fi
Tea and coffee making facilities
Gym
Swimming pool
Spa

(Source: my own design)

Appendix XI: Topic vocabulary: positive and negative adjectives to describe accommodation

Comfortable
Friendly
Helpful
Cosy
Spacious
Quiet
Luxurious
Rural
Old
Vintage
Cramped
Noisy
Isolated
Filthy
Smelly
Immaculate
Original
Bargain
Rip off
Scary

(Source: my own design)

Appendix XII: Lyrics of the song “I don’t care” by Ed Sheeran & Justin Bieber

Ed Sheeran & Justin Bieber – I don’t care

I'm at a party I don't wanna be at
And I don't ever wear a suit and tie
Wonderin' if I could sneak out the back
Nobody's even lookin' me in my eyes
Then you take my hand
Finish my drink, say, "Shall we dance?" Hell, yeah
You know I love you, did I ever tell you?
You make it better like that

Don't think I fit in at this party
Everyone's got so much to say, yeah
I always feel like I'm nobody, mm
Who wants to fit in anyway?

'Cause I don't care when I'm with my baby, yeah
All the bad things disappear
And you're making me feel like maybe I am somebody
I can deal with the bad nights
When I'm with my baby, yeah
Ooh, ooh, ooh, ooh, ooh, ooh
'Cause I don't care, as long as you just hold me near
You can take me anywhere
And you're making me feel like I'm loved by somebody
I can deal with the bad nights
When I'm with my baby, yeah
Ooh, ooh, ooh, ooh, ooh, ooh

We at a party we don't wanna be at
Tryna talk, but we can't hear ourselves
Read your lips, I'd rather kiss 'em right back
With all these people all around
I'm crippled with anxiety
But I'm told it's where I'm supposed to be
You know what? It's kinda crazy 'cause I really don't mind
And you make it better like that

Don't think we fit in at this party
Everyone's got so much to say, oh yeah, yeah
When we walked in, I said I'm sorry, mm
But now I think that we should stay

