Increasing student self-confidence in EFL speaking activities

Martí Quixal

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Tutora: Dra. Olga Esteve
Departament Departament de Traducció i Ciències del Llenguatge
Modification log

Changes based on tutor’s and referee’s comments:

- I moved the data collection instruments from the intervention chapter (now in Ch. 4) to a new methodology chapter (Ch. 3) that includes the action research goals (previously in what now is Ch. 2) and the data collection instruments.

- I changed all the histograms to present the results more homogeneously. I hope it can be more easily followed now. I changed the format of Figure 3.3 (now Figure 4.4, since there is new numbering).

Additional changes:

- New subsection in Ch. 2 briefly introducing meta-cognitive self-reflection.
To Bruna and Angelina,
my favorite native speakers of English

To all the Jordis and Aishas in the world
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Abstract

This master’s thesis aims at studying how the combination of meta-cognitive self-reflection and learner-centered teaching and learning strategies can help increase self-confidence when speaking English as a foreign language. In particular I use speaking activities designed to motivate learners to use the language and take into account students reflections and performance to improve their learning experience: Our aim is to increase the awareness that learners have of their performance and to reduce learner anxiety. To study the strategy I implemented a three-session intervention that includes three speaking activities and the collection of a learner personality questionnaire, after-session questionnaires and a final questionnaire. With the data we present a quantitative analysis that is complemented with qualitative insights coming from data obtained from learner products – recordings of the speaking activities during the sessions. The results show that the second and third session, which include a pre-activity aimed at increasing student self-confidence, actually result in a statistically significant increase of the self-confidence of the students.

Resum

Aquest treball de fi de màster té com a objectiu estudiar com la combinació de la reflexió meta-cognitiva i les estratègies d’aprenentatge i ensenyament centrades en l’aprenent poden ajudar a augmentar la confiança en un mateix a l’hora de parlar l’anglès com a llengua estrangera. En concret faig servir activitats de parla oral per motivar l’aprenent a fer servir la llengua i per tenir en compte les seves reflexions i el seu rendiment amb la finalitat de millorar l’experiència d’aprenentatge: l’objectiu final és aconseguir que els i les aprenents siguin més conscients del seu rendiment i també que no es posin tan nerviosos a l’hora de parlar. Amb aquesta finalitat he fet una intervenció de tres sessions que inclou tres activitats de parla i la recollida de dades a través d’un qüestionari de personalitat, qüestionaris d’autoavaluació al final de cada sessió i un qüestionari final. Amb les dades recollides presentem una anàlisi quantitativa que es complementa amb observacions de caire qualitatiu provinents de les gravacions de les activitats de parla fetes pels i les aprenents. Els resultats mostren que la segona i la tercera sessió, que inclouen una preactivitat destinada a augmentar la confiança de l’aprenent, donen lloc a un augment estadísticament significatiu de la confiança dels i les aprenents en si mateixos.
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Chapter 1

INTRODUCTION

I believe that the ultimate goal of any foreign language teacher should be to bring his or her students to speak the language. Few things have given me as much pleasure and happiness as being able to do things in a foreign language: listening to an interview with my favorite singer, working in international projects, building a camping tent, or making friends, friends I still hang out with.

However, research and practice show that particularly speaking is one of the hardest challenges that foreign language learners face. This is specially true in secondary education contexts, where students may be going through many other developmental processes and academic challenges in addition to the challenge of learning a second language.

1.1 The critical incident

This master’s thesis starts with a conversation I had with a student I talked to during my first observation phase of the practicum in my placement school. It went more or less like this:

Me: So, did you understand what you have to do now?
Student 1: “jo... és que no porto bé l’anglès”.
[... the thing is I’m not very good at English.]

Me: So, what are you good at?
(Student 1 frowns his eyebrows.)

Student 2: És molt bo en futbol.
[He is very good at soccer.]

Me: Ah, so you are good at soccer?
S1: Yes, I like to playing football. I play with LOCAL TEAM.

Me: Oh, so you play in the regional under-15 league?
S1: Yes, I forward, com el Messi. (S1 laughs)
[Yes, I play forward, like Messi.]
(The conversation went on.)

To me it was revealing that with a bit of patience, with a positive attitude, and with the determination to take the conversation to the student’s terrain, I managed to have this student talk...
to me mostly in English for a couple of minutes. And he seemed happy and willing to do it. It was pure learner-centered teaching: a friendly atmosphere and a student relevant topic as a means to foster motivation. Of course, this was a privileged situation in which I was “new”, I was not teaching that class and I had all the freedom to adjust to just one (or two) learners.

1.2 Suitability of the intervention in the educational context

In my opinion the critical incident I just described reflects two things: first, the low self-esteem that most Catalan students (and not students) have when it comes to speaking English. Second, the low de facto presence of speaking activities, in general, in the English courses in secondary education.

It is difficult to find evidence to support those two statements. However, there is a common believe that this is so – some of the students I talked to during the practicum phases expressed their doubts about their English qualities, and among my master’s course mates the belief that students do not have the right level for certain kinds of activities was heard often.

I have not found much evidence of the actual amount of teaching devoted to learning speaking skills in English either (out of the three weekly hours of English required by law, or the hours in which, in some schools, content is taught in English). I did find opinions expressed by supposed experts who criticized the way language is taught in schools. In 2012, the Catalan newspaper ARA published a piece of news in which the Development Director of Cambridge in Spain stated that the many schools in Catalonia start their English courses through grammar and not through oral activities (Sánchez, 2012).

One further argument that may help explain the lack of activities oriented to learn and acquire oral skills in the Catalan education system is the fact that oral skills are not evaluated in the so-called “proves d’avaluació de competències”, neither in primary nor in secondary education (Consell Superior d’Avaluació del Sistema Educatiu, 2017). Of course, I immediately think of the time and money that such an endeavor would cost, but at the same time I argue that that has a sizable effect on the weight that speaking skills have in secondary education.

So because of all these believes and facts, I thought that the sheer promotion of speaking in English in a secondary education context was much needed. Being aware that student confidence is essential to encourage and feel encouraged to speak in a foreign language, I wanted to work to increase learner confidence by having students reflect on their performance and the possible strategies they can use to overcome possible difficulties.

1.3 Contents of the TFM

The remainder of this master’s thesis consists of four further chapters. Chapter 2 introduces the theoretical foundations of both my intervention and the pedagogical design of the learning activities; this part focuses specifically on those aspects related to student self-confidence and learning strategies. The chapter concludes stating the action/research goals of the intervention. Chapter 3 presents the research/action goals and the data collection strategies used to inform the study
and the analysis of the intervention. Chapter 4 presents the intervention: its characterization, including a description of the learning activities; the instruments used to collect data; the results obtained; a statistical analysis of the data collected during the sessions and at the end of the intervention; and a discussion of the results and the analysis. Finally, Chapter 5 concludes with some personal remarks on the completion of the intervention and this work from the researcher/teacher perspective and some ideas for the future.
Chapter 2

THEORETICAL FRAMEWORK

2.1 Motivation as a driving force

Second language (L2) learners are learners of a language which is added to the languages they speak at home. As Dörnyei (2005:2) puts it, all humans learn language in different ways arriving at different levels of command, and showing their language competence in different ways. However, there are some aspects in common, and particularly when it comes to learning a foreign language: there must be a conscious drivenness to learn it, to communicate to and with that linguistic community. We usually refer to this drivenness as motivation.

