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**Using Collaborative Learning to Reduce the Affective
Filter in ESL Oral Production: A Proposal for
Secondary Education Students**

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ABSTRACT

The successful learning of a second language in a secondary classroom involves multiple factors to be considered. One of them is the emotions of the students during the learning process, referred to as the affective filter. The present master thesis explores collaborative learning as an instrument to moderate the affective filter in the ESL classroom. It also examines how working collaboratively and the regulation of the affective filter can enhance the oral production of students. The target of this thesis is 4th Year of Secondary Education Students. Therefore, a didactic proposal is presented following the above-mentioned principles. The didactic proposal seeks to implement collaborative work and opportunities to produce oral output. Additionally, the regulation of the affective filter of these students will be taken into consideration throughout the unit. Therefore, the main aim of this thesis is to provide 4th Year of Secondary Education ESL students with resources to improve their oral production while using collaborative learning and managing the affective filter.

Keywords: collaborative learning, oral production, affective filter, ESL classroom.

RESÚMEN

El correcto aprendizaje de una segunda lengua en un aula de secundaria implica numerosos factores. Uno de ellos es las emociones de los alumnos durante el proceso de aprendizaje, denominado filtro afectivo. Este Trabajo de Fin de Máster explora el aprendizaje colaborativo como instrumento para moderar el filtro afectivo en el aula de inglés como lengua extranjera. También explora cómo el trabajo colaborativo y la regulación del filtro afectivo pueden mejorar la producción oral de los estudiantes. El tema de este trabajo está centrado en el alumnado de 4^o ESO. Por lo tanto, se presenta una propuesta didáctica siguiendo los principios mencionados. La propuesta didáctica pretende implementar el trabajo colaborativo y ofrecer oportunidades para la producción oral. Además, durante la unidad se tendrá en cuenta la regulación del filtro afectivo de los alumnos. Por ende, el objetivo principal de este trabajo es proporcionar a los alumnos de 4^oESO recursos para mejorar su producción oral mediante la utilización del aprendizaje colaborativo y la gestión del filtro afectivo.

Palabras clave: aprendizaje colaborativo, producción oral, filtro afectivo, clase de inglés como lengua extranjera.

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1. INTRODUCTION

In the recent decades, student-centred learning has gained a significant relevance in the field of second language (L2) learning, often replacing the traditional teacher-centred methodology. Traditional approaches place the emphasis of language learning on the input that students receive. However, contemporary scholars like Swain underscore the importance of student-centred learning, which support the presence of output production and student interaction for achieving a high proficiency level in L2 learning. Therefore, this dissertation aims to explore the relevance of these elements in the English as a Second Language (ESL) classroom.

In student-centred learning, students are expected to actively participate in the learning process. Consequently, their emotions during L2 learning profoundly impact their linguistic outcome and how they interact with other students. Noted scholars such as Krashen (1982) have investigated the role that the affective filter plays while learning a L2. As he asserts, the affective filter refers to the emotional state of students during the learning process. This master thesis aims to explore how the individual emotions of the students affect English learning by examining the factors involved in the students' affective filter and their implications in the ESL classroom. The dissertation focuses particularly on the role of the affective filter in collaborative work, with the goal of providing resources for managing negative emotions that could adversely affect students' learning.

Moreover, this research explores some fundamental principles of oral production and the significance of output production for language learning. The main objective is to understand how students' oral production can benefit from collaborative activities and tasks. Strategies for reducing the affective filter when students are required to produce oral speech will also be explored. For this purpose, two main approaches will be followed, the Communicative Approach and the Task-Based Approach, aiming to augment the volume of output while enhancing students in meaningful interactions.

These findings will be related to a didactic proposal directed towards a 4th Year of Secondary Education classroom. The aforementioned aspects will significantly influence the development of the sessions. Over the course of the eight sessions, numerous activities and tasks centred on collaborative learning and oral production are proposed, while applying strategies for moderating the affective filter.

Therefore, due to the increasing importance placed on the affective filter and peer collaboration in the ESL classroom, this dissertation contributes to the improvement of L2 learning. It aims to demonstrate how collaborative learning can be used as an instrument to moderate the affective filter in 4th Year of Secondary Education students while enhancing their oral production.

2. THEORETICAL FRAMEWORK

2.1 Regulations in Spain in the ESL classroom

To understand the context in which collaborative learning, the affective filter, and oral production occur in the ESL classroom it must be explained how these concepts are embodied in the Spanish educational system. In 2020, the LOMLOE law, a modification of the previous LOE law (2006), was established. The Royal Decree 217/2022, from 29th March, stipulates eight key competences that must be developed at every stage of secondary education. The key competences established by the LOMLOE law most pertinent to this research topic are linguistic communication competence and personal, social, and learning to learn competence. The linguistic communication competence concerns the development of oral and written communication skills across various fields and contexts and for diverse communicative purposes. This content is especially relevant when working collaboratively, since group work involves the use and development of students' communication skills.

The personal, social, and learning to learn competence pertains to the ability to learn and reflect on one's values while also learning to collaborate and work efficiently with others, understanding and respecting the diversity of opinions and skills within a group. It also involves managing challenging situations and constructing personal learning using a variety of resources. Consequently, the development of the personal, social and learning to learn competence contributes to the moderation of students' affective filter when working collaboratively. More specifically, as established in the Decree 39/2022, from 29th September, the ESL course in secondary education aims to develop this competence by providing students a wide range of linguistic repertoire to interpret and express their ideas and emotions with their peers. Thus, by implementing this competence not only group work becomes more efficient, but students are also encouraged to express their ideas and thoughts, consequently increasing the amount of oral output produced. Therefore, the development of this competence while working collaboratively enables an efficient communication between students, along with the ability of managing and building one's own values and skills.

Furthermore, the LOMLOE law outlines three blocks of content for every academic year that must be included in the annual planning for the subject of ESL. This thesis will focus on the requirements for 4th Year of Secondary Education, as the didactic proposal will be targeted at this specific level. In the case of Castile and Leon, these contents are presented in the Decree 39/2022, from 29th September, and are categorized as Communication, Multilingualism, and Interculturality. The Communication content is most relevant to this

paper; therefore, those aspects related directly to the topics of collaborative learning, the affective filter, and oral production in the ESL classroom will be highlighted. This content stipulates that, throughout the academic year, students must learn common communicative functions such as introducing themselves, describing objects, people, and places, expressing their opinions, and more, along with understanding false friends to circumvent communication barriers. Moreover, it is also stipulated that students are expected to learn commonly used vocabulary related to personal identification, interpersonal relationships, and more, to facilitate meaningful interactions. Additionally, they also need to acquire strategies for articulating emphasis and intonation while speaking to enhance their oral production, as well as fostering self-confidence and initiative. The importance of treating mistakes as part of the learning process is also emphasized. Hence, this content aims to stimulate an efficient and respectful collaboration among students while group working.

In addition, the Decree 39/2022, from 29th September, presents specific competences that must be achieved according to the subject and the specific level. In the case of ESL, six specific competences must be developed throughout the academic year. Although in the didactic proposal every specific competence is present, the third specific competence is the most relevant for the purpose of this thesis. The third specific competence emphasizes the role of interaction in the ESL classroom. Consequently, as established in the Decree 39/2022, from 29th September, it requires that students learn to participate and collaborate actively in everyday life-like situations of public or students' interest. It also mandates that students must select, organize and use strategies for initiating, maintaining, and ending communication. Furthermore, according to this specific competence, it is essential that students learn how to make their speech understandable, and they acquire the skills to correct and rephrase their speech. Additionally, the Royal Decree 217/2022, from 29th March, establishes that lessons must be clustered into learning situations. They are described as activities which involve the active participation of students while developing key and specific competencies.

In conclusion, although the affective filter is not directly addressed in the LOMLOE law, it presents multiple principles that can help to its improvement in the classroom. The Royal Decree 217/2022, from 29th March, establishes that critical thinking, emotional education and the promotion of peace and non-violence must be included in every course, together with the education for equality and mutual respect. It also establishes as one of the objectives of Secondary Education the tolerance and the ability to respectfully cooperate among students. Additionally, it also promotes the relevance of individual tutoring and

orientation for the successful integration of students in the educational process. Therefore, all these principles established in the LOMLOE law aim to provide teachers and learners with guidelines for learning ESL by developing the communication and interactive skills of the students, with the objective of improving their English proficiency level. More precisely, they allow the successful use of collaborative learning in ESL classrooms while seeking to provide students with a stimulating and comfortable space to improve their oral production.

2.2. Collaborative learning in the ESL classroom

2.2.1. Definition

Initially, it is imperative to define collaborative learning. Salma (2020) describes it as "the promotion of student-centered learning which allows learners to construct meaning through interactions with each other" (p. 57). Collaborative learning, therefore, involves the cooperation of two or more students with the objective of acquiring specific knowledge and skills. Particularly in L2 learning, this methodology enables students not only to construct new meaning, but also to generate a high volume of output, thereby improving their fluency and accuracy in their oral production.

Historically, collaborative learning was not considered to be a significant feature of language learning. As Salma (2020) claims, traditional methods such as the Grammar-Translation Method, the Direct Method, and the Audio-Lingual Method focus on an individualized view of language learning and provide very limited opportunities for group interaction or information exchange among students. She also argues that more recent methodologies, such as the Communicative Approach or Task-Based Learning, allocate more space in lessons to interaction and group work. Therefore, implementing collaborative methodologies in the ESL classroom enables students to negotiate meaning and enhance their ability to produce comprehensive output.

Moreover, collaborative learning aligns closely with the action-oriented approach proposed by the CEFR. The Council of Europe (2023) assures that this approach views students as social agents who must interact with each other in real-life situations. Consequently, designing activities and tasks with a meaningful and realistic context allows students to cooperate in a significant and natural environment where their learning objectives become explicit and achievable.

The role of the teacher in the ESL classroom is also crucial. To contrast traditional language methodologies where the teacher's role is to transmit knowledge and lessons are teacher-centred with limited or no space for peer communication, more communicative methodologies see the teacher as a facilitator (Salma, 2020). In this context, the teacher's role is to create a learning environment with a low affective filter where students feel comfortable communicating to construct their own knowledge. Consequently, the teacher's role in the classroom involves providing clear guidelines and objectives to the students, while creating a learning space where students must collaborate to acquire knowledge and skills.

2.2.2. Key features of collaborative learning

When implementing collaborative learning in the ESL classroom, there are multiple aspects that need to be considered. López (2021) explains that collaborative work in the classroom promotes "higher-level thinking and communication skills" (p. 8). Therefore, he defends that developing group activities and tasks allows students to improve their critical thinking and their ability to effectively share and comprehend ideas. Moreover, in this methodology students need to use the L2 to share their thoughts about a particular problem or topic aiming to achieve a common goal, and thereby practicing their oral speech.

Furthermore, when students work collaboratively, they not only need to coordinate to reach an agreement, but they also can develop their own individual strengths. Having diverse skills within the same group not only enriches the final product but also the individuals within the group, as they can learn from their peers' skills and develop their own. This implies that a group with various levels of expertise in different aspects of the target language or culture can lead to students learning from their peers in those areas that need to be strengthened.

Another feature of collaborative learning is positive interdependence. McCafferty et al. (2006) define it as "the perception among group members that what helps one group member helps all group members, and what hurts one group member hurts all" (p. 4). This fosters students' awareness of their actions and the implications of their efforts and work for the rest of the group. Consequently, when performing group activities and tasks, they are more likely to strive to achieve the group's common goal, as their individual work will affect the rest of the group. Thus, when working in groups, students are more likely to encourage those group members who may have more difficulties or a lower knowledge of the language to reach the common goal.

Additionally, collaborative work can significantly enhance the motivation of students. Salma (2020) asserts that "Learner-centeredness has the potential to increase motivation in the language classroom. Once learners are motivated, they can have higher achievements" (p. 59). Hence, as group work boosts students' motivation, they are likely to increase their participation and, consequently, their linguistic output. This is mainly because students tend to find working collaboratively more entertaining and enriching than working individually, as it involves interaction with their classmates and peer support while working (Salma, 2020).

However, this methodology also presents some limitations when implemented. One aspect to consider is the creation of adequate activities and tasks. As Chiriac and Frykedal (2011) state, teachers should "have the opportunity for training in the management of group work as a classroom activity" (p. 4). Therefore, they claim that instructors should be able to design appropriate activities and tasks in which learners can communicate efficiently and whose objectives are easily understood by every student. In some cases, especially when the teacher does not have a broad knowledge of the students' backgrounds, this can lead to the creation of activities which are not entirely adapted to the level or interests of the students, and therefore, not be as efficient as initially planned. For this purpose, there must be a constant communication between the students and the teacher to know which of the activities previously proposed have been or not successful and modify future group work accordingly.

Furthermore, another important factor to consider in collaborative work is group formation. For collaborative learning to have a positive outcome, the teacher must have a thorough understanding of the individual linguistic and communicative skills of the students so as to create balanced groups (Mohammed and Abdou, 2019). Therefore, the inclusivity of every student in the group should be ensured, while a variety of communicative and linguistic abilities among the students should be cultivated to reinforce the different strengths and weaknesses of the learners (Ramírez et al., 2023). In the case of instructors who are not familiarized with the students, group formation could result in learners not feeling comfortable working or participating with their group assigned. This is especially relevant when within a group there is a wide variety of proficiency levels and conflicts among students. Thus, instructors must devote special attention not only to the individual expertise level of learners in the L2, but also to the interpersonal relationships established among students.

Moreover, as Ismail and Allaq (2019) state, there are certain elements that interfere with effective language learning while working in groups, "such as students' noncompliance, indifference, unwillingness to work together collaboratively, anxiety and disappointment" (p. 2). Despite providing clear instructions about using the target language while working in groups, some students tend to produce part of the output in their first language. Consequently, the benefits of collaborative work involving the improvement of oral production and communicative skills decrease significantly. Given that in most ESL classrooms there is only one teacher in charge of monitoring the different groups, it is highly challenging to ensure that each of the groups discusses the topic of the activities and tasks in the target language.

Thus, when incorporating collaborative activities and tasks in the ESL classroom, there are multiple aspects that need to be considered. All the above-mentioned features regarding collaborative work must be regarded to create an environment where group work positively contributes to the development of linguistic skills.