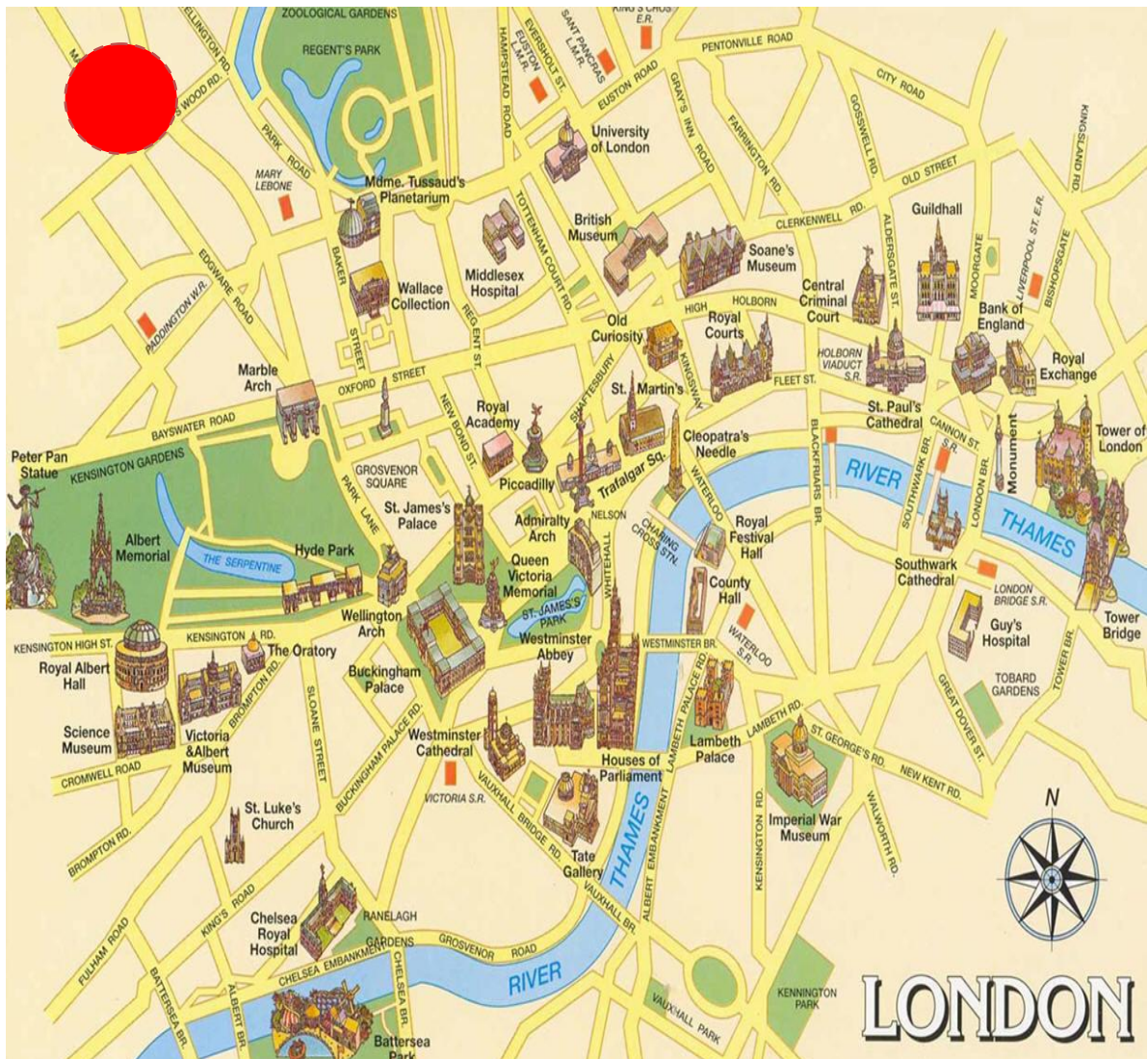
'Cause I don't care when I'm with my baby, yeah
All the bad things disappear
Yeah, you're making me feel like maybe I am somebody
I can deal with the bad nights when I'm with my baby, yeah
Ooh, ooh, ooh, ooh, ooh, ooh (oh yeah, yeah, yeah)
'Cause I don't care as long as you just hold me near
You can take me anywhere
And you're making me feel like I'm loved by somebody
I can deal with the bad nights when I'm with my baby, yeah
Ooh, ooh, ooh, ooh, ooh, ooh (no)

Appendix XIII: Sentences for Grammar Casino Game

1. I have visited the museum last week.
2. This supermarket is more bigger than that one.
3. The restaurant is closing at 8pm. |
4. John isn't here. He has been to the shopping mall.
5. We were studying in the library when the fire was starting.
6. Do you know a shop where sells postcards?
7. If I were you, I would go camping.
8. If you had taken the bus, you would arrived earlier at the airport.

(Source: my own design)

Appendix XIV: Map of London



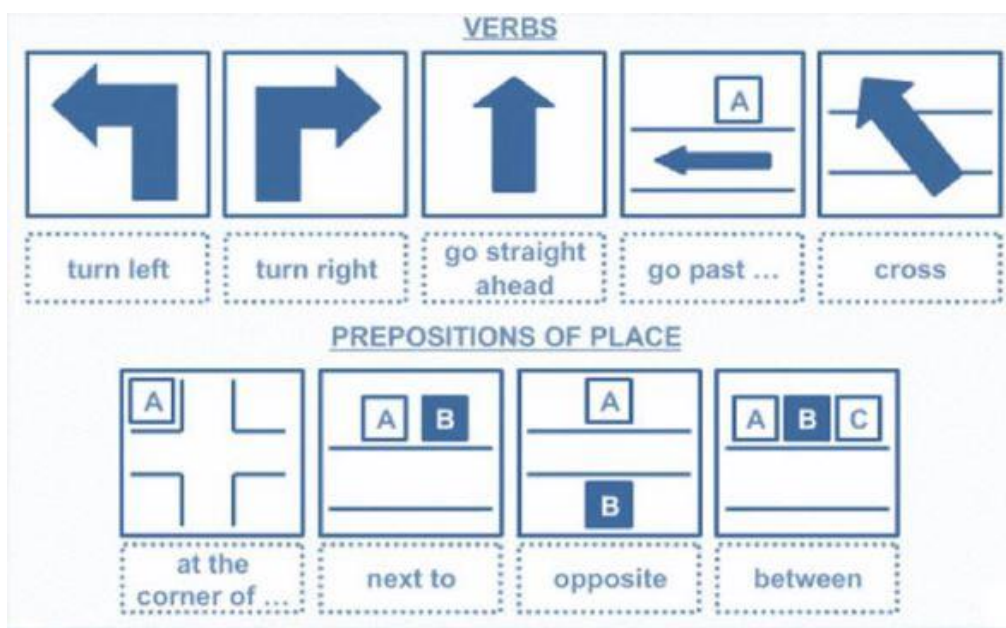
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Appendix XV: Destinations