Dörnyei (2005:105) proposes to understand and explain motivation following the L2 Motivational Self System. According to him, this system consists of three dimensions: 1) the Ideal L2 Self, our desired L2 speaker facet; 2) the Ought-to L2 Self, the attributes one ought to possess to avoid negative outcomes; 3) the L2 Learning Experience, motives related to the immediate learning environment and experience.

In his proposal Dörnyei (2005:119) argues that the Ideal L2 Self and the Ought-to L2 Self represent future motivational perspectives, while the L2 Learning Experience represents the causal dimension, that is the actual situations that drive us towards or away from our goals. Dörnyei (2005:103) states that motivation is a dynamic process in which the balance between the two L2 selves is constantly influenced by L2 Learning Experience, but by many (all) other personal experiences in life. Of course, the school and academic context in which the L2 is learned has a notable impact. In fact, according to Dörnyei (2001b, 2005), teachers are responsible for maintaining and fueling the students motivation, and at the same time own and control many of the aspects of classroom existence that can exert an influence on motivation.

After this brief introduction to motivation as understood in L2 learning, in the following section we dive into some of the strategies that teachers can use to initiate and maintain learner motivation.

2.2 Fostering self-confidence

Dörnyei (2001a) proposes a a series of motivational strategies for the teaching practice that can be grouped in the four following dimensions:
1. creating the basic motivational conditions
2. generating initial student motivation
3. maintaining and protecting motivation
4. encouraging positive retrospective self-evaluation

Each of these dimensions is spelled out in detail in Dörnyei’s work totaling up to 35 different strategies. As Dörnyei (2005:111) states, when “developing a motivation-sensitive teaching practice it is not the quantity but the quality of the selected strategies that matters”. In his view, “we should aim at becoming good enough motivators rather than striving unreasonably to achieve ‘Supermotivator’ status”. For the purposes of this work, I chose to summarize those aspects of Dörnyei (2001a) that are related to promoting self-confidence.

Dörnyei (2001a:86–87) argues that increasing the learner’s self-confidence and protecting his or her self-esteem are essential aspects of the teaching practice. In his view, and this is particularly true for teenagers, participation in the L2 class is a “disproportionate big risk” which explains why certain students just opt out. However, he suggests to use the following four types of strategies to build confidence: i) providing experiences of success, ii) encouraging the learners, iii) reducing language anxiety, and iv) teaching learner strategies.

To provide experiences for success Dörnyei (2001b:89–90) suggests to ensure that during the learning activities learners have opportunities to succeed, as opposed to experiencing failure. He suggests to insert less demanding activities in between the most demanding ones. To encourage learners Dörnyei advises to draw their attention to their strengths and abilities, but also to show them you belief in their capabilities (2001b:91). To reduce learner anxiety he suggests to avoid social comparison and competitiveness and to promote the understanding of errors as a necessary path to the acquisition of the L2 (2001b:92–93).

As for the teaching learning strategies, I summarize that on the following section, because these have a prominent role in the intervention. I will focus on learning strategies specific to speaking activities.

2.3 Teaching learning strategies

According to Cohen, learning strategies for speaking activities can be grouped into three types, depending on the task’s stage in which they may be applied: before you speak, while you speak and after you speak (Cohen, 1996:23–26). The before-you-speak strategies can focus on reducing anxiety and on planning. The strategies used to reduce anxiety can go from relaxation techniques to positive self-talk, through strategies such as feeling prepared (telling yourself to) or visioning “success”.

As for the planning, possible strategies are to identify the goal and purpose of the task, to ask for clarification of the task if unsure, to activate background knowledge, to predict what is going to happen (anticipate vocabulary, circumlocutions, nonverbal communication, translations, grammar structures, etc.), and to plan responses and contributions (organize thoughts, prepare an
“outline”, predict what the other party might say, rehearse, cooperate with your group, and be ready to carry on despite you may make some mistakes).

As for the while-you-speak strategies, they can be grouped in those strategies to feel in control (breath, relax, focus, use prepared materials if allowed, delay speaking, don’t give up, encourage yourself, think in the L2), be involved in the conversation (focus on conversation, listen to partners, cooperate, empathize, take some risk) and monitor one’s performance (pay attention to what you say, self-correct, imitate native speakers, activate new vocabulary, use compensation strategies, adjust/simplify your message, switch to topics you can talk about).

As for the after-you-speak strategies, (Cohen, 1996) groups them in those that can be used to evaluate your performance (reward yourself, evaluate how well you did, identify problems, share with your peers and instructors, be aware of other people’s feelings and thoughts) and those that can be used to plan future tasks (plan improvement, look up doubts, review checklist of strategies, ask for help, work with proficient speakers, keep a learning log).

In section 4.1 we describe how the designed learning activities are designed in ways that they foster and promote the use of some of the above described communication strategies.

### 2.4 Learning that matters

As argued by Dörnyei (2001b:70–71), learners are much more motivated (and much less demotivated, since motivation is a dynamic process, as we saw) by learning about topics that matter to them. In line with other research in motivational aspects in Second Language Acquisition (SLA) he proposes to teachers to “find out what your students’ goals are and what topics they want to learn about, then build these into your curriculum as much as possible” (Dörnyei, 2001b:70–71, but see also McCombs and Whisler, 1997, and Brophy, 1998).

Possible strategies that Dörnyei recommends are to make the curriculum relevant to the students. As more specific actions he suggest to carry out a needs analysis, to relate course contents with students’ everyday life, and to invite them to participate in the design of course content.

As we will see, the learning activities I designed for Session 2 and Session 3 actually include information provided by learners both in the activity’s work sheet and in the sessions self-assessment questionnaire.

### 2.5 Meta-cognitive self-reflection

One of the main goals of modern language teaching is to promote learner autonomy, which is expected to happen among others by the sustainment of motivation. Meta-cognitive self-reflection is a strategy that has been to promote learner autonomy (Esteve and Fernández, 2013), as it is understood that one of the initial steps of developing learner autonomy is to ensure learner awareness of his/her performance, learning strategies and learning goals (Arumí and Esteve, 2010:8).