2.2.3. Classroom implications

To implement collaborative learning efficiently in the ESL classroom, several strategies can be employed to facilitate interaction and oral production. Nasir and Aziz (2020), suggest that assigning roles within groups encourages students to participate more actively while working collaboratively. Their research on student-centred collaborative teaching found that "participants who divided roles at the beginning of the activities achieved more desirable result as each group was more organized and learners are enlightened on the roles and tasks they needed to accomplish" (p. 50). Thus, the assignment of specific roles within a group fosters effective work distribution and provides clear objectives. For instance, as proposed in some activities in the below described didactic proposal, one role of secretary can be assigned in every group with the objective of controlling and noting the main conclusions of the work done. However, depending on the students' organizational skills, it may be beneficial for the teacher to assign the roles within the groups, so that each student receives a responsibility adapted to their linguistic and communicative abilities.

Another efficient strategy for collaborative learning according to Nasir and Aziz (2020) is the use of teaching aids. They argue that visual elements such as images or charts enhance student engagement with the activities and tasks. Additionally, these aids can simplify instruction comprehension and clarify objectives. This is especially relevant in the case of 4th Year of Secondary Education students, since younger learners tend to get distracted easily and these aids can enhance their focus and understanding of instructions and contents.

Moreover, adapting activity and task contexts to real-life situations, preferably familiar ones, also proves beneficial. Students find it easier to engage with such tasks and gain a better understanding of the utility of what they are learning.

Peer assessment is another positive aspect of collaborative work. As Divaharan (2002) explains in her research about implementing peer assessment as part of collaborative learning, "students engaged in cooperative learning using peer assessment have indicated that they have been encouraged to participate actively and have found it an interesting experience" (p. 74). Therefore, allowing ESL learners to provide feedback to each other encourages improvement as the members of a group can encourage each other to perform better, while also fostering reflection on their own work and production.

Moreover, incorporating mediation into group work is another valuable strategy in promoting student-centred learning. The Council of Europe (2023) defines a learner as a "social agent who creates bridges and helps to construct or convey meaning" (p. 90). Thus, by incorporating mediation in group working students can develop their oral skills by learning to use different strategies to share information in a clear and understandable manner for the other group members to understand.

Various language-based activities and tasks can be used to facilitate interaction and oral production in collaborative learning in the ESL classrooms. These may include role-plays of real life-like situations, encouraging students to utilize certain linguistic aspects while communicating in a familiar context; problem-solving and jigsaw activities, which allow students to use the language as a communication tool to reach an agreement; and debates on current topics or matters of interest to them enabling them to discuss and share information with the aim of achieving an agreement or mutual understanding.

In conclusion, there are numerous strategies that can enhance efficient and meaningful collaborative work. The previously mentioned notions are especially directed to 4th Year of Secondary Education ESL students, although these could be adapted to the specific needs and linguistic skills of every group and individual.

2.3. The affective filter in the ESL classroom

2.3.1. Definition

The Affective Filter Hypothesis established by Krashen (1982) suggests that the acquisition of a second language within a L2 classroom is directly influenced by the student's emotional state during language learning. Consequently, it asserts that the emotions a student experiences in the classroom will directly impact their acquisition of the target language. This hypothesis contends that a low affective filter significantly enhances the process of L2 learning.

This theory was developed by Krashen in the 1982, when he posited that students' emotions and the circumstances under which learning takes place could profoundly impact the process of improving the L2 production. He argued that:

Those whose attitudes are not optimal for second language acquisition will not only seek less input, but they will also have a high or strong Affective Filter—even if they understand the message, the input will not reach the part of the brain responsible for language acquisition (Krashen, 1982, p. 31).

According to his theory, the learner's disposition and emotional state will directly impact the amount of input they can comprehend and the quantity and quality of the output they will produce.

Furthermore, as Ni (2012) states, "negative emotions prevent efficient processing of the language input, and on the contrary, the positive emotions promote the efficiency of the process" (p. 1508). This suggests that the learning process of ESL is not only negatively impacted by emotions such as anxiety or lack of self-confidence, but it can also be enhanced by positive emotions such as motivation or positive reinforcement. Therefore, it is essential for the instructor to establish a classroom environment in which students are encouraged to express themselves freely.

A means by which the affective filter can be lowered in the L2 classroom is through implementing collaborative learning. Salma (2020) assures that working collaboratively reduces the stress and anxiety of students since it creates a comfortable learning environment. Therefore, for students to feel supported and cooperate with peers involves a greater willingness to produce output. As mentioned in the previous section, collaborative learning can not only improve students' oral production, but it can also provide a source of comfort and encouragement, resulting in a lowered affective filter. Hence, the affective filter acts as a

barrier between the students and the learning of the language, which can either benefit them if the affective filter is low or hinder it if it is high.

2.3.2. Factors involved

To accurately determine how the affective filter affects the learning process of a L2, certain factors must be considered. As Lemana et al. (2023) claim, "The degree to which a student is motivated to participate in class and the degree to which their instructors encourage them to believe in themselves are two factors that can influence the effectiveness of the student's second-language acquisition" (p. 91). Therefore, the affective filter is influenced not only by the individual emotions of the students but also by the instructor's influence and the environment and values they choose to foster in the ESL classroom.

Krashen (1982) identifies three distinct affective factors that directly impact the successful outcome of L2 learning, which are motivation, self-confidence, and anxiety. Motivation refers to the willingness and desire of the student to actively participate in the learning process of a L2. According to Gardner (1985), "motivation involves four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity of learning the language" (p. 50). All these aspects play a significant role in different aspects of the learning process, such as the volume of input students process, the output they produce, and the proficiency level they ultimately achieve. Moreover, Du (2009) considers motivation for language learning so significant that she claims that without motivation "even 'gifted' individuals cannot accomplish long-term goals" (p. 162).

Additionally, Gardner (1985) defends that the motivation for learning a L2 can be classified into two types: Integrative Motivation and Instrumental Motivation. Integrative Motivation involves a genuine willingness and interest in learning about a language, including its linguistic and cultural aspects, with the intention of understanding and getting involved in its culture. This type of motivation is typically the most enduring and effective one, as there are no external interests behind the desire to improve one's understanding and production of the L2.

On the other hand, Instrumental Motivation is linked to the reward to be obtained by learning a language. In the case of secondary education students, this motivation is commonly linked to passing the ESL subject, obtaining a certificate or travelling to an English-speaking country. This kind of motivation is generally transient and typically vanishes after the initial goal is achieved. For this reason, Ramage (1990) claims that "identifying students'

motivations for foreign language learning is a prerequisite to developing interventions that promote interest and continuation in foreign language study" (p. 189). Therefore, it is essential that the materials, activities and tasks used in the classroom are adapted to topics which can be of interest to the students and that allow them to collaborate with their classmates for their resolution. This can help to increase not only their instrumental motivation but also their integrative motivation.

Another factor mentioned by Krashen is self-confidence. It plays a significant role in the process of language learning. Students with strong self-confidence are willing to participate actively regardless of the mistakes they could make. As a result, their production is more likely to improve. This confidence in language learning is commonly associated with a strong perseverance to achieve a certain goal, which in this case is reaching a high proficiency level in the English language. When dealing with promoting self-confidence in the students, Ni (2012) assures that "Successful language learning only takes place in an environment where learners' values and positive attitudes are promoted, where learners approach learning with confidence and joy" (p. 1509). Hence, it is crucial for the improvement of students' self-confidence that an environment of respect and tolerance is created in the classroom. This enables the students to express themselves with no fear of the mistakes that they could commit. For this purpose, working in groups can highly improve the self-confidence of students, especially when dealing with oral production, as they are exposed to a limited number of students with whom they tend to feel more comfortable than when speaking in front of the class.

The third affective factor mentioned by Krashen is language anxiety. Gardner and MacIntyre (1993) define it as "the apprehension experienced by the individual in the language class or any situation in which the language is used" (p. 159). For ESL students, suffering from anxiety can prevent them from expressing themselves freely, resulting in reduced oral production. In addition, it could also affect their capacity to concentrate and process the input received. One of the main factors to be considered when managing the anxiety of the students in the classroom is the rapport established between students and the teacher. Meng (2021) describes the rapport as "an amicable educator-learner relationship identified with delight, regard, and common trust" (p. 4). This author establishes multiple strategies for the improvement of the rapport which include encouraging students to express themselves freely, providing respectful feedback, using humour and adopting an enthusiastic attitude. Nevertheless, when working in groups the rapport among students must also be regarded and

a positive rapport must be encouraged by establishing clear rules that set respect and cooperation. Consequently, the establishing of a positive relationship between students and teacher can lead to learners feeling comfortable when participating and lowering their anxiety levels.

Moreover, Du (2009) posits that language learning anxiety can be divided into three types: communication apprehension, test anxiety, and a lack of confidence. Communication apprehension generally affects introverted students or those with low self-esteem and involves fear of actively participating in lessons or communicating with other students. Test anxiety induces a state of nervousness and despair in students, often resulting in poor performance in assessment. A lack of confidence results in students believing their proficiency level is inadequate and thus do not feel confident in the production of the L2. Therefore, these three types of anxiety must be regarded for students to actively participate in the lessons.

All these factors can significantly impact the learning process, especially when students are asked to produce oral output and work with other students. Therefore, teachers must employ various resources to manage the anxiety of the students, such as creating a relaxed environment in the classroom, encouraging respect and tolerance when working collaboratively, and providing feedback in a respectful and positive manner.

2.3.3. Classroom management: how to reduce the affective filter in the ESL classroom

As established in the previous sections, certain principles can be outlined aimed at reducing the affective filter of ESL students, particularly during collaborative work. According to Krashen (1982), "Classrooms that encourage low filters are those that promote low anxiety among students, that keep students 'off the defensive'" (p. 32). To encourage a low affective filter, certain pre-learning conditions must be established to foster a positive and enriching learning atmosphere. Kalanithi (2021) asserts that "a low affective filter can facilitate how efficient a learner absorbs, practices, and produces the target language" (p. 93). Furthermore, she also claims that a student with a low affective filter is more likely to receive and understand more input and interact confidently with other students. Therefore, teachers must commit to creating a classroom environment where students feel comfortable participating and overcoming their negative emotions related to the production of the target language.

To encourage a low level of anxiety in the classroom, clear and realistic goals must be consistently established. As Liu (2021) claims, establishing both short-term and long-term goals can help students to feel confident in their work and improve their motivation. Additionally, the expectations for each session should be thoroughly explained using diverse resources to ensure every student comprehends the instructions. This is especially relevant when students are working in groups, since establishing clear goals allows them to share the work efficiently and avoid potential conflicts. This approach allows learners to manage expectations and plan their work in advance, thereby reducing anxiety and confusion during activities and tasks.

Moreover, to lower the affective filter of each student, their individual cultural and linguistic backgrounds must be considered (Kalanithi, 2021). Each student's beliefs, customs, and previous language knowledge will shape their emotions in the classroom and their collaboration with other students. Such diversity should be especially considered when forming groups, as combining students with diverse linguistic backgrounds can significantly enrich the process and outcome of their work. Therefore, acknowledging the cultural and linguistic diversity of students while working collaboratively will create an inclusive and supportive learning environment.

Furthermore, incorporating communicative activities in the ESL classroom is highly beneficial for reducing the affective filter, as it familiarizes learners with the habit of speaking in the foreign language in meaningful and realistic situations. The more accustomed they are to using the foreign language in different contexts, the less likely they are to experience speaking anxiety. Hence, as Du (2009) claims, it is essential to incorporate communicative activities such as role plays, discussions, or problem-solving tasks into the lessons to familiarize students with different contexts while developing their linguistic skills and improvised speech.

The final aspect to consider in managing the affective filter in the ESL classroom is error tolerance. Incorrectly addressing errors can result in an increased affective filter among students. As Wang and Zhai (2023) claim, "frequent error correction will make students become anxious and the classroom atmosphere becomes tense" (p. 283). Therefore, strategies for providing positive and valuable feedback should be utilized. For instance, providing feedback gently or within a specific context can be highly beneficial. Furthermore, self-correction can also be facilitated by providing students with information or rubrics containing

guidelines about the topic that they were asked to work on. This strategy allows them to identify their own mistakes and learn how to avoid them. Additionally, peer correction is a valuable tool to provide feedback while managing the affective filter. As Girard et al. establish, peer evaluation engages students into an active participation in the classroom by critically analysing their classmates' work. Therefore, this allows them to identify their peers' mistakes and it leads them to avoid producing them. Moreover, students typically perceive their peers as equals, and thus, corrections received from them have a lower impact on their self-esteem.

In conclusion, employing strategies to lower the affective filter in ESL students is essential for their development in oral production and their ability to interact with their peers without anxiety or fear. Numerous factors must be considered during the course of lessons and must be adapted to the specific needs of the students for this purpose. Consequently, by fostering a supporting environment in which learners' anxiety levels are managed and communication is encouraged students' confidence to actively participate can be enhanced.

2.4. Oral production in the ESL classroom

2.4.1. Some basic notions of oral production

To fully grasp the role of oral production in L2 learning, it is essential to examine the beliefs and methodologies of traditional language learning approaches. The traditional methodologies such as the Grammar-Translation Method and the Audio-Lingual Method emphasize the primacy of input over output for achieving high proficiency in L2 learning (Salma, 2020). Krashen (1985) assured that "Speech cannot be taught directly but 'emerges' on its own as a result of building competence via comprehensible input." (p.2) and that "Speaking is a result of acquisition and not its cause." (p. 2). Consequently, in traditional methodologies, the input received from texts or audio is considered the most significant aspect of language learning, while student interaction and collaborative work are relegated to reinforcement of the knowledge acquired through input. This results in limited use of communicative activities and tasks.

However, Swain (1985) contended that oral production is crucial for language learning and underscored the need to incorporate communicative activities and tasks into L2 classrooms. She considered that although the presence of input is highly beneficial for L2 learning, it is the production of output that broadens students' perception of the real-world

application of the language and its cultural context. According to Swain, the production of output encourages students to focus more intensively on the various expressions and forms used in the L2 to replicate them, while also compelling them to utilize their previous acquired knowledge to articulate their ideas.

Furthermore, while interaction between native and non-native speakers is often deemed more enriching for students' proficiency improvement, interaction between non-native speakers can also significantly contribute to their oral accuracy and fluency development. Gass and Varonis (1994) reviewed numerous studies on output improvement through non-native speaker interactions and proposed that "errors of a nonnative speaker peer are generally not incorporated, while one can find numerous examples of modifications in the direction of the correct target language forms" (p. 288). Therefore, interaction between ESL students typically results in a higher level of proficiency in both accuracy and fluency.