Group 1:	Group 2:	Group 3:	Group 4:	Group 5:	Group 6:	Group 7:
Tate Galery	Tower of London	Imperial War Museum	Queen Victoria Memorial	Science Museum	St. Paul's Cathedral	Bank of England

(Source: my own design)

Appendix XVI: Useful vocabulary: prepositions of place



(Source: my own design)

Appendix XVII: Pictures for discussing about places



A.

https://www.google.com/search?biw=1600&bih=760&tbm=isch&sa=1&ei=cDyKXeDFLoefjLsPgPKdqAw&q=visitar+un+pueblo&oq=visitar+un+pueblo&gs_l=img.3...50320.52490..52670...0.0..0.186.2365.0j17.....0....1..gws-wiz-img.....0j0i67j0i5i30j0i8i30j0i24. eSoeM2hntg&ved=0ahUKEwjgvf6F6enkAhWHD2MBHQB5B8UQ4dUDCAc&uact=5#imgrc=jihfJUGs-DppmM: Last access: 24/09/2019



B.

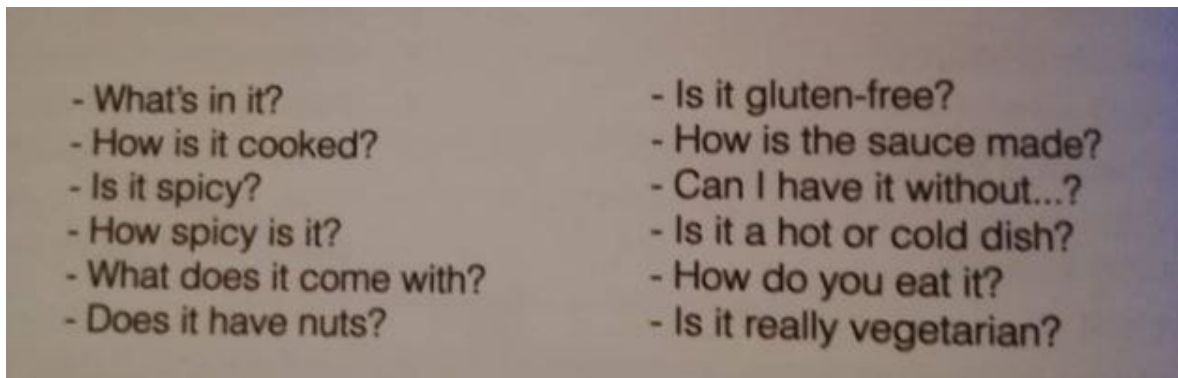
https://www.google.com/search?biw=1600&bih=760&tbm=isch&sa=1&ei=cDyKXeDFLoefjLsPgPKdqAw&q=visitar+un+pueblo&oq=visitar+un+pueblo&gs_l=img.3...50320.52490..52670...0.0..0.186.2365.0j17.....0....1..gws-wiz-img.....0j0i67j0i5i30j0i8i30j0i24. eSoeM2hntg&ved=0ahUKEwjgvf6F6enkAhWHD2MBHQB5B8UQ4dUDCAc&uact=5#imgrc=jihfJUGs-DppmM: Last access: 24/09/2019