For the purposes of this thesis we rely on self-assessment questionnaires that will be used to i) increase student awareness of his/her own performance and self-confidence and the ii) inform the teacher-researcher as to learning needs as perceived by learners.
Chapter 3

METHODOLOGY AND RESEARCH GOALS

3.1 Action/Research goals

The aim of this master’s thesis is to study whether using learner-centered speaking activities combined with self-assessment questionnaires can be used to both increase learner motivation and reduced learner anxiety, which are presumed to have an effect in learning. My action/research questions are:

1. Can learner-centered activities motivate learners?
2. Can we help students reduce anxiety by showing them the positive side of certain communication strategies?
3. Can metacognitive self-reflection help increase student self-confidence?

3.2 Methodology

To investigate the above mentioned goals, I used a action research approach which is characterized by aiming at solving a problem that concerns people in an immediate context, in this case school, and at deepening the goals of social science (Ramírez et al., 1986). Usually this approach requires a commitment from the researcher to study and at the same time collaborate with the system and its members that is being studied. This approach has been often used in language learning in the past two decades (for a review see Nasrollahi et al., 2012) and is the one officially proposed by the master’s direction to complete the master’s thesis, as it is deemed very adequate for the training of pre-service teachers.

3.3 Observation tools

In this section I describe the data collection strategy and instruments used for the study. To evaluate the effect of the intervention I collected four different types of data. Two of them were only collected once: A initial student questionnaire was given to participants in the first session and a final self-evaluation questionnaire was given in the final session. The other two types of data
were collected during each session: The recordings of the main speaking activity and a student self-assessment questionnaire. All questionnaires were given in Catalan.

### 3.3.1 Student profile questionnaire

The initial questionnaire aimed at finding out about learner self-concept, achievement emotions and perceived self-efficacy. This is done in three sets of questions (see Appendix section B.1): the first one inquires students about what they think of themselves as foreign language speakers of English. The second one inquires students about how they feel like whenever they have to learn a specific subject or when they have to learn that same subject in English. These two sets of questions are inspired by and adapted from Ehm et al. (2014), who used similar ones to research self-concept and performance of primary school learners with ADHD symptoms. The third one inquires them about self-efficacy: that is, it tries to find out how much they believe in the possibility of improving in some area, in this case English as a foreign language, by putting more effort into it, which relates to the to fixed, entity theory and the malleable, incremental theory described in Dweck (2013:Ch. 4).

Through all the questions I use a 1-5 Likert scale with a wording that varies from “Not at all” to “A lot”, through “A bit”, “Average” and “Quite (a bit)”. At the end of the questionnaire there is an open question to the students in which I ask them to write down ideas to improve their performance in the next session.

### 3.3.2 Self-assessment questionnaire

The self-assessment questionnaire aimed at encouraging students to reflect about their performance at the end of each session (see Appendix section B.2). The questionnaire includes four closed questions related to the perceived use of the L2, the level of comfort felt, the perceived amount of effort, and the level of satisfaction. It also includes an open question requiring students to write down a couple of ideas to improve their performance in the following session. The close questions are to be valued the same worded 1-5 Likert scale mentioned previously.

This questionnaire has been designed for the purposes of this study and has therefore not undergone a thorough validation process from a psychological perspective.

### 3.3.3 Self-assessment of the intervention as a whole

At the end of the intervention, in the third session, students were given a final questionnaire to compare how they evolved in different aspects along the three different sessions (see Appendix section B.3). The questionnaire includes six statements related to how motivating was each of the sessions, how nervous they felt, if they had felt embarrassed, if they had overcome fear a bit, if they were more conscious about their level of English, and if they had learned some strategies to communicate orally. Each of the statements they had to value from 1 to 5 (“Not at all” or “A lot”).

Similarly the previous in-session questionnaire, this final questionnaire has been designed for the purposes of this study and therefore lacks a thorough validation process from a psychological perspective.
3.3.4 Recording of speaking activities

The speaking activity in each session was recorded by students and they were required to send it via email to me. I used these recordings to inform them about their performance, to show them that they were actually already using strategically communication strategies, and to inform this study.
Chapter 4

TEACHING INTERVENTION

In this chapter I present the teaching intervention I carried out in my placement school. The intervention was implemented in a Catalan public school in the Barcelona area, classified as a low complexity school (which indicates that the socio-economic status of the families in the neighborhood is not very low and that the level of conflict in the school is not too high). The school has a double-edged pedagogical strategy: It implements an Integrated Treatment of Language and Contents, which includes but is not limited to CLIL, in the 1st and 2nd years of compulsory secondary education (ESO in its Catalan acronym), and it implements a more standard competence-driven subject-based curriculum in the 3rd and 4th year. This means that students I worked with for the intervention, students of 3rd year of ESO, are used to a more innovative type of work based on a student-driven methodology that requires a great deal of knowledge construction including a considerable number of work in small groups.

4.1 Description

The intervention consisted of three one-hour sessions with each of the participating groups, in total three groups. The course of the sessions was the following:

**Session 1** consisted of three parts: an introduction to the whole intervention including an initial questionnaire (see section 3.3), a speaking activity aimed at the free production of recommendations and advice, and a self-assessment questionnaire.

**Session 2** consisted of three parts: an introduction to the communication strategies used by learners in the first session including examples and justifying the good reasons to use them, a speaking activity aimed at the relatively controlled production of food preferences and allergies including the organization and negotiation of the menu for a potluck dinner, and a self-assessment questionnaire.

**Session 3** consisted of three parts: a warm-up activity to practice “exaggerated” pronunciation, a speaking activity aimed at giving opinions and debate around third-party opinions, and two self-assessment questionnaires: One of them that was specific to the session and a second one that was related to the intervention as a whole.
4.1.1 Learning activities and its rationale

In this section I describe the learning goals, characteristics and theoretical underpinning of the activities included in each session. Each of the three sessions that were part of the intervention included a speaking activity and two of them a pre-activity: All of them were oriented to facilitate the use of some of the communication strategies.

Activity 1 This activity used in Session 1 aimed at having students practicing making recommendations. The activity was designed to work in groups of three. It includes four steps:

- Step 1. Each student writes on a sheet of paper (see Appendix A.1) two ideas or topics which they would like to change or improve. They can be related to themselves or to any other aspect of life: school, home and so on. Then each student passes the sheet on to the person sitting next to him or her.
- Step 2. Now each student writes three pieces of advice for each of the two aspects written by the other student in the previous step. Again, when finished, each student passes the sheet on to the person sitting next to him or her.
- Step 3. Now each student reads the work done by the other two group members. The student selects one topic that he or she is interested in and gets ready to talk about it.
- Step 4. Using a recording device, each student starts a thread on the topic he or she chooses and all of them talk about it for at least two minutes.