Moreover, when addressing oral production in L2 learning, three factors must be considered, which are accuracy, fluency and pronunciation. Opinions differ among language learning scholars regarding which of these disciplines should be the most emphasized during L2 learning. Accuracy refers to the "extent to which the language produced in performing a task conforms to the target language norms" (Ellis, 2003, p. 342). Nonetheless, an exclusive focus on accuracy, coupled with constant correction of vocabulary and grammar aspects, may induce speaking anxiety and impede the flow of speech.

Fluency, on the other hand, refers to the ability to articulate speech in a natural and comprehensive manner while adapting to the linguistic requirements of the specific context. Fluent speech involves minimal hesitation and pauses, thereby making the oral production easily understandable for the listener. Some authors such as López (2021) even claim that achieving a fluent speech is the main goal in language learning. Lastly, pronunciation refers to the correct articulation of sounds in the target language, including the intonation and stress (López, 2021). Therefore, to achieve high proficiency in oral production, a balanced approach to these three aspects must be established. This is particularly relevant when providing feedback since focusing in just one of the aspects may hinder the development of the others.

2.4.2. Oral production in the ESL classroom in Spanish high schools

After delving into the description and relevance of oral production in the ESL classroom it must be explored how it is represented in the Spanish ESL classrooms. Following the Spanish educational laws, oral production has a strong presence in the ESL classroom. As

it has been thoroughly explained in section 2.1, the Decree 39/2022, from 29th September, establishes three blocks of contents to be developed throughout the four years of Secondary Education. These three blocks of content: communication, plurilingualism, and interculturality involve both individual and group output production as a manner of learning both the linguistic and the cultural aspects of the English language. Especially concerning the communication content, students are expected to develop linguistic knowledge and abilities about aspects such as focalization or phonetics to produce meaningful output. Additionally, this content also encourages students to develop conversational strategies to initiate, maintain and end communication, which enhances their fluency and accuracy when producing oral output.

Moreover, for the proper improvement of speaking skills, oral production must be integrated with all the competences present in the ESL curriculum. The Decree 39/2022, from 29th September, establishes six specific competences which must be implemented in the ESL classroom. These competences should not be addressed in isolation, since all of them contribute to the proper acquisition of the language.

Regarding the first competence, which involves written and oral comprehension, it can be easily combined with oral production. After reading a text, students can engage into activities like debates or story continuation in which they need to collaborate with their peers to discuss what they have previously read. As Khatib (2012) claims, the use of both literary and non-literary texts provide the students with a model to imitate in their speech and allows them to develop their critical thinking by discussing what they have previously read.

Similarly, oral comprehension can also be connected to oral production. As Floriasti (2012) states, listening activities provide students with a "good model of accuracy, fluency, pronunciation, rhythm, intonation, grammar and standard rate of delivery" (p. 4). Consequently, it is essential for students to receive oral input on how the language is produced to later adapt these aspects to their own speech. For this purpose, Floriasti proposes different post-listening activities that involve oral production. These include a group analysis of the discourse listened including answering to questions such as when? How? Who? Etc., to verify their understanding of what they have listened. She also proposes post-listening discussions and activities like roleplaying or debates to practice and amplify the content they have just listened.

Additionally, the specific competences five and six, which cover multilingualism and multiculturalism, can also easily be integrated with oral production. For this purpose, the implementation of the Task-Based Approach is highly beneficial, since it allows students to explore linguistic and cultural contents through different tasks while producing a high amount of output. Meléndez (2013) assures that this approach enables the production of "elicit spoken language across different repertoires and conditions" (p. 185). Moreover, it defends a student-centred methodology; and therefore, it encourages the use of tasks that include both oral production and linguistic and cultural awareness so students can get in contact with the foreign language and culture by engaging in meaningful tasks. For this purpose, Chaika (2023) establishes some principles to be followed, which include the use of authentic materials from the target culture, providing space for students to discuss and reflect on their own culture and the differences with other cultures, and to include collaboration from students from different cultural backgrounds.

Furthermore, for the implementation of oral production in the ESL classroom, the introduction of ICTs has been proved to be highly valuable. For instance, Asratie et al. (2023) defend the incorporation of technological tools in the ESL classroom as they "enabled students to practice fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation" (p. 10048). Moreover, virtual exchanges with both native and non-native speakers have also proved to be beneficial for the improvement of oral proficiency of L2 students. Canals (2020) claims that virtual exchanges provide students with a space to communicate and collaborate with foreign students for the development of tasks or projects. She assures that being exposed to authentic interaction significantly improves the motivation towards language learning. Consequently, students are willing to actively produce oral speech while interacting with their assigned peers.

Therefore, to successfully improve the oral proficiency of Spanish secondary students, they must be provided with opportunities to communicate with other students. This allows them to express their thoughts and practice their oral production. Nevertheless, the implementation of speaking activities and tasks should not be done in isolation, since they need to be integrated with the rest of competences involved in ESL learning.

2.4.3. Improving the oral production through collaborative learning and the management of the affective filter

Given the theoretical foundation provided for the notions of collaborative learning, the affective filter, and oral production in ESL classrooms, it is pertinent to discuss how these elements can collectively contribute to the improvement of the English learning process. In this regard, various activities and tasks that can enhance students' oral production while fostering collaborative learning and managing the affective filter will be presented.

Role-playing is a recurrent and effective activity to develop in the ESL classroom. Adopting a role in a particular context not only facilitates the practice of specific vocabulary and grammar structures but also enables students to develop their ability to express themselves by adapting their speech to different circumstances. Sandoval (2019) claims that role-playing has multiple benefits in L2 learning, as it lowers the students' affective filter by increasing their motivation and reducing their anxiety, while also developing their speaking skills. This is especially relevant when performed in small groups rather than in front of the class, as students will feel less pressure and have more opportunities to participate.

Interviews conducted in pairs or small groups also prove to be highly valuable. While the interview should have a specific objective to practice certain content, it is crucial that students have some autonomy in determining aspects of the interview, such as the interviewee or the questions posed. This autonomy allows students to express their interests, foster confidence in their interactions, and develop their speaking skills.

Similarly, organizing debates in small groups can also be advantageous for ESL students. Kassem (2021) asserts that debating in the ESL classroom presents multiple benefits for the improvement of oral production including the enhancement of fluency, coherence, and word choice. Furthermore, debates enable students to delve into topics of public or personal interest, stimulating active participation. However, as some students may lack self-confidence to participate in the debate, assigning roles can ensure everyone's participation. Moreover, clear rules, such as not interrupting speakers, maintaining a respectful discourse, and using specific linguistic features, should be established to enhance not only fluency but also accuracy.

Moreover, warm-up activities in small groups at the beginning of lessons can be highly effective in managing the students' affective filter. Akther (2014) states that including warm-up activities in the lessons increase students' "levels of attention, concentration and

enjoyment" (p. 10). This is especially relevant since the emotional state of the students at the beginning of the lesson will set their affective filter during the rest of the session. Specifically, brainstorming or sharing information about themes related to the topic of study can help students practice vocabulary and grammar features, while also improving their fluency and accuracy. For instance, students could be asked to research about certain information related to the topic covered in the previous lesson and share their findings with their group mates.

In conclusion, numerous activities and tasks can positively contribute to the improvement of students' output production. For this purpose, fostering collaborative learning and managing learners' affective filter is crucial. These strategies not only develop students' oral skills but also boosts their self-confidence, leading them to feel more comfortable and productive in the language learning process.

3. DIDACTIC PROPOSAL

3.1 Overview of the proposal

This proposal is constructed considering the principles delineated in the theoretical framework, emphasizing the benefits of collaborative learning in the ESL classroom. Specifically, it covers how collaborative work within this context can contribute to the moderation of the affective filter and enhance improvement of oral production. Consequently, the primary objective of this proposal is to devise a teaching unit where collaborative activities and tasks play a significant role in the development of contents and competencies. Therefore, the proposal will adhere to the aforementioned strategies to moderate the affective filter and increase students' oral speech production.

The lesson plan, entitled "Two's Company", is designed for 4th Year of Secondary Education students. Its central theme revolves around relationships; and more particularly, friendship. Throughout the teaching unit, students will be encouraged to reflect on interpersonal relationships via diverse activities. These activities aim to develop competencies in oral and written comprehension, oral and written expression, and mediation. Additionally, the reported speech will also be practiced in multiple of the activities and tasks proposed. The unit comprises eight sessions, each consisting of a warm-up activity, one or two reinforcement activities, and a wrap-up activity. This structure allows students to practice certain content through different strategies, thereby fostering dynamism within the sessions. The final two sessions of the unit are dedicated to the creation and presentation of the final task, which consists of the design and display of a TV program. This culminating task serves to consolidate all the content covered in the unit, including vocabulary about relationship and the use of reported speech, while fostering collaborative work to moderate the affective filter, and enhancing oral production.

3.2 Legal Framework

To contextualize the didactic proposal, certain aspects regarding the Spanish educational legal framework must be established. This legal framework can be categorized into six different categories according to the level of curricular concreteness.

Firstly, the SUPRA level represents the international scene regarding educational laws. One of the most relevant educational documents at this level is the Common European

Framework of Reference (CEFR). It represents the standards for learning a language according to the specific level of proficiency of the students. Therefore, since this proposal is directed to students with a B2 level, this document offers useful guidelines to what contents should be implemented in this level and how they should be assessed.

Secondly, the MACRO level refers to the national education laws, covered by the current LOMLOE law established in 2020. As this proposal is directed to 4th Year of Secondary Education students, the Royal Decree 217/2022, from 29th March, has been consulted. Specifically, the Article 7 presents the stage objectives for Secondary Education students of foreign languages. Throughout this teaching unit, six of the twelve stage aims have been implemented, which are as follows:

- a. To responsibly assume their duties, to know and exercise their rights with respect for others, to practice tolerance, cooperation and solidarity among individuals and groups, to engage in dialogue by strengthening human rights as common values in a diverse society and to prepare for the practice of democratic citizenship.
- b. To develop and consolidate habits of discipline, study and individual and teamwork as a necessary condition for efficient performance of learning tasks and as a means of personal development.
- d. To strengthen their affective skills in every area of their personality and in their relationship with others, as well as to reject violence, prejudices of any kind, sexist behaviour and to resolve conflicts peacefully.
- i. To understand and express themselves adequately in one or more foreign languages.
- j. To know, value and respect the basic aspects of their own and others' culture and history, as well as artistic and cultural heritage.

In addition, the MESO level represents the regional educational scene. More specifically, the Decree 39/2022, from 29th September, represents the contents and competences required for this stage in Castile and Leon. The contents to be included in the lessons are divided in Communication, Plurilingualism and Interculturality, all of which are included in the proposal. Communication content focus on the understanding of oral and written texts, the development of communicative skills and the understanding of linguistic aspects of the target language. Plurilingualism encompasses the strategies to understand and analyse the English language, self-evaluation and co-evaluation, and comparison of different

languages. Then, Interculturality refers to the use of the foreign language as an instrument to communicate and promotes the discovery and discussion of foreign cultures.

Furthermore, the key competences and specific competences that must be developed in the ESL course are also presented in the Decree 39/2022, from 29th September, and are also part of the MESO level. Six out of the eight competences are dealt with in the proposal, which are the following: Competence in Linguistic Communication (CLC), Plurilingual Competence (PC), Personal and Social Competence and Learning to Learn (PSCLL), Civic Competence (CC), Entrepreneurial Competence (EC) and Cultural Awareness and Expression Competence (CAEC).

Moreover, all six specific competences are developed throughout the teaching unit. The first competence represents oral and written comprehension; the second competence explores oral production; the third one promotes interaction among students; the fourth competence implements mediation; the fifth one is intended to develop the students' linguistic knowledge about different languages; and the sixth competence seeks to understand and adapt to the linguistic, cultural and artistic diversity between cultures.

The MICRO level focuses on the documents created by each individual high school, establishing the organization and functioning of the educational practices. Specifically, to implement this proposal in a specific high school, the Educational Project, or *Proyecto Educativo de Centro*, must be consulted. This document represents the general organization of the centre, along with the values and methodology used in the learning process. Additionally, the Internal Rules of Procedure, or *Reglamento de Régimen Interno*, regulates the general functioning and organization of a high school, along with the rights and duties of the educational community. Therefore, to apply the proposal in a specific high school, these two documents must be regarded.

Finally, the last step of curricular concreteness is the NANO level. It refers to the design and application of the teaching units and learning situations to be taught. In the present proposal, the teaching unit has been divided into three learning situations for the correct development of the contents and objectives to be reached. The learning situations can be found in the appendix 6.1 and they consist of two or three sessions each. Moreover, the teaching units and learning situations created need to be adapted to the linguistic and cultural diversity in the classroom, along with the specific circumstances of the students in each class.

Therefore, all the above-mentioned aspects must be regarded in this level while adapting them to the specific circumstances of every individual classroom.

3.3 Context

This didactic proposal is designed to be implemented in a Spanish public high school located in the South of Valladolid. Although there is a wide variety in the socio-economic status of the students, most of them belong to middle-class families and have a medium socio-economic status. It is targeted at bilingual 4th Year of Secondary Education students. These students receive four ESL lessons per week. Since the proposal is further tailored to a bilingual class, they study three non-linguistic disciplines (DNL) subjects entirely in English, which are Biology, History, and Physical Education.

The selection of this specific level is strategic, considering most students are 15-16 years old and are found in a stage of personality and skills development. This phase is often accompanied by stress and confusion about their immediate future, making crucial for them to feel comfortable in the learning environment and while working with their peers. Consequently, fostering a low-anxiety environment is essential for L2 learning in this context, and implementing collaborative learning could significantly enhance their English proficiency.

This teaching unit is designed for a group of 23 students, 12 of which are females and 11 are males. There is one student with specific needs who has mild primary dyslexia. With the purpose of achieving his complete integration and understanding of the contents, visual aids are used in every session. Moreover, the teacher will pay close attention to that student while performing activities that require reading or writing in the case that he presented any difficulty. Moreover, he will not be assessed from spelling in the writing correction. Furthermore, although this proposal is especially directed to bilingual 4th Year of Secondary Education students, it could be modified to be implemented in lower or higher levels.

The students' English proficiency level range from a B1 (4 students), B2 (16 students) and C1 (3 students). All the students with a C1 level have a high exposure to English outside the high school, including studying in private academies in the present academic year and previous trips and exchanges to English speaking countries. However, only 6 of the 16 students with a B2 and none of the students with a B1 have this exposure to the L2 outside the ESL classroom.