C.

https://www.google.com/search?biw=1600&bih=760&tbm=isch&sa=1&ei=cDyKXeDFLoefjLsPgPKdqAw&q=visitar+una+playa&oq=visitar+una+playa&gs_l=img.3...56880.58357..58505...0.0..0.173.1327.0j10.....0....1..gws-wiz-img.....0i67j0j0i8i30j0i24.MJf-Ljo4 MI&ved=0ahUKEwjgvf6F6enkAhWHD2MBHQB5B8UQ4dUDCAc&uact=5#imgrc=UI0kOqLOrYJ6-M Last access: 24/09/2019

Appendix XVIII: Useful questions: asking about food



(Williamson, 2016: 44)

Appendix XIX: Topic vocabulary: food

Roasted	To mince
Boiled	To chop
Fried	To dice
Grilled	To slice
Raw	To trim
Baked	To bake
Pepper	To mix
Breaded	To cut
Hot	To peel
Mashed	To pour

(Source: my own design)

Appendix XX: Menu



STARTER

(CHOICE OF ONE)

FRIED OYSTER AND HEIRLOOM TOMATO

Smoked Corn Dressing, Charred Onions

COUNTRY HAM SALAD

Grilled Pineapple, Pecans, Dried Cherry Vinaigrette, Cornbread Crouton,

MAIN

(CHOICE OF ONE)

RIBS AND GRITS

Vinegar Braised Beef Short Ribs, Creamy Stone Ground Grits, Boiled Peanut Salad

REDFISH GRILLED ON THE HALF SHELL

Black Eye Pea Tabouleh, Preserved Lemon Butter

DUCK LEG CONFIT AND EGG

Boudin Potato Hash, Sauce Rob  rt

DESSERT

(CHOICE OF ONE)

BUTTERMILK PANNA COTA

Fig Preserves, Toasted Pecans

CROISSANT BREAD PUDDING

Chocolate Hazelnut Sauce, Amarena Cherries

https://www.google.com/search?q=today+menu+starters,+main+courses+and+desserts&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjZ6vGjmu3kAhWiAWMBHVapC2oQ_AUIEygC&biw=1422&bih=675&dpr=0.9#imgdii=yoAeM2mbv9MD-M:&imgsrc=Oazk1NaviXeDoM:

Last access: 25/09/2019

Appendix XXI: Topic vocabulary: illnesses and injuries

An (allergic) reaction
A break
A strain
A sprain
A disease
A virus
An infection
A heart attack
A flu
Have a cold
Chickenpox

(Source: my own design)

Appendix XXII: Topic vocabulary and expressions: illnesses and injuries

I'm feeling... -dizzy/light headed

-Sick/Ill/Nauseous

-Hot/Cold

-Depressed

I have.... -a sharp pain

-A rash/blisters/ an itch

-Diarrhea

-Sunburn

-A sore throat/ blocked nose

(Williamson, 2016: 42)

Appendix XXIII: Exercise about prepositions of place

Turn left	Go straight ahead	Cross the street	Turn right	Go past the bank	At the corner of...
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(Source: my own design)

Appendix XXIV: Rubric for evaluating the final task

	YES	PARTIALLY	NO
The student speaks clearly and fluently.			
The student has good pronunciation.			
The role-play is about one topic related to the ones suggested in class.			
The role-play is interesting and it catches the attention of the other member of the class.			
The student uses the vocabulary studied in class correctly.			
The student uses oral expressions studied in class adequately.			
The pair interacts properly and naturally.			

(Source: my own design)

Appendix XXV: Rubric for evaluating classroom work

	Awful	Unsatisfactory	Satisfactory	Excellent
The student participates actively in the classroom.				
The student uses the English language to communicate with the teacher.				
The student uses the English language to communicate with the other classmates.				
The student respects the interventions of other classmates.				
The student collaborates in group works and pair works.				
The student contributes ideas to the group or pair work.				
The student helps the other students of the class.				
The student pays attention.				
The student completes the tasks in order.				
The student uses the vocabulary and expressions studied in class when speaking.				

(Source: my own design)