Pedagogical rationale of activity 1

- To increase self-confidence: Students work in groups of three.
- To increase interest and reduce learner anxiety: All students participate in the decision of what to talk about. One chooses topic, another one gives recommendations and the third one decides what to talk about.
- Language items: Giving recommendation and advice. In terms of grammar, the goal is to practice modal verbs, particularly should, must or could.¹

Activity 2 This activity used in Session 2 aimed at eliciting from students food preferences, allergies and the negotiation of a menu for dinner.² The activity was designed to work in groups of three. It consists of the following steps:

- Step 1. As a pre-activity I give students a short summary of the strategies they used in the previous session to cope with those moments in which they got stuck or they could not figure out how to say something in English. Theses strategies included: not

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¹This was a way of adjusting the intervention to the school’s needs, since they had been learning the week before about the use of should, must or could.
²This activity is based on the work by Vanesa Albert, Gina Alioto, Ana Alonso, Maria José Hargain for the CLIL course we had at the Universitat Pompeu Fabra from January to March 2017. See their project here: https://opallare.wixsite.com/witchesandwizardsupf/we-are-what-we-eat.
giving up, delaying speaking, ask for help and use the L1 strategically to keep moving (see Appendix A.2).

- Step 2. Then I introduce learners to the proper task: discussing the menu for a potluck. I tell them what a potluck is and show them a couple of pictures of a table in a potluck. We refresh some of the food vocabulary (see Appendix A.3).

- Step 3. Students write on a piece of paper the food they like, the food they do not like, the food they are okay with and whether they have any allergies.

- Step 4. Students record their task: To start with, each of them introduces their names and say what they like, do not like and are ok with. Then they negotiate the menu.

**Pedagogical rationale of activity 2**

- To increase self-confidence: Working in groups, show a positive perspective on aspects that are often taken as negative strategies, namely, slowing down, stopping, asking for help (“cheating”) or using the L1 if they get stuck.

- To reduce anxiety: Encourage the use of communication strategies mentioned in the previous item; prepare the talking. However, encourage them to not look at the written notes during the speaking.

- To increase interest: The topic is decided on the basis of the students interests. In addition, the situation was realistic: organizing a dinner with friends.

- Language items: Express likes and dislikes in different degrees (love, hate, can eat) and allergies. Additionally, the use of communicative functions related to planning future events.

**Activity 3** The activity used in Session 3 aims at having students practice their pronunciation in a fun way (pre-activity), and at having them argue about third-party opinions (main activity). The activity is divided in the following steps:

- Step 1. Pre-activity: Using a ready-made questionnaire students find out about each other dietary habits. The idea is that you add or subtract one year to your current age for each healthy or unhealthy habit you declare. At the end you get your “real” age. The point here is to ask students exaggerate in their pronunciation. Give them an example by showing them your “normal” pronunciation as opposed to your pronunciation when trying to imitate a native speaker of American English – as in a theater play (see Appendix A.4).

- Step 2. Students are given one opinions from three different celebrities. Each student gets them from different celebrities, so in total they have nine opinions as a group. Each student reads the opinions and chooses two of them (see Appendix A.5).

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3In this case it was talking about food or diets, interest they had shown in the written work from the previous session.

Step 3. Students record themselves reading the opinion they choose and then they all engage in a discussion about that opinion.

Pedagogical rationale of activity 3

- To increase self-confidence: Allow them to practice pronunciation with ready made sentences in a warmup activity.
- To increase interest: Give them a choice as to the topic and celebrity to debate on. Again, taking into account the topics they mentioned in the first session, I chose opinions from celebrities I thought they could be interested in (though some of the opinions are adapted and even made up).
- Language items: The first goal is to practice the use of many/much in an indirect way and to practice pronunciation in the pre-activity. The second goal is to elicit from students communicative functions for arguing and debating.

4.2 Results

4.2.1 Participant characteristics as a L2 learner

The total number of participants was 61 (36 female) distributed in three groups (G1 had 21 students, G2 had 20 and G3 had 20). The percentage of male students was 43% for G1 and 40% for G2 and G3. All students were between 14 and 15 years old except one of them who was 16. All of them had Spanish and/or Catalan as mother tongues and some of them spoke other languages at home. A total of 58 students responded to this questionnaire.

Self-concept

Figure 4.1 shows how learners perceived themselves as learners of English L2. As we see in Figures 4.1a and 4.1b the percentages of learners who felt they were not good students of English

![Figure 4.1: Self-concept as a learner of English: perceived mastery/performance and capability to perform.](image)
Figure 4.2: Achievement emotions related to learning in English.

(37%, “not at all” plus “a bit”) is similar to the percentage that said that did not feel ready to talk about their daily activities in English 38%. Similarly, in both figures the percentage of those who feel they perform or would perform as an average student is 38% and 40% respectively. The percentages of students who feel less confident is similar if we look at it globally (25% and 22%), but note that the percentage of students that replied “a lot”, it is twice as high for the specific task.

**Achievement emotions**

Figure 4.2 shows the emotions students report when asked about learning biology or social studies and the emotions they report for these same subjects when taught in English.\(^5\) Figure 4.2a shows reported positive interest (in blue, have fun) in comparison with negative interest in Figure 4.2b (in red, class is boring). Note that while learning those contents in English does not seem to increase the “fun” (see values for “Not at all” and “A bit” in Figure 4.2a), it does not increase the “boredom”, (see values for “Not at all” and “A bit” in Figure 4.2b).

**Anxiety**

Figure 4.3 shows the anxiety reported by learners before a content class (biology or social studies) or before that same class when they know it is going to be in English. As we can see, while the percentage of students who do not feel anxious is similar for both circumstances it doubles for the responses “Quite a bit” and “A lot” for the “in English” situation.

**Self-efficacy**

Figure 4.4 shows that most learners actually believe that English proficiency is not necessarily related to an innate characteristic (48 out of 58). However, a few of them believe that their intelligence is “fixed” and that putting effort into it does not result in learning.

\(^5\)We inquire about these two subjects because these two are the ones are often taught in English.
4.2.2 Metacognitive self-assessment

As we already said, after each session students responded a self-assessment questionnaire. The number of questionnaires actually handed in varies from session to session: A total number of 56 students handed in the questionnaire after Session 1; 47 after Session 2; and 54 after Session 3.

Two of the questions (1 and 3) were aimed at finding out how much effort students felt they had put into speaking. Figure 4.5 shows the responses to these two questions across sessions. Both figures, Figure 4.5a and Figure 4.5b reflect an initial high value in the students perceived effort. However, the percentage of students who replied “A bit” or “Average” in Session 1 (blue) is still higher than the percentage of students who replied the same answers in Sessions 2 and 3 Figure 4.5a. And similarly the percentage of students who replied “A bit” in Session 1 drops for Sessions 2 and 3 in Figure 4.5b. Globally, there seems to be a increasing trend of the more positive values (“Average”, “Quite a bit” and “A lot”) as sessions go on.