In terms of temporalization, of the teaching unit is intended for implementation in the month of March, as it includes references to the Irish culture and activities related to the celebration of the festivity of St Patrick’s Day. Given that this proposal is planned for a bilingual 4th Year of Secondary Education class with four ESL lessons per week, the teaching unit will span two weeks. Hence, the proposed schedule would proceed as follows:

Monday 4 th	Tuesday 5 th	Wednesday 6 th	Thursday 7 th
Session 1	Session 2	Session 3	Session 4
Monday 11 th	Tuesday 12 th	Wednesday 13 th	Thursday 14 th
Session 5	Session 6	Session 7	Session 8

Table 1. Temporalization of the lesson plan.

3.4 Classroom management

One of the most relevant aspects for the development of this proposal and the effective implementation of collaborative learning is group formation. The selected class comprises 23 students; thus, groups of four to five students are formed. The formation of these groups should depend on the teacher’s familiarity with the students. For this proposal, groups will be randomly formed as the majority of students exhibit a similar proficiency in the target language and there are no notable behavioural disturbances. Nevertheless, if any diversities exist within the class and the teacher is adequately aware of the linguistic levels and behaviours of all students, groups can be pre-arranged. In such cases, creating diverse groups that encompass a wide range of linguistic and cultural knowledge would be highly beneficial for the development of the activities and tasks.

Furthermore, the teacher’s role within the classroom is crucial for facilitating a positive collaboration among students. While teacher-centred activities are present, particularly when introducing new content, most activities and tasks position the teacher as a facilitator. This role entails allowing groups a certain degree of autonomy during their work to develop their ideas and collectively produce the outcomes of activities or tasks. Therefore, the teacher's primary responsibility is to provide clear instructions and necessary assistance during students' work.

Consequently, for group work to be successful, clear instructions and expectations are provided before starting any activity or task. This approach enables students to establish achievable objectives and organise their work efficiently. Similarly, the timeframe provided

for the activities is also clearly communicated and adhered to in order to teach learners to be productive with their work and manage their time efficiently.

The last aspect to consider concerning classroom management is the creation of a safe and respectful environment where students feel comfortable actively participating in their learning process. This aspect becomes particularly important during group work, as the atmosphere within the groups can significantly affect the students' the motivation to work. Therefore, when explaining the instructions for group activities and tasks collaborating respectfully is encouraged. Additionally, the teacher must monitor the dynamics of each group and the relationships established within these groups in order to make any necessary changes in group composition or establish new rules when required.

3.5 Materials

For the effective implementation of this proposal, certain resources are necessary. Primarily, the sessions are conducted in a spacious classroom that allows students to work comfortably in groups. Hence, moveable tables and chairs are required. Additionally, although students occasionally utilize their textbooks for specific activities, the majority of session content are provided by the teacher.

Moreover, in order to effectively deliver the content, the teacher requires a computer with internet access and a digital board. Digital platforms such as Canva and Power Point are employed throughout the sessions to present various content, integrating both theoretical and practical elements. Moreover, the Wordwall (n.d.) website is also used for activity creation, and the platform YouTube will serve as a resource for videos related to the discussed topics.

However, analogical materials will also play a crucial role in the sessions. For instance, paper handouts containing relevant information are used for vocabulary, grammar, and writing-related activities. Moreover, for the mystery-solving activity, each group will be given pieces of paper with clues.

3.6 Objectives

The primary objective of this proposal is to provide bilingual 4th Year Secondary Education students with resources to enhance their oral proficiency in English while

simultaneously improving their collaborative skills and managing their affective filter in the ESL classroom. Accordingly, several objectives have been established to achieve this goal:

- To enhance students' oral and written expression in English while facilitating the acquisition of new knowledge.
- To augment the volume of oral production in the ESL classroom with an aim to improve students' oral proficiency.
- To improve students' communicative skills by engaging them in collaborative activities and tasks.
- To foster a comfortable and respectful environment where students can confidently express their ideas and thoughts.
- To develop a sense of responsibility and cultivate organizational skills through collaborative work.
- To stimulate the development of critical thinking and creativity by introducing activities and tasks that require problem-solving or debating about everyday life issues.

3.7 Methodology

The methodology adopted in this proposal is grounded in two main approaches: the Communicative Approach and the Task-Based Approach. To start with, the Communicative Approach is implemented throughout each session due to its emphasis on collaborative learning. This approach positions the teacher as a facilitator, thereby creating a student-centred learning environment. It presents opportunities for students to interact and express their ideas while practicing the use of English in various contexts. Therefore, it not only fosters collaborative skills among students, but it also exposes them to the usage of the target language in diverse situations. More specifically, in this proposal, the Communicative Approach enables students to reach agreements and practice problem-solving skills through the exchange of ideas and collective pursuit of a common objective.

Furthermore, the sequence of activities within the teaching unit adheres to the Task-Based Approach. In this approach, every activity and task contribute to the acquisition of knowledge and progression within the selected topic. The teaching unit culminates in the preparation and presentation of a final task designed to enable students to integrate and demonstrate all the content and knowledge that they have acquired throughout previous

sessions. Therefore, this methodology encourages students to work collaboratively, negotiate meanings and solve various tasks that allow them to develop their understanding of specific topics, which in this case are mainly relationship vocabulary and reported speech.

Additionally, to foster equitable participation within groups, in most activities that require group interaction a different member of the group is assigned the role of secretary. The secretary is tasked with noting the primary ideas or conclusions discussed within the group for later sharing them with the rest of the class. Consequently, the individual in this role will ensure that the group work is appropriate to the set objectives, as they will represent the group.

3.8 Assessment

The teaching unit will be evaluated using two types of assessment: formative and summative. Formative assessment refers to the ongoing assessment of students' performance throughout the sessions. This not only provides continuous feedback, allowing students to recognize their strengths and weaknesses, but also offers opportunities for improvement. Within this formative assessment, two primary aspects have been evaluated. These include active participation in the classroom, contributing to 30% of the final grade, and the composition of an informal email, contributing to 30% of the final grade. Summative assessment, on the other hand, involves evaluation the content covered throughout the teaching unit at its conclusion. The final task will be evaluated using this method, as it encompasses the knowledge acquired and the application of the content discussed in previous sessions.

Additionally, peer assessment will also be incorporated. It is present in the evaluation of the informal email and in providing feedback to other groups during the presentation of the final task. This form of assessment is highly beneficial since it promotes critical thinking and a sense of responsibility among students providing the evaluation and it encourages reflection on their own work among those being evaluated.

A variety of tools have been employed for the assessment of the different parts of the teaching unit, as represented in the following chart:

Aspect evaluated	Percentage	Tools	Comments
Active participation	30%	Teacher's diary	The teacher will keep a

			record of the active participation of the students, both while working individually and in groups. For this purpose, a checklist with every student name will be used.
Informal email	30%	Checklist	The checklist (appendix 6.3.1) contains all the elements to be included in an informal email. It is divided in contents, communicative achievement, organization and language. The email will be corrected by peer assessment and by the teacher's correction.
Final task	40%	Rubric	The oral presentation of the final task will be evaluated following a rubric (appendix 6.3.2) with six can do statements based on the evaluation criteria found in the Decreto 39/2022, from 29 th September. This can do statements cover the contents seen in the previous sessions.

Table 2. Assessment procedures of the teaching unit.

Additionally, to verify the effectiveness of the proposal, a pre-test and a post-test are conducted at the beginning and at the end of the teaching unit. These tests register the evolution of the students regarding their opinion on the relevance of emotional factors in the ESL classroom and their contrast when working individually and when working in groups. Moreover, they are also asked when they consider their output production is largest, when working individually or in groups. These tests will be anonymous and will firstly register personal information such as gender, native language and contact with English outside the

ESL classroom. Moreover, this test will cover the following aspects: anxiety, self-confidence, motivation, oral production, relationship between students and between students and the teacher. Each section contains two to four questions which include six answer options: strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, and strongly agree. Students are asked to circle the option that corresponds best with their situation. Both the pre-test and the post-test have been adapted from the Attitude Motivation Test Battery (AMTB) created by Gardner in 1985. Thus, conducting these texts offer insights into the relevance of the role of the affective filter and collaborative learning to enhance the process of improving oral production in ESL secondary students.

3.9 Sessions

The eight sessions comprising this teaching unit aim to explore the theme "Two's Company". It focuses relationships and the instruction of reported speech. Each session, lasting 50 minutes, is structured to include a warm-up activity, one or two reinforcement activities and a wrap-up activity.

The purpose of beginning each session with a warm-up activity is to activate students' prior knowledge while engaging them in the lesson. Furthermore, launching the lessons with warm-up activities that facilitate group interaction and that clearly articulate the objectives of the lesson can help students feel more at ease with the forthcoming work they need to accomplish. Consequently, this approach may reduce the affective filter from the beginning of the session. Similarly, the implementation of wrap-up activities at the end of every lesson allows students to revise what has been learned in the class, marking a distinct beginning and end to the proposed activities.

3.9.1 Session 1

The initial session starts with an introduction to the teaching unit. The warm-up activity articulates the unit's structure and main objectives, including the final task. To facilitate group collaboration throughout the unit, groups of four or five students are assembled and maintained for the entire unit. For this purpose and owing to the proximity to St Patrick's Day in the proposed schedule, each group is assigned the name of an Irish city. Consequently, each student receives a piece of paper color-coded according to their assigned city. Students are then instructed to arrange themselves into their designated groups.

To introduce the unit's vocabulary and accustom students to their assigned groups, the initial reinforcement activity comprises brainstorming on the topic of relationships. Students will be asked to debate in their groups considering two questions: "What constitutes a good friend?" and "What types of relationships can we establish?". Each group is instructed to designate a secretary to note the main conclusions of the discussion and later share the group's thoughts with the class. Following a ten-minute discussion period, each group briefly presents their insights.

In the subsequent reinforcement activity, aimed at vocabulary acquisition, each pair of students is provided with two worksheets. The first worksheet categorizes the unit's key words and expressions related to the topic of relationships into nouns, adjectives, and adverbs. The second worksheet contains a list of sentences which the students are required to complete with the appropriate vocabulary in pairs. This activity allows students to get familiar with the vocabulary that will be used throughout the unit.

The wrap-up activity reinforces the learned vocabulary through a group guessing game facilitated by the Wordwall (n.d.) website. For each group, an uncompleted sentence is displayed, and the group collaboratively must guess the missing term. This activity aims to revise and reinforce the knowledge students have just learned.

3.9.2 Session 2

This session incorporates vocabulary revision and extension, including an introduction to reported speech. The warm-up activity commences with each group being presented with an image on the digital board depicting a certain group of people. By analyzing the image and using their imagination, each group will attempt to discern the relationships between the individuals shown. This activity emphasizes the direct method, requiring students to deploy vocabulary related to relationships to articulate their ideas.

The first reinforcement activity presents students with ten commonly used expressions related to relationships. In groups, students will try to deduce the meanings of these expressions and construct sentences with them. A designated secretary in every group will be responsible for sharing their group's responses later. This activity aims to expand students' vocabulary on the topic of relationships while fostering teamwork.

The second reinforcement activity introduces the concept of reported speech. A Power Point presentation will be used for this purpose, intertwining brief explanations with practice

activities to be completed in pairs. This activity enables students to receive the necessary knowledge on how to use the reported speech while practicing it collaboratively.

The concluding activity offers a revision of reported speech. Five sentences in direct speech are presented, and students are tasked with transforming these into reported speech. Students will work in pairs and then share the answers with the rest of the group. The objective of this activity is that students comprehend the use of reported speech for its later application in real speech.

3.9.2. Session 3

The session commences with a warm-up activity designed to revise the structures of reported speech. Within every group, is tasked with recounting an event from the previous weekend or something they will do the upcoming one. The student positioned to their must then report the initial student' statement by using reported speech, before sharing their own past or future activities. This sequence continues until all group members have contributed. This activity serves a dual purpose: reinforcing the use of reported speech and encouraging collaborative, expressive oral proficiency enhancement.

The first reinforcement activity introduces the second part of the reported speech content, focusing on reported questions. After offering a brief explanation on how to report questions, two students from one group are selected to stand, choose an opposing group, and likewise, nominate two standing members. The first student from the initial group is given a question to ask the first standing student of the second group, while their partner is tasked with reporting the question. Subsequently, the student from the second group responds to the question, and their partner reports the answer. This sequence continues until all groups have participated. If any of the students involved in every round does not know how to answer, the rest of the group members will be encouraged to help them. This activity is designed to lower students' affective filter by promoting meaningful and respectful interaction while reinforcing grammatical content.

The second reinforcement activity introduces the final part of the reported speech presentation. Similar to the previous session, theoretical teaching is interwoven with practical application, which students complete in pairs. Interspersing theory and practice allows students to fully understand how to use the contents explained.

The session concludes with a wrap-up activity in which students, working in groups,

engage in a short game. The digital board displays 20 clouds, each concealing a direct speech sentence. Each group, in turns, selects a cloud and collectively transforms the hidden sentence into reported speech. This activity aims to revise the contents seen using by collaborative gamification.

3.9.4 Session 4

This session will concentrate on mystery solving. Students will be required to cooperate within groups to solve a fictitious crime. As an introduction, a trailer of the film "Murder on the Orient Express" will be played during the warm-up activity. Additionally, the instructions for solving the mystery will also be clearly explained.

In this session only one reinforcement activity is included, as around 35 minutes are required to solve the crime. Each group will be provided with pieces of paper, each one of them including a clue, which are included in the appendix 6.4.1. They will need to collaborate to assemble these clues to solve the crime. Furthermore, the teacher's role in this activity is critical to ensure that students are utilizing the target language for communication and that every member of the group is actively participating. Again, a different secretary in each group will be required to note their main findings.

The wrap-up activity focuses on the mystery's resolution. Each group will be asked to share their hypotheses on the solution and the process of working collaboratively to solve the crime. This final activity will allow students to think critically about the different conclusions every group has reached and reflect on how they have worked together to achieve a common goal.

3.9.5 Session 5

Initially, the warm-up activity comprises an introduction to the session. It encompasses two primary themes: introduction to Irish culture due to the proximity to St Patrick's Day in the proposed schedule and writing an informal email. This short activity aims to introduce the students to the contents that will be seen in the lesson.

Subsequently, the first reinforcement activity focuses on the exploration of geographical and cultural aspects of Irish culture. Given that each group is assigned a city of Ireland, they are required to identify their location on a map. Following this, they will be posed with questions such as "When did Ireland achieve their independence from the UK?"

and "What animal has a larger population than people in Ireland? ", among others. Each group will need to discuss these questions and share them to check if their answer was right.