The other two questions were oriented to obtaining information about learner achievement emotions. Question 2 asked them about their level of comfort (as the flip side of anxiety) and question 4 asked them about their degree of satisfaction with their participation and effort. Figure 4.6 shows the responses to these two questions. Figures 4.6a and 4.6b present a decreasing trend in the percentage of students who respond “Not at all” or “A bit” across session. This is more obvious for comfort (Figure 4.6a) than it is for satisfaction (Figure 4.6b). This is good news, since it reflects a higher degree of comfort and satisfaction as sessions go on.
4.2.3 Learner assessment of the intervention

At the end of the final session students responded to a questionnaire related to self-concept and achievement emotions. A total of 61 students responded to the questionnaires, but only 43 of them responded to all of the measurements for all of the sessions. Most of those who did not respond to all of the sessions did not do it because either they did not attend that session, but a few of them did not do it because they did not remember the session. Only two of them left blank specific items. For this study I used only the 43 questionnaires of the students who replied to everything.

What students responded for Sessions 1, 2 and 3 is reflected in the box plots in Figure 4.7. Each of the box plots for each of the rows in the figure refer to one of the questions: the first one refers to the level of motivation, the second one whether the learner felt nervous, the third one to whether the learner felt embarrassed, the fourth one to whether the learner was more aware of his/her level of English, the fifth one to whether his/her were less afraid (less anxious), and the sixth one to whether they had learned any communication strategies.

What our goal as a teacher would be here is to maximize the values for the first, the fourth, the fifth and the sixth box plots: The first and the fifth can be interpreted as increasing learner motivation and comfort, while the fourth and the sixth can be interpreted as increasing both learning and consciousness of learning. We will hence refer to these as positive impact.

On the contrary, as a teacher our goal would be to minimize the values of the second and the
Figure 4.7: Final self-assessment session-wise.
third box plots: Both of them are related to anxiety, feeling nervous and feeling embarrassed. We
will hence refer to these as negative impact.

What we actually see in the box plots is that positive impact goes up as the sessions advance,
concentrating closer to values between 3 and 5. It is interesting to observe that for Session 3 the
median values are 4 for all of the positive impact items, meaning that at least 50% of the learners
gave 4 or higher, whereas they all started around 3 in Session 1). On the other hand, negative
impact goes down as the sessions go on. In this case median values are around 2, whereas they
both started at 3.

4.3 Analysis

To evaluate the statistical significance of the data, I used a paired t Test. We will compare the self-
assessment questionnaires collected at the end of each session between them and we will compare
the data collected at the end of the intervention. The t Test is defined as test “to determine whether
there is statistical evidence that the mean difference between paired observations on a particular
outcome is significantly different from zero” (University Libraries, 2017).

4.3.1 Quantitative analysis of session-specific self-assessment

The t Test will tell us whether the mean values for self-assessment given by students at the end
of each of the sessions (1, 2 and 3) differ in a significant way from each other. It will also tell us
whether the judgements students have at the end of the intervention regarding the effects of each
of the sessions on their self-concept and achievement emotions show any statistically significant
difference across sessions.

Figure 4.1 shows the mean and standard deviation values for the self-assessment scores given
by learners at the end of each session. The values used are the mean values of the four items
included in the questionnaire, which we combine into a multi-item variable, a scale, that repre-
sents self-confidence. Figure 4.2 shows the t statistic value and the p value of the paired t Test by
comparing each of the sessions with the other to (1 vs. 2, 1 vs. 3 and 2 vs. 3).

<table>
<thead>
<tr>
<th>Session</th>
<th>M</th>
<th>SD</th>
<th>Sessions</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>3.67</td>
<td>0.79</td>
<td>S1 vs. S2</td>
<td>t(41) = -2.24</td>
<td>&lt;0.05*</td>
</tr>
<tr>
<td>Session 2</td>
<td>3.98</td>
<td>0.8</td>
<td>S1 vs. S3</td>
<td>t(49) = -2.63</td>
<td>&lt;0.05*</td>
</tr>
<tr>
<td>Session 3</td>
<td>4.1</td>
<td>0.75</td>
<td>S2 vs. S3</td>
<td>t(39) = 1.01</td>
<td>0.32</td>
</tr>
</tbody>
</table>

Table 4.1: Mean (M) and Standard Deviation (SD) values for the scale self-assessment.

Table 4.2: T statistics and p values for the scala self-assessment.

According to these figures the teaching intervention performed on Sessions 2 and 3 had a
statistically significant effect on learner perception of the their self-concept and self-confidence,
when compared to the intervention performed on Session 1.
4.3.2 Quantitative analysis of intervention-wide self-assessment

Here the t Test will tell us whether the mean values given by students at the end of the intervention with respect to their self-concept and achievement emotions in relation to each of the sessions (1, 2 and 3) differ in a significant way from each other.

Table 4.3 shows the significance test for each of the items measured in the questionnaire by comparing each session with each session. The four items we referred to as positive impact in section 4.2.3 –motivation, awareness of FL level, less anxiety and perceived learning of communication strategies– all show a statistically significant difference between Sessions 1 and 2 and Sessions 1 and 3. As for negative impact, feeling nervous values show a decrease between sessions 1 and 3, but it is not statistically significant. Compared to this, the values for embarrassment show a deeper decrease between Session 1 and Sessions 2 and 3, but still not significant.

<table>
<thead>
<tr>
<th>Sessions</th>
<th>t(42)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 vs. S2</td>
<td>2.64</td>
<td>&gt; 0.05*</td>
</tr>
<tr>
<td>S1 vs. S3</td>
<td>5.77</td>
<td>&gt; 0.0001***</td>
</tr>
<tr>
<td>S2 vs. S3</td>
<td>4.60</td>
<td>&gt; 0.0001***</td>
</tr>
<tr>
<td>Nervous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 vs. S2</td>
<td>0.14</td>
<td>0.8884</td>
</tr>
<tr>
<td>S1 vs. S3</td>
<td>1.27</td>
<td>0.2125</td>
</tr>
<tr>
<td>S2 vs. S3</td>
<td>1.59</td>
<td>0.1187</td>
</tr>
<tr>
<td>Embarrassed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 vs. S2</td>
<td>1.71</td>
<td>0.0950</td>
</tr>
<tr>
<td>S1 vs. S3</td>
<td>1.87</td>
<td>0.0684</td>
</tr>
<tr>
<td>S2 vs. S3</td>
<td>1.22</td>
<td>0.2291</td>
</tr>
</tbody>
</table>

Table 4.3: T Test statistic and p values for each of the measured items at the end of the intervention for each of the sessions.

4.4 Discussion

The section is organized on the basis of the action/research questions we proposed in section 3.1.

4.4.1 Can learner-centered activities motivate learners?

Given that we saw an increase of the motivation values given by learners across different sessions, we argue that with the appropriate type of activity (learner-centered, reduced work groups, and goal oriented) student motivation can be increased. This trend is confirmed by the perceptions students show at the end of intervention. Note that though the session-specific data do not show a great difference in interest between sessions 2 and 3, this difference is seen in the final questionnaire where students evaluate the whole intervention as a whole.
On a personal note, I have the impression that generally speaking students did have fun doing all the activities, but at the same time I also have the impression that in Sessions 2 and 3 there was a feeling of expectation that they did not have on the first day. I could see that in the initial questionnaire a few students wrote statements like “doing more speaking activities in groups at school” as one of the proposals they gave to improve their English. That makes me think that this kind of just-speaking activities do not happen very often in the school context. In fact, during my practicum, I barely saw any instance of these in none of the classes I observed.

To illustrate that the activities actually had a positive effect in some of the students, I included in Annex C the transcriptions of the activities as performed by a group of students who did Sessions 1 (C.1) and 2 (C.1) with exactly the same members in it – students 123, 134 and 135. By inspecting the transcription, we can see that in the first activity mostly one of them, student 123, led the activity and got others to intervene. The student does not seem to have any problem with speaking a foreign language, or even risking the making of any mistakes (13 turns). Student 134 is a bit more insecure or shy and does not participate as much (5 turns), but his contributions are constructive and cooperative. Student 135 is even more shy and I would say less proficient or interested (5 turns). His interventions are short and sometimes inappropriate.

When we look at the same group in the following session, the number of turns increases dramatically. All together they add up to 48 (compared to 22), distributed in 23 for student 123, 15 for student 134 and 10 for student 135. If we look at the conversations, what we see is that student 135 is actually involved in the second activity, while he is not involved in the first one. His group mates, knowing him, willing to help, ensured that within the group work he had a chance to express what he could or what he wanted to. In the first activity he just talks about stuff he had not prepared, so he improvises. In the second one, he actually is part of the conversation relating to it and contributing sensible proposals for the potluck dinner.

I find this particularly interesting because it reminds me of the effect I saw in the “critical incident”: A situation in which a student seems not willing to participate turns into a situation in which the student ends up producing English, which perfectly connects to the way interaction is considered an essential part of learning in socio-cultural theory Arumí and Esteve (2010).

4.4.2 Can we help students reduce anxiety by showing them the positive side of communication strategies?

Our data suggest that the intervention has helped reduce learner anxiety, but not always in a statistically significant way. In the final questionnaire (see 4.3.2), we saw how the decrease for both nervousness and embarrassment is larger for the third session than it is for the other two. But we did see a statistically significant increase in fear reduction (“lost my fear”).

I do not have any strong intuitions or insight regarding how to reduce anxiety. There is however two aspects that I would like to mention. The first one is related to the fact that I believe that small group work actually reduced it a bit, but at the same time knowing that they were being recorded may be not. In fact, in this respect, I want to observe that after the second session, when I gave the pre-activity in which I used fragments of their recordings to show them positive ways of using certain communication strategies, a group of three students came to me to make explicit
that they did not want their recordings to be used as instruction materials for the rest of the class. This of course made me think about the crucial fact that I had not told them in advance that I would do it, which is something that I usually did in the past in other educational settings.

The second aspect I would like to mention is the teacher’s emotional attitude, that is, my own attitude. I remember that during my third session with the first of the groups I realized that I was pushing them all the time (“Come on, come on!”) in a friendly way, but stressed. I was in a rush because I wanted to have it completed and done and I wanted to make sure that they all completed the final questionnaire and sent me the recordings. I then told my mentor in that class I had noticed that; at the beginning she did not understand me, then I got to explain her and she gave good advice on reasons to avoid it. I tried in the following two next class meetings, but those were the last two sessions of the intervention.

However, none of the above seems to have had a tremendous negative effect in student anxiety, since none of the indicators used to measure it went up.

**4.4.3 Can metacognitive self-reflection help increase student self-confidence?**

To respond to this question I did not perform any specific measurement. However, we did see that the session-specific assessments of Session 2 and Session 3 provided significantly better results than the assessments of Session 1.

I did not speak to students to see how they were actually using them, I did not notice either any special attention from them to this part of the sessions. In fact, I even feel a bit responsible for giving them often too little time, or maybe just by ending with too little time, to respond to the questionnaire.

However, it is true that the self-assessment questionnaires were part of each and every session. It is also true that that assessment could hardly have had any effects in session 1, because it was the first time they were using it and because there was not a previous work on strategies to improve (as there was from the second session on). Both the second and the third session included pre-activities that were oriented to respond to some of their fears and needs. The former aimed at turning into positive aspects actions often felt as “bad habits”; the latter included activities to improve pronunciation. So, in a way, they might have noticed that there actually was a connection between their self-assessment and my lesson plans.

**4.5 Limitations of this study**

The case study I presented and analyzed obviously has a series of limitations. The first one would be sample size: 61 students is not very small, but it would not be enough for a study to draw conclusions with a general validity – which is not my intention. In addition to that, all students were from the same school and from the same level, so this adds to the limitations of the sample.

An additional limitation would be the relatively short period of time of the intervention. Though three sessions could be enough for many studies, in this study I particularly fear the fact that the novelty effect (the “new” teacher or the “new” type of activities) could have been having an influence on the results, that one would like to control for in the future.
Chapter 5

CONCLUSIONS

In this chapter I conclude by reflecting what it meant for me as a teacher and a researcher to design, implement and evaluate this intervention, and by highlighting the perspective of the learner, who, at the end of the day, is the target of any educational action.

5.1 Conclusions from the teacher perspective

As a teacher I could draw some practical conclusions, related to material design and organization, and some others more at the theoretical level, related to how classroom instruction confirms some of the findings and the theories in the literature.

As for the practical matters, there are two aspects that I would like to highlight: one of them is related to how “easy it felt” designing and developing all the materials. I do not mean the actual production, but the developing the materials reflecting the foreign language learning literature related to motivation: Having students decide on what to talk, working in small groups, fostering the talking independently of the grades. And then too fostering self-confidence by valuing their contributions for what they were and not for what one was expecting.

The other aspect I would like to highlight is related to the teacher’s emotional state. I found this particularly difficult, probably because it was a mixture of research and teaching, but also with a very specific goal: Passing the Master’s course. For me it was not just about teaching, but about collecting data and experience that I could then reflect in a piece of work for experts/teachers to evaluate. And that made me nervous every time. Until I realized it in the first meeting of the third session, then I started relaxing a bit. But still you can see by the amount of failing data (questionnaires that were not handed in or recordings that have not been sent) that there is an actual tension between the researcher and the teacher.

5.2 Conclusions from the researcher perspective

From the perspective of the research, I found this work the most challenging I have ever carried out (even though I did some research in the past). I found it very challenging to design my own experiment and for my own purposes, in an area that to a certain extent included lots of unknown things to me. The classroom setting in secondary education is a world in its own.
When I read SLA and FLTL literature I often have the feeling that they speak of adult (mostly university students). The target population I worked with has a very different behavior in a very different setting. And the setting in which I did the intervention was “home” to them, which is very different from bringing them to the lab, where they are often in small groups or alone and you tend to have plenty of time to complete tasks.