The second reinforcement activity focuses on the composition of an informal email. The instructions and the content to be incorporated into the email will be explicitly stated at the beginning of the activity. Students will be provided with approximately 15 minutes to initiate the writing process in class and will be asked to finish it at home. Furthermore, once they have finished writing the emails, students will exchange their work with the person seated in their right within their group to facilitate peer assessment. Students will be asked to correct the emails, utilizing the same rubric that the teacher employs, enabling them to identify and rectify their errors. Additionally, given that the email must be addressed to an exchange student from Ireland, the student responsible for correcting the email is also asked to create a brief response to that email.

In the concluding wrap-up activity, students will be reminded of the instructions to be followed to complete the email. They will also be reminded about having to correct their peer's piece of writing by following the same checklist with which they will be later assessed. In this final activity students can also ask any queries they might have about the writing process.

3.9.6 Session 6

This session primarily focuses on the development of oral comprehension and oral expression competencies. The central theme of this session is the evolution of friendship. To introduce the topic and practice interaction and oral production, students will be asked to some introductory questions regarding the evolution of friendship and the consequences of these changes. Subsequently, the secretary assigned in each group will share their conclusions with the rest of the class.

For the first reinforcement activity, a brief video will be presented, discussing factors that could lead friendships to change and the impact these changes have on individuals' behaviour. While watching the video, students will be asked to note the two most surprising aspects of the video. Once the video finishes, they must share these aspects with their group members by reporting what was said in the video. Students are also encouraged to respectfully correct their group mates if they identify any errors. Additionally, extra quotes from the video will be provided for students to report and reflect upon.

The second reinforcement activity involves organizing a debate. Students will be provided with prompts for group discussion such as "Do you think you will have the same friends you have now in 15 years" and "What challenges do you think people might face in maintaining long-term friendships?" During this discussion, the teacher must ensure that the target language is used and that all students are given opportunities to express their, thereby maintaining a low affective filter and active participation.

The session concludes with a game to revise reported speech within the theme of friendship. Students will be presented with a wheel containing different direct speech sentences. Each group will spin the wheel and attempt to convert these sentences into reported speech. Not only this activity attempts to revise the contents previously seen but it also includes group collaboration and gamification for reducing learners' anxiety towards language learning.

3.9.7 Sessions 7 and 8

The final two sessions are dedicated to the preparation and presentation of the final task. It involves the creation of a brief television program consisting of an interview and a reflecting discussion on the interview in a television set. For this purpose, each group will include a pair of students conducting the interview and two to three students acting as reporters on the television set.

Given that the final task must include the most relevant content covered in the teaching unit, students are required to incorporate the previously seen vocabulary and instances of reported speech into the task. During the development of the task, students must demonstrate interaction with the other group members during the presentation, to ensure it does not resemble a monologue, but rather a structured group discussion.

In session seven, following a comprehensive explanation of the task instructions, students will prepare the script and presentation of the task. Every group will be divided into two, since one pair of students will be responsible of creating the interview, and the rest of the group must act as if they are in a TV set reporting and discussing on the interview. During this session, the teacher will circulate around the different groups, offering assistance to students who may require any help. Moreover, they teacher also needs to ensure active participation from every student, adding roles within the group to students with any difficulties if needed.

In session eight, the teacher will reiterate the presentation instructions and the necessity of providing feedback to each group. To facilitate this purpose, some time will be allocated after each presentation for group discussion on the positive aspects of the presentation and areas for improvement. After the group discussion, each group will take turns to provide their feedback to the group that has just presented. The aim of peer evaluation in this task is enabling student to think critically about the positive aspects that they can acquire from their classmates along to helping them to improve aspects in their speech. Additionally, the teacher will also provide the necessary feedback after every presentation and complete a rubric for every group that will be later handed to them.

3.10 Discussion

The present didactic proposal aims to contribute to the improvement of the English oral proficiency of Secondary Education students while working collaboratively and lowering their affective filter. For this purpose, this teaching unit offers multiple instances for students to acquire knowledge while interacting with their peers. As it has been stated in the theoretical framework, working collaboratively allows students not only to improve their critical thinking and motivation, but it also enhances their output production. Therefore, through the collaborative activities and tasks proposed, students are presented multiple instances to practice their oral speech and improve their fluency and accuracy.

Moreover, to reduce the affective filter during the lessons, several of the previously mentioned strategies are applied throughout the eight sessions to promote an efficient and comfortable learning environment. These include the use of warm-up activities for outlining the objectives and expectations of the lesson, fostering students' motivation through engaging topics and activities, or encouraging respectful teamwork. Nevertheless, in L2 learning, contents must not be learned in isolation; consequently, not only the aspects above mentioned are present in the proposal. In this proposal, the specific competences of oral and written comprehension, oral and written expression, and mediation are also present throughout the lessons.

However, although this proposal encompasses a wide variety of activities and a final task to develop the stated objectives, it also presents some limitations. To verify its effectiveness, it would be highly beneficial to put the present proposal into practice. Besides, for the adequate development of this proposal, it is essential to consider factors such as the

variety of English proficiency levels and the relationships established among students. Therefore, when implementing this proposal, it must be adapted to the specific needs and requirements of the students' group selected and prove the usefulness of collaborative learning and a low affective filter for the improvement of English oral production.

4. CONCLUSIONS

It can be concluded that the use of collaborative learning in the ESL classroom has an essential role for the improvement of oral production in the target language. By incorporating collaborative activities in the lessons, students cannot only improve their oral fluency and accuracy but also actively engage in meaningful interactions for constructing their own learning. The main objective of this presentation is to explore how group work can positively impact motivation and self-confidence while also reducing anxiety levels of students in the ESL classroom, thereby lowering their affective filter. Therefore, this study contributes to the improvement of the ESL learning process and outcome by providing learners with strategies to enhance their oral production while developing teamwork and managing their emotions in the classroom.

The theoretical framework of this dissertation delves into the notions of collaborative learning, the affective filter and oral production. For this purpose, it has been explored how these aspects can be implemented in the ESL classroom for 4th Year of Secondary Education students with the objective of improving the acquisition of English. Furthermore, both the theoretical framework and the didactic proposal have been adapted to the Spanish and European educational laws regarding ESL learning.

In regard to the didactic proposal, the main objective of the teaching unit created for bilingual 4th Year of Secondary Education students is to incorporate collaborative learning in the ESL classroom to develop the students' oral proficiency level while moderating their affective filter. For this purpose, different activities and tasks have been proposed to allow students to communicate in a meaningful and comfortable environment. As a result, the proposal contributes to the improvement of students' oral production while acquiring knowledge about relationships and reported speech.

For the successful development of the proposal, the methodology implemented consists of two main approaches, the Communicative Approach and the Task-Based Approach. These two approaches create a significant and progressive acquisition of the target language, focusing on the relevance of interaction and oral production. Moreover, to assure that the objectives have been accomplished, both formative and summative assessment have been implemented. This methodology allows the assessment of how the objectives proposed such as developing students' critical thinking and creativity and enhancing their oral production through collaborative learning have been accomplished. Additionally, the pre-test

and post-test conducted to the students provides an objective demonstration of the effectivity of the proposal and its impact on English acquisition.

Furthermore, further investigation could positively impact the outcome of the present research. Although collaborative learning has been proved to be highly beneficial for enhancing oral production, there are aspects such as the impact of group formation that are not entirely known. For this purpose, research on how the different dynamics involved in group work could greatly improve the efficiency of collaborative work. This includes how the linguistic and cultural background of the components can affect the output of learners. Moreover, there is a lack of significant results on different methodologies for lowering the language anxiety in the L2 classroom. Therefore, a long-term study on the success of different methodologies for reducing anxiety in the ESL classroom could also contribute to the improvement of the strategies used to regulate the students' affective filter. Accordingly, conducting the proposed research could positively influence ESL learning methods and significantly improve the quality of students' production in the ESL classroom.

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6. APPENDIX

6.1 General overview of the teaching unit

Stage: Secondary Education	Level/year: 4th ESO	Time: 8 sessions (50 minutes each session)
Stage aims: a, b, d, i, j		
Key Competences CCL, CP, CPSAA, CC, CE, CCEC	Specific competences 1, 2, 3, 4, 5, 6	

Contents	Assessment criteria
A. COMMUNICATION	1.1, 1.2
1. Strategies for planning, executing, controlling and repairing comprehension, production and co-production of oral, written and multimodal texts.	2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.3 4.4
2. Knowledge, skills and attitudes that allow carrying out mediation activities in everyday situations.	5.3, 5.5 6.3
6. Commonly used vocabulary of interest to students related to personal identification and interpersonal relationships.	
10. Self-confidence and initiative. Errors as an integral part of the learning process.	
B. PLURILINGUALISM	
1. Strategies and techniques to respond efficiently and with increasing levels of fluency, appropriateness and accuracy to a specific communicative need in spite of the limitations of the level of competence in the foreign language.	
3. Commonly used strategies and tools for self-assessment, co-assessment and self-correction, individual and cooperative.	
C. INTERCULTURALITY	
1. The foreign language as a means of interpersonal and international communication, as a source of information and as a tool for social participation and personal enrichment.	
3. Sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relations.	

<p>Learning situation(s)</p> <p>1. Reflecting on relationships: sessions 1, 2 and 3.</p> <p>2. Learning about each other: sessions 4, 5 and 6.</p> <p>3. Reporters for a day: sessions 7 and 8.</p>
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Activities per session							
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
<p>1. Introduction to the unit.</p> <p>2. Brainstorming about relationships.</p> <p>3. Vocabulary learning.</p> <p>4. Revision of</p>	<p>1. Guess the relationship.</p> <p>2. Learning expressions</p> <p>3. Introducing the reported speech.</p> <p>4. Group practicing.</p>	<p>1. What did you do during the weekend?</p> <p>2. Reporting questions,</p> <p>3. Reporting orders, requests, and warnings.</p> <p>4. Group trivial.</p>	<p>1. Introduction to mystery solving.</p> <p>2. Mystery solving.</p> <p>3. Mystery resolution.</p>	<p>1. Introduction to the session.</p> <p>2. Learning about Ireland.</p> <p>3. Writing an informal email.</p> <p>4. Writing revision.</p>	<p>1. Introductory questions.</p> <p>2. Reflecting on a video about friendship.</p> <p>3. Debating on friendship / who said what.</p> <p>4. Reported speech revision</p>	<p>1. Guidelines for the final task.</p> <p>2. Preparation of the presentation.</p> <p>3. Deciding the order of the presentations.</p>	<p>1. Revision of the instructions for the presentation.</p> <p>2. Oral presentations.</p> <p>3. Feedback for the presentation.</p>

6.2 Session charts

Session 1	
Specific competences 3, 6	Can do statements 3.1.1. The student is able to cooperate with their classmates in order to organize and create a meaningful answer for the questions proposed. 3.3.1. The student is able to use different strategies to express their ideas coherently. 6.3.1. The student incorporates aspects of the target culture into their speech and work.
Subject contents A. Communication 6. Commonly used vocabulary of interest to students related to personal identification and interpersonal relationships. C. Interculturality 3. Sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relations. Syntactic-discursive structures - Describing people, objects, places and events.	Activities / tasks 1. Warm-up activity: introduction to the unit 2. Reinforcement activity: brainstorming about relationships 3. Reinforcement activity: vocabulary learning 4. Wrap-up activity: revision of vocabulary

CHART FOR THE ACTIVITIES / TASKS

Activity: number 1 - session number 1		
Title: introduction to the unit	Type: warm-up activity	Timing: 10 minutes
Class management: students will be sat individually for the introduction until they are assigned a group. Then, they will be sat in the groups of 4/5 students assigned for the rest of the unit.	Resources: digital board with a ppt. Color papers with the name of an Irish city to hand the students and create the groups.	
<p>Linguistic <i>Input</i>:</p> <p>Good morning, everyone!</p> <p>Today we are going to start a new unit, called “Two’s company”. Can you guess what it consists of? It is going to be related to relationships, friendship, etc. So, what are we going to see in this unit? (...)</p> <p>First of all, we are going to see some vocabulary related to relationships, friendship, etc. Then, for the grammar, we are going to see the reported speech. I’m sure you are already familiar with it since you have studied it in previous years, but we are going to revise and practice it. For the reading part, we are going to do something special, since you will need to work in groups in order to solve a crime using some clues I’m going to give you. And we will also watch a video about the topic of the unit and reflect on it. You will also need to write an informal e-mail with the theme of an exchange from Ireland. And finally, we are going to do a final task in which you will need to be TV reporters for a day. You will have time to prepare this</p>		

task in class and I will be here with you to explain you carefully what you need to do.

In this unit we are going to work in groups most of the time, since it is really important for you to learn how to collaborate with your classmates in a respectful way. Let's make the groups! Do you know where this flag is from? It is from Ireland. And do you know what famous festivity takes place in Ireland on March 17th? Exactly, St. Patricks day. So, they way we are going to make the groups is that I'm going to hand you a card with a name of a city in Ireland, and you will need to find those people with the same city as you. Can you tell me some of the most important cities in Ireland?

Okay, so now that you all have the cards, the group Dublin will sit here; the group Cork will sit in these part of the classroom (...). So this will be your places for the rest of the unit, okay? So it would be very nice if when we start the next lesson you are already sat with your groups.

CHART FOR THE ACTIVITIES / TASKS

Activity: number 2 - session number 1		
Title: brainstorming about relationships	Type: reinforcement activity	Timing: 15 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: blackboard for writing the ideas of the brainstorming.	

Linguistic Input:

To start with, we are going to do a brainstorming in groups about some ideas related to the topic. You have to discuss these two questions: what makes a good friend? For this, you need to discuss what attitudes or characteristics are important for you in a friend. Also, you have to think about what types of relationships can we have. So, think about the relationships you have with the people around you. You will have around ten minutes to think about it. Also, in every group there must be one secretary, who will write down the main ideas discussed to later on tell the rest of the class. Every time we do a group activity, the secretary will change, okay? And the most important thing, remember to listen what your classmates have to say and respect their opinions, okay? I will go around the tables in case you need any help.

I see all of you have finished. Group Dublin, can you tell me two ideas of every question that you thought about? (...)

CHART FOR THE ACTIVITIES / TASKS

<u>Activity</u> : number 3 - <u>session</u> number 1		
Title: vocabulary learning	Type: reinforcement activity	Timing: 20 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: one sheet of paper for every student with vocabulary sentences that they need to complete and one sheet with vocabulary divided into nouns, adjectives and verbs for every pair of students to complete the sentences.	