As I mentioned before, during the intervention, some data were lost. Sometimes students were not in class, for different reasons; sometimes even being in class we (they and I) did not manage to complete all the requirements. I often felt like this would not have happened if the intervention had actually been part part of my regular course. In such a setting I could then organize things a bit more flexible, plan certain activities or pre-activities in advance and get to know students in a way that both, they and I, felt more comfortable in the classroom.

The nicer part of the research perspective takes place when you get to reflect about it at home or while writing this paper, and sometimes when you have an aha moment in class, watching your students. When you start seeing that phenomena that you mostly only read of are actually taking place in the classroom, when you listen to the recordings and are able to see that many of the communication strategies described in the literature were actually happening in each and every recording and in each and every session.

Of course, with all the, felt, negative aspects of the stress during the intervention, there was a very positive one. The results were good and they were obtained and analyzed in a very in a real educational context.

5.3 Conclusions from the perspective of the learner

From the perspective of the learner, I honestly believe this was a very positive intervention. Not only do the data support this claim, but the actual recordings too. When I listen to them I can tell they were often having fun, which is something that I personally believe has to be an essential part of the language learning classroom. Without “fun” (and it does not mean laughing) there is no learning. I remember looking at some of the kids faces when explaining them the activities, and seeing the “wow, cool” expression in their faces. Or the “I can’t believe what you’re saying” faces when I told them to change the topic of a conversation if the preferred to talk about soccer (yes, it was boys) instead of talking about the latest tweet of President Trump.

As I said, all the above is supported by the data, both the data collected after each session and the data collected at the end of the whole intervention. Caution is absolutely necessary in reading and assuming these results. My lack of expertise and the field conditions under which the data were collected are two very good reasons for this. But further reasons, more usual ones, are for instance the existence of possible confounding variables or effects that were not taken into account.
5.4 Ideas for the future

To be honest, it is hard to think about concrete ideas for the future. The future will depend a lot on whether I actually end up teaching in a secondary school setting or not. However, I see myself following up on the work done here: eliciting speaking, motivation and meta-reflection on my own work are nowadays some of the areas in which I am most interested.

To start with I strongly believe that this intervention supports the need to introduce much more speaking activities, probably very well worked out, in secondary education. This thought is also supported by my teaching in 2nd of ESO during the practicum. When working in group activities following a CLIL-based approach, it was very, tremendously hard for students to stick to English. Only a few of them did; and it was similar for my student teacher colleagues. For some of us, competition did the job (having more green labels than any other team on the white board is often motivating), but for others did not.

For me, one of the things that worked in 2nd of ESO was the designing of an activity in which students had a lot of small group preparation before the actual talking, and in which the actual talking was done in pairs. These qualitative observations take me to argue for the need to design activities that actually adjust both to the students interests and to the student’s level or capacities. I think this is my future as a teacher.

As a researcher, meaning researching in my teaching, I think I want to further explore how far a “lots-of-speaking” didactic approach can take us to. In other contexts I have realized that students actually see the point in learning language when the communicative need arises. And this could be felt in the sessions during the intervention: there were lots of questions related to vocabulary and to expressions or grammar structures needed to express certain ideas. Of course, this means there is a lot of effort to put into the design of materials that actually get into the roots of learner needs (some of which they may not, at least initially, be aware of). Maybe this was also the role of the meta-cognitive self-assessment questionnaire, which I intend to keep using and understanding better – I feel like this is a pending issue for me.

In this respect my goal for the future would be to work on strategies to make the kind of activities that I implemented feasible in a normal teaching context. It does not escape to me that I was lucky to have a full week, sometimes even two, between each of the sessions of the intervention. Imagine having to listen to approximately 20 student recordings that are three minute long on average, take notes (mental or written), work out a plan for the next session, work on aspects that learners reflect on in their questionnaires or on aspects you realize they are not aware of.

And finally, a plan for the near future could be to work a bit further with the data I collected. The number of minutes in the recordings contain lots of interesting phenomena happening which tell us a lot about what students learn, how students cooperate, how students work together to perform a good task (or how and why they do not), and so on. A long list of aspects to be observed and analyzed.
Appendix A

SESSION MATERIALS

This appendix contains captures of the materials used for the intervention.
A.1 Session 1 – Main activity

Activity 1 – You could, should or must…
In groups of three sit in triangle shape. Give yourselves a number (1, 2 or 3), and let me know.

1) Write two things you would like to change/improve about the world or about yourself. [6 min]
   i) 
   ii) 

Give this paper to the person sitting next to you.

2) Use keywords to write down some ideas to give to your classmate so that he or she can improve or change what he or she said before. [6 min]
   For i) •
   •
   •
   For ii) •
   •
   •

Give this paper to the person sitting next to you.

3) Now use the notes you classmates to engage in a conversation and give each other advice. The conversation should last for at least 10 minutes. RECORD YOUR CONVERSATION AND SEND IT TO marti.quixa01@estudiant.upf.edu. [12 minutes]
   a) Step 1: read the note.
   b) Step 2: listen to the teacher’s instructions to decide who starts talking first.

4) Once you are done with this, you will respond a questionnaire about how you felt and you did in the activity. The questionnaire will also ask you about concrete things that helped you or that you thing could help you in the future to improve your speaking activities. [5 minutes]
A.2 Session 2 – Pre-activity

+ Strategies to carry on...

  - Keep calm and carry on: be patient
  - Keep calm and carry on: slowly is better than nothing
  - All for one and one for all: team work

+ Strategies to help out/ask for help

  - Ask in Catalan, stop, solve and go on.
  - Switch from Catalan to English
  - Use Catalan: all help and they solve
**Strategies to correct**

- **Correct yourself**

- **Sometimes you may have to listen to your group mates:** practi/k/ and practi/s/


- **Let others help you**
A.3 Session 2 – Main activity

Organizing a potluck\(^1\) dinner

1. A potluck is a gathering where each guest contributes a dish of food, often homemade, to be shared.

A potluck dinner looks like this…
Or like this...