Linguistic Input:
 Now, we are going to learn some vocabulary about relationship, okay? For this activity you are going to work in pairs. I will give every one of you this sheet with some sentences that you need to complete. And I will give every pair this other sheet with vocabulary on it. As you can see it is divided into nouns, which is the red chart; adjectives, the green one; and verbs, the yellow one. What you need to do is to complete the sentences with the word that fits better, okay? In some cases, more than one may fit, so discuss with your peer which one do you think would be more appropriate. You will have 10 minutes to talk to your partner and decide which word fits better in every sentence. If you are done early, you can check it with the rest of the group. And when you are finished, we are going to correct them all together. You can start now. I will be around the tables in case you need any help.

We are going to start checking your answers. I will show them in the board while you answer them. The first pair, do you want to start with the first sentence? Read the whole sentence aloud, please.

CHART FOR THE ACTIVITIES / TASKS

<u>Activity</u> : number 4 - <u>session number</u> 1		
Title: revision of vocabulary	Type: wrap-up activity	Timing: 5 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board and the website Wordwall.	

Linguistic Input:
 Since we still have five more minutes, we are going to do a little game in groups. I'm sure you already know the website Wordwall, so I'm going to show you a sentence, like you can see here, and you have to decide to which one of the words and expressions we have just learnt it is referring to, okay? Group Limerick, do you want to start this time? Can you read this sentence aloud and guess to what it is referring to? (...)

So that's it for today! You have worked really well. On Monday we are going to learn some more vocabulary and we are also going to start seeing some grammar, okay? Have a nice day! See you on Monday!

SESSION CHART

Session 2	
Specific competences 1, 2, 3	Can do statements 1.1.1 The student understands thoroughly the instructions provided by the teacher. 1.1.2. The student broadly understands the content and context of written or oral texts. 2.1.1 The student formulates a fully articulated answer to the question using specific vocabulary and aspects from the professions' unit. 3.1.1. The student is able to cooperate with their classmates in order to organize and create a meaningful answer for the questions proposed.
Subject contents	Activities / tasks

<p>A. Communication</p> <p>6. Commonly used vocabulary of interest to students related to personal identification and interpersonal relationships.</p> <p>10. Self-confidence and initiative. Errors as an integral part of the learning process.</p> <p>B. Plurilingualism</p> <p>1. Strategies and techniques to respond efficiently and with increasing levels of fluency, appropriateness and accuracy to a specific communicative need in spite of the limitations of the level of competence in the foreign language.</p> <p>C. Interculturality</p> <p>3. Sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relations.</p> <p>Syntactic-discursive structures</p> <ul style="list-style-type: none"> - Describing people, objects, places and events 	<p>1. Warm-up activity: guess the relationship</p>
	<p>2. Reinforcement activity: learning expressions</p>
	<p>3. Reinforcement activity: introducing the reported speech</p>
	<p>4. Wrap-up activity: group practicing</p>

CHART FOR THE ACTIVITIES / TASKS

Activity: number 1 - session number 2		
Title: guess the relationship	Type: warm-up activity	Timing: 10 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: pictures shown in the digital board	
<p>Linguistic <i>Input</i>:</p> <p>Good morning, everyone? How are you today? You are all sat with the groups we created the other day, right? What we are going to do first is that I am going to show you some pictures of groups of people in different environments, and you need to guess in groups what relationship do they have okay? You can use your imagination as much as you can. And ideally you can use the vocabulary that we saw the other day as well.</p> <p>Group Dublin, what do you think is the relationship of these people? And in what environment do you think they are? (...)</p> <p>You all had really good ideas!</p>		

CHART FOR THE ACTIVITIES / TASKS

<u>Activity</u> : number 2 - <u>session number</u> 2		
Title: learning expressions	Type: reinforcement	Timing: 15 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board	
<p><i>Linguistic Input:</i></p> <p>Now, we are going to learn some expressions related to relationships. In groups, you need to guess what the expressions in these five sentences mean, okay? In some of them you will need to use your imagination and look at the context since they don't mean what they seem. For instance, to look eye to eye doesn't mean to look at someone's eye, but it is slightly related. Also, in every group must be a secretary to write down your conclusions and later share them with the class. And this secretary need to be a different person in every activity we do in groups. So, you can try to guess their meaning and we will discuss their meaning in 5 minutes, okay?</p> <p>We are starting to see what they mean now. Group Cork, can you guess the meaning of the first expression? (...) Can you tell me an example of a sentence with it?</p> <p>(...)</p> <p>Now you need to guess the meaning of these five expressions, okay? You have other five minutes to discuss them in your groups.</p>		

(...)

Okay, we are going to see the solutions. Group Limerick, can you start this time? (...)

CHART FOR THE ACTIVITIES / TASKS

Activity: number 3 - session number 2		
Title: introducing the reported speech	Type: reinforcement	Timing: 20 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board and ppt presentation.	
<p><i>Linguistic Input:</i></p> <p>What we are doing now is revising some grammar. I know you have seen the reported speech previously, but I'm going to explain it and we are going to do some practice, okay? We are going to mix theory and practice so it's easier for you to understand.</p> <p>First of all, do you know why we use the reported speech? (...) And what verbs are usually used with the reported speech? (...) Great! And do you know what happens to the verb when we repeat what someone has said? (...)</p> <p>In this chart, we can see how the time tenses change when we use the reported speech. I will give you this chart completed</p>		

so you don't need to copy it, but we are going to try to guess how is the sentence in the case of every tense when it is changed to reported speech, okay? For instance, as you can see, the present simple would change to past simple. So, in this sentence, "I work hard", how would it be if we report it? Group Dublin can you guess? (in turns, the different groups will be asked to report one sentence in different tenses).

There is another aspect to have into consideration when reporting what someone has said. Not only the verb tenses change, but also the words that indicate time and place. In this chart, we have different expressions used in direct speech. In groups you are going to guess how they are transformed when used in the reported speech, okay? Just like we did in the last slide. You will also have this information completed in a sheet I will give you later. Group Derry, can you start with the first one? How do you think "today" changes when used in the reported speech? (...)

CHART FOR THE ACTIVITIES / TASKS

Activity: number 4 - session number 2		
Title: group practicing	Type: wrap-up activity	Timing: 5 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board.	

Linguistic Input:
 Now, in pairs, we are going to transform these five sentences into reported speech, okay? Pay special attention to the verb tense and the words which indicate time and place, okay?. If you finish early you can check your answers with the rest of your group. While you are working on it I will give you a sheet with all the information we have seen today regarding the reported speech.
 (...)
 We are going to see if you had the sentences right. Someone in group Limerick, can you tell me how the first sentence would be said in reported speech?

SESSION CHART

Session 3	
Specific competences 2, 3, 5	Can do statements 2.4.1. The student is able to use the reported speech correctly so as to narrate present, past and future actions. 3.1.1. The student is able to cooperate with their classmates in order to organize and create a meaningful answer for the questions proposed. 3.3.1. The student is able to use different strategies to express their ideas coherently. 5.5.3. The student is able to coevaluate and correct respectfully the mistakes of their classmates.
Subject contents	Activities / tasks

<p>A. Communication</p> <p>2. Knowledge, skills and attitudes that allow carrying out mediation activities in everyday situations.</p> <p>10. Self-confidence and initiative. Errors as an integral part of the learning process.</p> <p>B. Plurilingualism</p> <p>1. Strategies and techniques to respond efficiently and with increasing levels of fluency, appropriateness and accuracy to a specific communicative need in spite of the limitations of the level of competence in the foreign language.</p> <p>C. Interculturality</p> <p>1. The foreign language as a means of interpersonal and international communication, as a source of information and as a tool for social participation and personal enrichment.</p> <p>Syntactic-discursive structures</p> <ul style="list-style-type: none"> - Situating events in time 	<p>1. Warm-up activity: what did you do during the weekend?</p>
	<p>2. Reinforcement 1: reporting questions.</p>
	<p>3. Reinforcement 2: reporting orders, requests, and warnings.</p>
	<p>4. Wrap-up activity; group trivial.</p>

CHART FOR THE ACTIVITIES / TASKS

Activity: number 1 - session number 3		
Title: what did you do during the weekend?	Type: warm-up activity	Timing: 10 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board.	
<p><i>Linguistic Input:</i></p> <p>Good morning, everyone! You are all sat with your groups, right? To start with, we are going to do a little game to revise what we saw yesterday about the reported speech, okay? What you need to do is to say in turns something you have done over the weekend, or something you plan to do next weekend. For example, if I was in this group I could say “This weekend I had dinner with my friends”, and the person in my right, should say “She said that she had had dinner with her friends last weekend”. So, everyone in the group must say what they have done last weekend or what they will do next weekend and report the person in their left until we finish the circle, okay? Also, you cannot repeat the reported verb. In the paper I gave you yesterday you have lots of options you can use instead of say and tell, and you also will have these examples in the digital board.</p> <p>You can start now, I will be around the groups in case you can ask me something.</p>		

CHART FOR THE ACTIVITIES / TASKS

Activity: number 2 - session number 3		
Title: reporting questions	Type: reinforcement activity	Timing: 20 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: power point presentation and question cards.	
<p>Linguistic <i>Input</i>:</p> <p>Do you remember how yesterday we learned how to report sentences by changing the verb a bit further into the past? Today we are going to learn how to report questions and orders. Do you know what two types of questions we have in English? (...)</p> <p>We are going to start with Yes / No questions. Can someone from the group Dublin read this explanation? Thank you! Can a different person from the group read the example of direct speech and try to guess how it would be in reported speech? Taking in consideration that we must use “if” or “whether”. Thank you! We are going to continue with the next types of questions (...).</p> <p>Now, we are going to do an activity to practice how to report questions. I need a group to volunteer. Okay, perfect! I need two people from this groups to stand. Now, choose another group. From this group I also need two other people to stand</p>		

up. Okay, so in this first group I will give a question to one of you, and you will need to ask this question to one of the two people standing from the other group. And the two of you who are not going to ask nor answer are going to report either the question in your case, or the answer in yours, okay?

So, pick one question and read it aloud. (...) Now, you have to report the question. (...) The other group, answer the question. (...) And now you report the answer. (...) Perfect! We are going to do five rounds so every one can participate, okay? (...)

CHART FOR THE ACTIVITIES / TASKS

Activity: number 3 - session number 3		
Title: reporting orders, requests, and warnings	Type: reinforcement activity	Timing: 15 minutes
Class management: students sat in groups of 4/5 students.	Resources: power point presentation.	

Linguistic Input:

Now, we are going to see the last part of the grammar, which is how to report orders, requests, and warnings. Can someone from group Cork read this explanation? (...) Thank you! Then, basically what you need to do is to add “to” before the infinity when reporting an order. Can a different person read this example and turn it into reported speech? (...) Perfect! And in the case of negative orders? Can someone from the group Limerick read the explanation? (...) Then, in the case of negative orders, we don’t use the auxiliary do. And since the word don’t is made up by the words do and not, we are just going to keep not, ok? Can a different person from the same group read this sentence and try to guess how it would be reported? (...) Now, to practice this, I want you to write these five sentences in your notebook and think about how they would be reported, ok? You are going to work in pairs, but everyone must have these sentences written down with the answers, okay? I will give you five minutes.

(...) I see that most of you have finished. Group Galway, do you want to start correcting the first one? (...)

CHART FOR THE ACTIVITIES / TASKS

<u>Activity</u> : number 4 - <u>session</u> number 3		
Title: group trivial	Type: wrap-up activity	Timing: 5 minutes
Class management: students will be sat in groups of 4/5 students	Resources: digital board and Wordwall webpage.	

Linguistic Input:

To finish with, we are going to practice what we've learned today with a little game in groups. Here you have 20 clouds. In every one of them there is one sentence in direct speech that you will need to report, okay? And if you say it right, you get one point, and the group with the higher number of point wins. So, group Dublin, choose one number. (...) Great! Now, group Cork choose another number (...)

SESSION CHART

Session 4	
Specific competences 1, 3, 4	Can do statements 1.1.2. The student broadly understands the content and context of written or oral texts. 1.2.1 The student comprehends the statements provided for the mystery solving activity and is able to join them in order to create a meaningful story. 3.1.1. The student is able to cooperate with their classmates in order to organize and create a meaningful answer for the questions proposed. 4.4.1. The student uses different strategies to report what other person has said in order to create a fluent communication.
Subject contents A. Communication 2. Knowledge, skills and attitudes that allow carrying out mediation activities in everyday situations. 10. Self-confidence and initiative. Errors as an integral part of the learning process.	Activities / tasks 1. Warm-up activity: introduction to mystery solving 2. Reinforcement activity: mystery solving

<p>B. Plurilingualism</p> <p>1. Strategies and techniques to respond efficiently and with increasing levels of fluency, appropriateness and accuracy to a specific communicative need in spite of the limitations of the level of competence in the foreign language.</p> <p>Syntactic-discursive structures</p> <ul style="list-style-type: none">- Situating events in time	<p>3. Wrap-up activity: mystery resolution</p>
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CHART FOR THE ACTIVITIES / TASKS

Activity: number 1 - session number 4		
Title: introduction to mystery solving	Type: warm-up activity	Timing: 10 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board, power point presentation.	
<p>Linguistic <i>Input</i>:</p> <p>Hello! Good afternoon! How are you doing today? For today's class you will be detectives for a day, so you will need to solve a crime working with your groups.</p> <p>Can I have a volunteer to read the instructions? (...) Thank you! So basically, there has been a murder, and all the suspects live in the same building. But first of all, we are going to watch the trailer of a film called "Murder on the Orient Express". In this film, there has been a murder in a train, and consequently, the murdered, so the person who committed the crime, is inside the train. Then, the passengers need to guess who the murderer is. Very similar to what you need to do, right? Okay, so we are going to watch it, and if you have any doubts with the vocabulary, you can write them down and ask them when it finishes. (...)</p> <p>What do you think about this film, had any of you watch it? (...) The ones who haven't watched it, do you think they managed to solve the crime? (...)</p>		

CHART FOR THE ACTIVITIES / TASKS

Activity: number 2 - session number 4		
Title: mystery solving	Type: reinforcement activity	Timing: 35 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: power point presentation and pieces of paper with clues.	
<p><i>Linguistic Input:</i></p> <p>Now, I will hand you all the clues that you need to solve the crime. There are five aspects that you need to discover, as you can see in this slide: the murderer, the weapon... Do you know what is a weapon? (...), the time of the murder, the place, and the motive, which is the reason that the murdered had to commit the crime.</p> <p>I will give you a paper with these five items for you to complete it, okay? And at the back you can write any important aspects that you find. As we have done before, there must be a secretary in the group to write down the main conclusions. When you have the clues, you can start working with them. It's very important that you all read one by one, and it also would be useful to try to classify them. For example, there are some of them which include a specific time of the day, so maybe it would be a good idea to put them together. I will be around the groups to see what you are doing and maybe help you a bit if I see that you need it.</p>		

CHART FOR THE ACTIVITIES / TASKS

Activity: number 3 - session number 4		
Title: mystery resolution	Type: wrap-up activity	Timing: 5 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board	
<p><i>Linguistic Input:</i></p> <p>Since most of you have finished, we are going to see the results together and let's see if you guessed it correctly! Group Galway, can you tell me who do you think was the murderer and why? (...) Does anyone have a different suspect? (...) Group Limerick, what weapon do you think the murderer used for the crime and why do you think so? (...) Everyone agrees with them? (...) Group Derry, when did the murder take place? And why do you think it was at that time? (...) Any other option? (...) Group Dublin, where did the murderer took place? And why there? (...) Do you all agree with them? (...) And finally, group Cork, can you tell me the motive of the murder? (...) Anyone has anything more to add (...)</p> <p>Great! You were all amazing detectives! I'll see you on Monday, hope you have an amazing weekend!</p>		

SESSION CHART

Session 5	
Specific competences 1, 2, 5, 6	Can do statements 1.1.1 The student understands thoroughly the instructions provided by the teacher. 2.2.1 The learner creates a written text containing the main aspects and vocabulary specific to the unit. 5.5.1. The student participates and understands the similarities and differences between the target culture and their own. 5.5.3. The student is able to coevaluate and correct respectfully the mistakes of their classmates. 6.3.1. The student incorporates aspects of the target culture into their speech and work.
Subject contents	Activities / tasks
A. Communication 1. Strategies for planning, executing, controlling and repairing comprehension, production and co-production of oral, written and multimodal texts. 10. Self-confidence and initiative. Errors as an integral part of the learning process.	1. Warm-up activity: introduction to the session
	2. Reinforcement activity: learning about Ireland

<p>B. Plurilingualism</p> <p>1. Strategies and techniques to respond efficiently and with increasing levels of fluency, appropriateness and accuracy to a specific communicative need in spite of the limitations of the level of competence in the foreign language.</p>	<p>3. Writing an informal email</p>
<p>C. Interculturality</p> <p>3. Sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relations.</p> <p>Syntactic-discursive structures</p>	<p>4. Writing revision</p>

CHART FOR THE ACTIVITIES / TASK

<u>Activity</u> : number 1 - <u>session</u> number 5		
Title: introduction to the session	Type: warm-up activity	Timing: 5 minutes
Class management: students are sat in groups of 4/5 students	Resources: digital board and power point presentation	
<p><i>Linguistic Input:</i></p> <p>Good morning! How are you today? To start with I'm going to explain you what we are going to do today. So, since we are in March, what famous festivity takes place in Ireland this month? (...) Great! Today we are going to learn some facts about Ireland that maybe you didn't know. And today we are also going to do the writing of the unit. As I already told you, you need to write an informal email as if you were doing an exchange with an Irish student. I will explain you all the necessary instructions and you will have some time to start in class so you can ask me any question you have, okay?</p>		

CHART FOR THE ACTIVITIES / TASKS

Activity: number 2 - session number 5		
Title: learning about Ireland	Type: reinforcement activity	Timing: 15 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board and power point presentation	
<p><i>Linguistic Input:</i></p> <p>To start with, do you know how Ireland is divided? In this map we have two different colours, right? Do you know what represents each colour? (...) As you can see, the red part in the north represents Northern Ireland, which is part of what country? (...) And the green part represents Southern Ireland, which is an independent republic.</p> <p>Then, in this map there are some white dots which represent the most important cities of Ireland. Group Dublin, can you guess which one is Dublin? (...) Group Cork, can you guess where is Cork in the map? (...).</p> <p>Perfect! Now we are going to do a little quiz to see how much you know about Ireland. First question: which animal has a larger population than people in Ireland? Which one do you think? Take into account that Ireland is a very rural country (...). Next one! When did Ireland achieve the independence from the UK? Because as you probably know, Ireland used to be part of the UK. Discuss in your groups when do you think Ireland achieved the independence and every group will give me a date and see who is closer to the answer (...). Next question is how many official languages are in Ireland? Does anyone know which ones? (...) Then, what is the population of Ireland? Take into account that the country is smaller than</p>		

Spain and there are not many big cities (...). And the last one, how is St Patrick's day celebrated in Ireland? Tell me any traditions that you know (...)

CHART FOR THE ACTIVITIES / TASKS

Activity: number 3 - session number 5		
Title: writing an informal email	Type: reinforcement activity	Timing: 25 minutes
Class management: students will be sat in groups of 4/5 students although they will work individually	Resources: digital board, canva presentation and students' book.	

Linguistic Input:

Very well done! Now, as I told you at the beginning of the lesson, we are going to learn how to write an informal email. And since we are working with the topic of Irish culture, you will need to write an email to a person you are doing an exchange with, okay?

But first of all, in this slide you have some important aspects you must take into account. Remember that what you are writing is an informal email, so you need to use an informal language. An example of informal language is using contractions, such as don't instead of do not. And also, you must write between 140 and 190 words, which is what you are used to write in all your writings.

Now, I need you to open your books in the pages 88 and 89. We are going to read the email in exercise 4, in which an Irish student with whom you are going to do an exchange is asking you about information of your school and your city. Any volunteer to read the email? (...)

What you need to do is to write back to this person answering their questions about your city and ask them about their city, since it is an exchange and you will also visit them. You have the guidelines that you need to follow in that same page in your book, but just in case you have all the steps you need to follow in this slide. Now, in order to identify the different parts of an informal email, I want you to work in pairs and highlight the different parts of a structure of an informal email in the example that you have on page 88. I will let you 5 minutes and then we will look at it together. (..)

Well, as you can see, in the first place you need to write a greeting. Do you know what is the greeting? (...) Then, you refer to their email, such as great to hear from you! or thank you for writing back!. Then goes the body, which as I told you has two parts, first you answer to the questions asked by the student, and then you tell them why you are excited or curious about going to their city. By the way, the city to which you are going is the city of your group, okay? So this group will pretend they are going to Dublin, this one to Cork, and so on, okay?

And finally, you end the email with an ending, such as hope to hear from you soon, and a signing off, such as see you soon, and your name. Any question? Do you need me to do a quick summary of what you need to do? (...) And before starting, remember that at the back of the vocabulary sheet that I handed you the other day you have many examples of useful vocabulary for an informal email, as well as in in pages 88 and 89 in your books.

And since you will have time to write most of it in class, I need you to have them ready for tomorrow. And once you have finished them, I want you to hand your email to the person who is sat in your right in your groups. Why? Because you are going to correct your mates' emails before giving them to me, okay? For that, you will have to use the rubric that I will send you. And you also need to write a short response in the back of the paper as if you were the exchange student your teammate was talking.

Okay, so you can start preparing and writing the emails and I will be around the tables in case you need any help or you have any questions.

CHART FOR THE ACTIVITIES / TASKS

<u>Activity</u> : number 4 - <u>session</u> number 5		
Title: writing revision	Type: wrap-up activity	Timing: 5 minutes

Class management: students will be sat in groups of 4/5 students.	Resources: digital board and canva presentation.
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Linguistic Input:
Now before finishing the lesson, I just want to remind you to hand the writing to the person on your right, okay? And you will need to correct those emails and answer to them. Also if any of you has already finished you can give it to me now. The ones of you who will finish it at home remember to follow these guidelines that you have in this slide and which you have in your books as well. And also remember that what you are writing is an informal email, so you must write with an informal tone. And just before you leave, I want to remind you that on Thursday we are going to prepare the final task, which as I already told you will be a short presentation in groups in which you will be TV reporters. And therefore, in this unit what you are going to be evaluated is this writing and the oral presentation, okay? Any questions? That's everything for today. See you tomorrow!

SESSION CHART

Session 6	
Specific competences 1, 3, 4, 6	Can do statements 1.1.2. The student broadly understands the content and context of written or oral texts. 3.1.1. The student is able to cooperate with their classmates in order to organize and create a meaningful answer for the questions proposed. 4.4.1. The student uses different strategies to report what other person has said in order to create a fluent communication. 6.3.1. The student incorporates aspects of the target culture into their speech and work.
Subject contents	Activities / tasks
A. Communication 2. Knowledge, skills and attitudes that allow carrying out mediation activities in everyday situations.	1. Warm-up activity: introductory questions
B. Plurilingualism 3. Commonly used strategies and tools for self-assessment, co-assessment and self-correction, individual and cooperative.	2. Reinforcement activity: reflecting on a video about friendship
C. Interculturality 1. The foreign language as a means of interpersonal and international communication, as a source of information and as a	3. Reinforcement activity: debating on friendship / who said what

<p>tool for social participation and personal enrichment.</p> <p>3. Sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relations.</p>	<p>4. Wrap-up activity: reported speech revision</p>
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CHART FOR THE ACTIVITIES / TASKS

Activity: number 1 - session number 6		
Title: introductory questions	Type: warm-up activity	Timing: 10 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board and power point presentation.	
<p>Linguistic <i>Input</i>:</p> <p>Good morning, everyone! You are all sat with your groups, right? Well, what are we going to do today? Since we are seeing the topic of relationships and friendship, we are going to watch a really interesting video about friendship and how it changes over time. But first of all, we are going to do a little discussion in groups. I want you to talk about these two questions with your groups: Can friendships last a lifetime, or are they bound to change over time? And why do you think friendships change along the years? What reasons could lead a friendship to change? You have around 5 minutes to discuss it with your groups and then we will do a little brainstorming all together, okay? (...)</p> <p>Well, we are going to share some ideas you have thought about. Group Dublin, can you tell me what you think of the first question? (...)</p>		

CHART FOR THE ACTIVITIES / TASKS

<u>Activity</u> : number 2 - <u>session</u> number 6		
Title: reflecting on a video about friendship	Type: reinforcement activity	Timing: 20 minutes
Class management: students will be sat in groups of 4/5 students	Resources: digital board and power point presentation.	
<p><i>Linguistic Input:</i></p> <p>Now that we have discussed how friendships can change over time, we are going to watch a video about how friendship evolve and fall apart over time. What you need to do while watching the video is simple to write down the two things which have surprised you the most about what the girl in the video explains, and later on you will share it in groups. Also, if you don't understand any word of expression from the video you can write it down and ask me later, okay? I'm going to play the video now, tell me if you can hear properly (...)</p> <p>What do you think of the video? Did any of the things she said surprised you? (...) Now, in your groups, you will tell each other the two things that surprised you most of the video. In turns you will have to report the two things that you have written down, okay? Remember that for using the reported speech you have to put the verb further into the past, so if for instance you have written down that she said "friendships usually last seven years", what you must say is "she said that friendships usually lasted seven years". Is it clear? You can start reporting what you have written down and I will be</p>		

around the groups. Also, it would be nice if you can correct each other. If you see that someone is struggling reporting their sentence you can help them, okay? (...)

CHART FOR THE ACTIVITIES / TASKS

Activity: number 3 - session number 6		
Title: debating on friendship / who said what	Type: reinforcement activity	Timing: 15 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board and power point presentation.	

Linguistic Input:

Great! Now, we are going to do a little debate in groups about this topic. You will have around ten minutes to discuss these two questions: “Do you think you will have the same friends you have now in 15 years?” and “What challenges do you think people might face in maintaining friendships for a long time?”. So discuss these questions with your groups and then we will share the different ideas. I recommend you to have a secretary in every group who writes down the main ideas you think about to remember them later on. I will leave this slide with the questions on and you can start discussing them now (...)

We are going to share the different ideas you had, all right? Group Derry, do you have discussed? (...)

Perfect! As I already told you, the next class will be dedicated to create a TV program in which you have to interview a famous person. And following that topic, we are going to do an activity in which you have these five quotes in the left, and these five names of famous people in the right. What you need to do in pairs is to guess who said every quote and report these statements. Do you know who all these people are? For instance, do you know who Marilyn Monroe was? (...) What about Lady Gaga? (...)

You will have around five minutes to try to guess who said what and report the sentences. In this case, you don't need to write them down, it is okay if you just think about them. You can start now. (...)

Someone from group Cork who has not participated today, can you read the first quote and tell me who do you think said it? (...) Great! Now, can you report the sentence? so Albert Einstein said ... (...).

CHART FOR THE ACTIVITIES / TASKS

Activity: number 4 - session number 6

Title: reported speech revision	Type: wrap-up activity	Timing: 5 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board, power point presentation and Wordwall website.	
<p><i>Linguistic Input:</i></p> <p>Now, to finish with the lesson, we are going to do a little game in groups. In this wheel there are different examples of sentences with direct speech. What we are going to do is to spin the wheel and, in turns, every group will have to try to report the sentence correctly. If you do it right you win one point, and if not, the next group will try. Understood. Group Dublin, you start (...)</p>		

SESSION CHART

Session 7	
Specific competences 2, 3, 5	Can do statements
Subject contents	Activities / tasks
<p>A. Communication</p> <p>1. Strategies for planning, executing, controlling and repairing comprehension, production and co-production of oral, written and multimodal texts.</p> <p>10. Self-confidence and initiative. Errors as an integral part of the learning process.</p> <p>B. Plurilingualism</p> <p>1. Strategies and techniques to respond efficiently and with increasing levels of fluency, appropriateness and accuracy to a specific communicative need in spite of the limitations of the level of competence in the foreign language.</p>	<p>1. Warm-up activity: guidelines for the final task.</p>
	<p>2. Reinforcement activity: preparation of the presentation.</p>
	<p>3. Wrap-up activity: deciding the order of the presentations.</p>

<p>C. Interculturality</p> <p>1. The foreign language as a means of interpersonal and international communication, as a source of information and as a tool for social participation and personal enrichment.</p>	
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CHART FOR THE ACTIVITIES / TASKS

<p><u>Activity</u>: number 1 - <u>session</u> number 7</p>		
<p>Title: guidelines for the final task</p>	<p>Type: warm-up activity</p>	<p>Timing: 10 minutes</p>
<p>Class management: students will be sat in groups of 4/5 students.</p>	<p>Resources: digital board and a word document with the guidelines.</p>	
<p><i>Linguistic Input:</i> Good morning, everyone! Hope you are doing well. As I already told you, today we are going to prepare the final task of the unit, which will be an oral presentation in groups. In this presentation, you will have to recreate a TV program. Now,</p>		

I'm going to explain you the instructions and you will have the whole class to prepare it in your groups, okay?

First of all, for the presentation the group will be divided in two, but the two parts must be coordinated. In the first part, two students will create an interview with a famous person in which they have to ask them about their personal life. This famous person must be from an English-speaking country and the interview must include a conflict with another famous person. For instance, tell me two famous people that you know (...). Now imagine that you are interviewing one of them. So, some of the questions must be directed to discuss the conflict this two people have, okay? And this way it is really easy to incorporate reported speech and the vocabulary we have seen this unit.

Then, in the second part, the other two or three students of the group will be the reporters in the TV studio. They have to report, so to make a summary, of what has been said in the interview. But they also will have to amplify the news: give more context of either the personal or professional life of the famous person, the conflict with the other famous person, your personal opinion on this conflict, etc. Here it is also very easy to incorporate vocabulary and the reported speech, since you need to make a little summary of the interview.

In addition, every one of you will need to talk around one minute. So if in your group there are four people you will speak around four minutes, and if you are five around five minutes, all right? Also, you will be allowed to have a little card with some important points, like the ones TV reporters have, but you are not allowed to read. Everything understood? Do you want me to make a little summary? Although you will have all the information in the board while you are working (...)

And the last thing I want you to know, although I will also repeat this before the presentations, is that you need to give feedback to every group. So while the other groups are presenting every one of you must write some positive and negative aspects of the presentation. And after every presentation you will have a couple of minutes to discuss with your group the feedback you are going to give them, which must be one positive aspect, and one aspect to improve.

CHART FOR THE ACTIVITIES / TASKS

Activity: number 2 - session number 7		
Title: preparation of the presentation	Type: reinforcement activity.	Timing: 35 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board and word document with the guidelines.	
<p>Linguistic <i>Input</i>:</p> <p>You can start working with your groups now and I will be around. As I told you with other activities, I recommend you have a secretary in the group, ideally someone different from previous activities, to write down all the ideas that you have.</p>		

CHART FOR THE ACTIVITIES / TASKS

Activity: number 3 - session number 7		
Title: deciding the order of the presentations	Type: wrap-up activity	Timing: 5 minutes
Class management: students will be sat in groups of 4/5 students.	Resources: digital board and a wheel with the names of the groups.	

Linguistic Input:

Before finishing the lesson, we are going to decide the order in which you are going to present. In this wheel we have the names of the five groups. So let's see which group goes first! (...)

SESSION CHART

Session 8	
Specific competences 2, 3, 5	Can do statements
Subject contents A. Communication 1. Strategies for planning, executing, controlling and repairing comprehension, production and co-production of oral, written and multimodal texts. 6. Commonly used vocabulary of interest to students related to personal identification and interpersonal relationships. B. Plurilingualism 1. Strategies and techniques to respond efficiently and with increasing levels of fluency, appropriateness and accuracy to a specific communicative need in spite of the limitations of the level of competence in the foreign language. 3. Commonly used strategies and tools for self-assessment, co-assessment and self-correction, individual and cooperative.	Activities / tasks
	1. Warm-up activity: revision of the instructions for the presentation.
	2. Reinforcement activity: oral presentations.
	3. Wrap-up activity: feedback for the presentations.

CHART FOR THE ACTIVITIES / TASKS

<u>Activity</u> : number 1 - <u>session number</u> 8		
Title: revision of the instructions for the presentation	Type: warm-up activity	Timing: 5 minutes
Class management: students will be sat in groups of 4/5 students,	Resources: two tables and 4/5 chairs in the front of the classroom where the groups will do the presentations.	
<p><i>Linguistic Input:</i></p> <p>Good morning! As you know, today we are doing the group presentations. I am going to move some tables and chairs, so in this part there will be two chairs in which the interview part will take place, and here there will be two tables with three or four chairs for the TV set part, okay?</p> <p>Also, I remind you that you have to provide with feedback to all the groups. So you have to write a aspects that you liked and aspects to improve so as to later discuss it with your own group and then give the feedback to the group who has just presented.</p> <p>First group, you can come to the front of the class and start your presentation!</p>		

CHART FOR THE ACTIVITIES / TASKS

<u>Activity</u> : number 2 - <u>session</u> number 8		
Title: oral presentations	Type: reinforcement activity.	Timing: 40 minutes.
Class management: students will be sat in groups of 4/5 students and in groups they will do the presentation in front of the class.	Resources: two tables and 4/5 chairs in the front of the classroom where the groups will do the presentations.	
<p><i>Linguistic Input:</i></p> <p>(...) Really well done! Now, you have a couple of minutes to discuss what positive aspect and what aspect to improve you are going to tell them. Remember to be respectful, especially with the aspects to improve, it does not consist on insulting their work but on helping them on improving the next time.</p>		

CHART FOR THE ACTIVITIES / TASKS

Activity: number 3 - session number 8		
Title: feedback for the presentations	Type: wrap-up activity	Timing: 5 minutes
Class management: students will be sat in groups of 4/5 students.	Resources:	
<p><i>Linguistic Input:</i></p> <p>You all did an amazing job! I can see that you worked a lot! I just wanted to tell you some general positive and negative aspects which I have seen in most presentations. (...)</p> <p>This was my last class with you so I hope you enjoyed this unit, and for the ones who are going to London I hope you have a great trip since I will not be able to see you before you come back. Have a nice day!</p>		

6.3 Evaluation

6.3.1 Checklist to correct the informal email

CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANIZATION	LANGUAGE
<ul style="list-style-type: none"> • 140-190 words • Task followed • Each point is properly explained and justified <p>_____ / 05</p>	<ul style="list-style-type: none"> • Suitable style • Relevant and original ideas • Caught reader's attention • Adequate to the purpose of the e-mail <p>_____ / 0,5</p>	<ul style="list-style-type: none"> • Follows the structure of an informal e-mail • Logical order of the ideas • Use of connectors • Punctuation <p>_____ / 0,5</p>	<ul style="list-style-type: none"> • Spelling • Use of vocabulary of the unit • Avoid repeated words • Avoid literal translations • Subject in every sentence • Subject and verb agreement • Variety of tenses • Correct use of the reported speech • Correct use of gerunds and infinitives • Use of modals <p>_____ / 0,5</p>

6.3.2 Rubric to correct the presentation of the final task

CAN DO STATEMENTS	1. NEEDS TO IMPROVE	2. SUFFICIENT	3. GOOD	4. EXCELLENT
1.1.3. The group understands and follows the instructions for the development of the final task.	The group does not understand nor follow the instructions.	The group needs several repetitions and encouragement to understand and follow the instructions	The group needs some repetitions or help to understand and follow the instructions.	The group understands and follows all the instructions thoroughly.
2.1.2. The group incorporates the vocabulary and grammar structures introduced in the unit in their speech.	The group does not incorporate any of the vocabulary and grammar seen in the unit	The group uses only one instance of the vocabulary and grammar seen in the unit or uses it incorrectly.	The group uses correctly less than three words or expressions and less than three instances of reported speech.	The group uses correctly at least three words or expressions and three instances of reported speech.
2.1.3. The group formulates a fluent and accurate speech using relevant content to the task.	The group fails to create a fluent and accurate speech and the content is not relevant to the task	The group has some severe mistakes while creating a fluent and accurate speech and the content is not very relevant.	The group has some minor mistakes in fluency and accuracy and the content is mostly relevant.	The group creates a completely fluent and accurate speech using relevant content.
2.3.3. The group produces a one-minute intervention in the group presentation about a TV program using both verbal and non-verbal communication.	The group fails to adequate to the time expected and does not use proper verbal and non-verbal communication.	The group does not adequate entirely to the time expected and makes poor use of verbal and non-verbal communication	The group produces close to a one-minute intervention while using some useful verbal and non-verbal communication.	The group produces a one-minute intervention while using useful verbal and non-verbal communication.
3.1.2. The group collaborates actively with the rest of the group for the creation of the presentation.	The group does not collaborate with the rest of the group for the creation of the presentation.	The group participates poorly with the rest of the group for the creation of the presentation.	The group participates slightly under the required amount with the rest of the group for the creation of the presentation.	The group participates actively with the rest of the group for the creation of the presentation.

<p>5.3.1. The group provides useful and respectful positive and negative feedback to the rest of the groups.</p>	<p>The group does not participate in the creation of positive and negative feedback.</p>	<p>The group participates poorly in the creation of positive and negative feedback.</p>	<p>The group has some slight trouble providing useful and respectful positive and negative feedback.</p>	<p>The group participates actively to provide useful and respectful positive and negative feedback.</p>
---	--	---	--	---

6.3.3 Pre-test

- Gender:
 - Male .
 - Female.
 - Other / prefer not to say.
- What is your native language (the first language you learned)?
 - Spanish.
 - English.
 - Other: _____
- Do you have any contact with English outside of high school?
 - No.
 - I study at a language academy.
 - I watch films, listen to podcasts, or/and read in English.
 - I have travelled to English-speaking countries.
 - Other: _____

1. ANXIETY:

- a. I get anxious when I have to speak orally in class.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- b. I feel anxious when I have to speak while working in a group.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- c. I sometimes feel anxious when I speak aloud thinking that the other students will laugh at me.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- d. I sometimes feel anxious when I speak while working in a group thinking that the other students will laugh at me.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

2. SELF-CONFIDENCE:

- a. I feel confident when I have to speak individually in class.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- b. I feel confident when I have to speak while working in a group.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- c. I am afraid of making mistakes while speaking individually in class.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- d. I am afraid of making mistakes while speaking while working in a group.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

3. MOTIVATION

- a. I feel motivated to learn English while working individually in class.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- b. I feel motivated to learn English while working in groups in class.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- c. I feel motivated to participate in class when I am working individually.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- d. I feel motivated to participate in class when I am working in groups.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

4. ORAL PRODUCTION

- a. I participate and speak actively when working individually.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- b. I participate and speak actively when working in groups.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

5. RELATIONSHIP BETWEEN STUDENTS AND BETWEEN STUDENTS AND THE TEACHER.

- a. I feel more confident participating in those classes in which I have a good relationship with the teacher.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- b. I feel more confident participating if the teacher has a positive attitude and does not have negative reactions to mistakes.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- c. I feel more confident participating if I have a good relationship with my classmates.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
- d. I consider that the relationship between students and the teacher is an important factor for the students' learning.
- | | | | | | |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

- How do you consider that working in groups helps you to improve your speaking abilities?

6.3.4 Post-test

- Gender:
 - Male .
 - Female.
 - Other / prefer not to say.
- What is your native language (the first language you learned)?
 - Spanish.
 - English.
 - Other: _____
- Do you have any contact with English outside of high school?
 - No.
 - I study at a language academy.
 - I watch films, listen to podcasts, or/and read in English.
 - I have travelled to English-speaking countries.
 - Other: _____

1. ANXIETY:

1. I get anxious when I have to speak orally in class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
2. I feel anxious when I have to speak while working in a group.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
3. I sometimes feel anxious when I speak aloud thinking that the other students will laugh at me.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
4. I sometimes feel anxious when I speak while working in a group thinking that the other students will laugh at me.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
5. My anxiety when speaking aloud has decreased since the start of the teaching unit.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
----------------------	------------------------	----------------------	-------------------	---------------------	-------------------

2. SELF-CONFIDENCE:

1. I feel confident when I have to speak individually in class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
2. I feel confident when I have to speak while working in a group.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
3. I am afraid of making mistakes while speaking individually in class.

- | | | | | | | |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
4. I am afraid of making mistakes while speaking while working in a group.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
--	----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
 5. I feel more self-confident while speaking in English than at the start of the teaching unit.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
--	----------------------	------------------------	----------------------	-------------------	---------------------	-------------------

3. MOTIVATION

1. I feel motivated to learn English while working individually in class.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
--	----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
2. I feel motivated to learn English while working in groups in class.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
--	----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
3. I feel motivated to participate in class when I am working individually.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
--	----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
4. I feel motivated to participate in class when I am working in groups.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
--	----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
5. My motivation towards learning English and participating in class has improved since the start of the teaching unit.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
--	----------------------	------------------------	----------------------	-------------------	---------------------	-------------------

4. ORAL PRODUCTION

1. I participate and speak actively when working individually.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
--	----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
2. I participate and speak more actively individually than I did before this teaching unit.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
--	----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
3. I participate and speak actively when working in groups.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
--	----------------------	------------------------	----------------------	-------------------	---------------------	-------------------
4. I participate and speak more actively when working in groups than I did before this teaching unit.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
--	----------------------	------------------------	----------------------	-------------------	---------------------	-------------------

5. RELATIONSHIP BETWEEN STUDENTS AND BETWEEN STUDENTS AND THE TEACHER.

1. I feel more confident participating in those classes in which I have a good relationship with the teacher.

- | | | | | | | |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
2. I feel more confident participating if the teacher has a positive attitude and does not have negative reactions to mistakes.
- | | | | | | | |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
3. I feel more confident participating if I have a good relationship with my classmates.
- | | | | | | | |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
4. I consider that the relationship between students and the teacher is an important factor for the students' learning.
- | | | | | | | |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
5. I consider the relationship between students and the teacher more important than before starting this teaching unit.
- | | | | | | | |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
|--|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

- How do you consider that group work has helped you to improve your speaking abilities?

6.4 Materials used in the proposal

6.4.1. Mystery solving

Task: Mr. Kelley was murdered. Students must use clues to collaboratively find answers to five questions:

1. Who was the murderer?
2. The weapon?
3. The time of the murder?
4. The place of the murder?
5. The motive?

Clues:

When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem too badly hurt.

Mr. Kelley had destroyed Mr. Jones' business by stealing all of his customers.

The incident occurred in an area where there had been many crimes.

Mr. Kelley's body was found in the park.

The elevator man went off duty at 12:30 a.m.

Police were unable to locate Mr. Scott after the murder.

Miss Smith said that the police don't care about the spread of illegal drugs.

The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.

Miss Smith said that nobody left the apartment building between 12:25 a.m. and 12:45 a.m.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.

Mr. Kelley's body was found at 1:30 a.m.

When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.

Only one bullet had been fired from Mr. Jones' gun.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Jones said private citizens have the right to keep handguns.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:25 a.m.

When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.

Mr. Jones had told Mr. Kelley that he was going to kill him.

Mr. Kelley's bloodstains were found on the carpet in the hall outside Mr. Jones' apartment.

The elevator man was twice convicted for driving while intoxicated.

Mr. Jones shot at an intruder in his apartment building at 12:00 midnight.

It was obvious from the condition of Mr. Kelley's body that it has been dragged a long distance.

Miss Smith saw Mr. Kelly go to Mr. Jones apartment building at 11:55 p.m.

Miss Smith often followed Mr. Kelley.

Mr. Kelley's bloodstains were found in Mr. Scott's car.

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.

This activity has been adapted from the template created by the educator Peter Pappas.