Let’s organize your own

In groups of three... (3 steps!)
Step 1. Get ready to talk about: [6 min]
   – Food/dishes you love
   – Food/dishes you are okay with
   – Food/dishes you hate
   – If you have allergies, tell about them
Step 2. Record yourselves discussing it [6 min]
Step 3. Send the recording to
marti.quixal@gmail.com
## A.4 Session 3 – Pre-activity

**YOUR REAL AGE ACCORDING TO YOUR DIET HABITS**

### STUDENT A

<table>
<thead>
<tr>
<th>Student A asks</th>
<th>Student B replies (circle answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much Coca-Cola (or similar) do you drink every week?</td>
<td>Three or more</td>
</tr>
<tr>
<td>How much water do you drink every day?</td>
<td>Two or less</td>
</tr>
<tr>
<td>How many carrots do you eat every week? At least in Spring and Summer.</td>
<td>1 liter/day or less</td>
</tr>
<tr>
<td>How many slices of pizza do you eat every week?</td>
<td>1.5 liters a day or more</td>
</tr>
<tr>
<td>How many yogurts do you eat every week? (any kind, but no flans or natillas)</td>
<td>2/week or less</td>
</tr>
<tr>
<td>How many hours of physical activity do you do every week?</td>
<td>3/week or more</td>
</tr>
<tr>
<td>TOTAL (add up the number of circles in each column)</td>
<td>i</td>
</tr>
<tr>
<td></td>
<td>ii</td>
</tr>
<tr>
<td>REAL AGE = STUDENT AGE – i + ii = ______ - ______ + ______ =</td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT B

<table>
<thead>
<tr>
<th>Student B asks</th>
<th>Student A replies (circle answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much Coca-Cola (or similar) do you drink every week?</td>
<td>Three or more</td>
</tr>
<tr>
<td>How much water do you drink every day?</td>
<td>Two or less</td>
</tr>
<tr>
<td>How many oranges do you eat every week? At least in winter.</td>
<td>1 liter/day or less</td>
</tr>
<tr>
<td>How many orders of French fries do you eat every week?</td>
<td>1.5 liters a day or more</td>
</tr>
<tr>
<td>How many times of cheese do you eat every week? (don’t count burgos or mato)</td>
<td>4/week or less</td>
</tr>
<tr>
<td>How many hours of physical activity do you do every week?</td>
<td>5/week or more</td>
</tr>
<tr>
<td>TOTAL (add up the number of circles in each column)</td>
<td>i</td>
</tr>
<tr>
<td></td>
<td>ii</td>
</tr>
<tr>
<td>REAL AGE = STUDENT AGE – i + ii = ______ - ______ + ______ =</td>
<td></td>
</tr>
</tbody>
</table>

**YOUR REAL AGE ACCORDING TO YOUR DIET HABITS**
A.5 Session 3 – Main activity

**Texts for student A – To do in groups of three**

1. Read the opinions expressed by the celebrities below.
2. Choose one and discuss about with your group mates for 1 minute.
3. Then let one of your group partners do the same.
4. When each of you has selected one topic, start all over again.

1. Donald J. Trump, President of the United States of America: The theory of climate change is all false. It is not true that we are changing the Earth’s climate, it is natural process; in fact, we will support the production and commercialization of fossil fuels.

2. Mertxell Ruiz i Isern, “Consellera” of Education of the Catalan Government: If you can’t travel abroad to learn English, at least you should try to meet foreigners to practice with. For example, you could spend your summer working, if you are 16 or more, in Lloret de Mar.

3. Ferran Adrià, Catalan Chef: Cooking has to be fun. If you don’t have fun cooking, you will not have fun eating. With some vegetables and half a dozen of eggs you can cook excellent dishes.

**Texts for student B – To do in groups of three**

1. Read the opinions expressed by the celebrities below.
2. Choose one and discuss about with your group mates for 1 minute.
3. Then let one of your group partners do the same.
4. When each of you has selected one topic, start all over again.

1. Zlatan Ibrahimovič, footballer that plays for Manchester: Leo Messi is one of the most effective and best scorers in La Liga, but Cristiano Ronaldo is the most spectacular in the world. He is much faster and stronger.

2. Wendell Berry, American novelist: People use drugs, legal and illegal, because their lives are painful or dull (syn. for boring). They hate their work and find no rest in their leisure (syn. for free time).

3. Antoni Gaudí, Architect: There are no straight lines (línies rectes) or sharp corners (cantons punxeguts) in nature. Therefore, buildings must have no straight lines or sharp corners.
Texts for student C - To do in groups of three

1. Read the opinions expressed by the celebrities below.
2. Choose one and discuss about with your group mates for 1 minute.
3. Then let one of your group partners do the same.
4. When each of you has selected one topic, start all over again.

1. Mariano Rajoy, President of the Spanish Government: I didn’t know anything about all the corruption that was going on in the Valencia region. I am innocent and I will not resign.

2. Ada Colau, Mayor of Barcelona: Cars are one of the main source of air pollution. They should be absolutely prohibited in cities. However, a very efficient public transport system including bus, trains and bikes should exist.

3. Malala Youfsafzai, Peace Nobel Prize winner: With guns you can kill terrorists, with education you can kill terrorism.
Appendix B

DATA COLLECTION QUESTIONNAIRES

This appendix contains captures of the questionnaires used for the intervention.
### B.1 Initial student profile questionnaire

<table>
<thead>
<tr>
<th>Sobre el teu domini i ús de l’anglès</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. En general, estudiar i parlar anglès se’m dona molt bé.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>2. En general, quan he de parlar en anglès en grups petits soc dels que ho fan millor.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>3. En general, quan he de parlar en anglès amb tota la classe soc dels que ho fan millor.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>4. No em costa o costaria gaire explicar en anglès les meves activitats setmanals.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>5. En general, escriure en anglès se’m dona millor que parlar-lo.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sobre com et sents fent CNH i com et sents fent-la en anglès</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. M’ho passo bé fent matèries en anglès.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>2. M’ho passo bé fent CNH.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>3. M’ho passo bé quan hem de parlar en anglès a CNH.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>4. Quan penso en la classe de CNH, m’atabalo.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>5. Quan penso que farem CNH en anglès, m’atabalo.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>6. Trobo molt avorrida la classe de CNH.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>7. Trobo molt avorrida la classe de CNH quan la fem en anglès.</td>
</tr>
<tr>
<td>Gens</td>
</tr>
<tr>
<td>□</td>
</tr>
</tbody>
</table>
Nom Grup

**Sobre les meves possibilitats i les possibilitats de millora**

1. Per l’anglès, o serveixes o no serveixes, i això no es pot canviar gaire.

<table>
<thead>
<tr>
<th>Gens</th>
<th>Una mica</th>
<th>Normal</th>
<th>Bastant</th>
<th>Molt</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2. Encara que no siguis bo en anglès, amb esforç pots millorar les teves intervencions.

<table>
<thead>
<tr>
<th>Gens</th>
<th>Una mica</th>
<th>Normal</th>
<th>Bastant</th>
<th>Molt</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Formes concretes per ajudar-te a millorar l’anglès**

Com creus que podries augmentar la teva confiança a parlar anglès i, conseqüentment, millorar el teu anglès parlat? Digués tres coses ben concretes, si us plau.

•
•
•
B.2 Session self-assessment questionnaire

NOM: ______________________
GRUP: ______________________

PREGUNTES SOBRE LA SESSIÓ D’AVUI

1. He fet servir l’anglès a les activitats de grup.
   Gens Una mica Normal Bastant Molt
   ☐ ☐ ☐ ☐ ☐

2. M’he sentit cómode fent servir l’anglès a les activitats de grup.
   Gens Una mica Normal Bastant Molt
   ☐ ☐ ☐ ☐ ☐

3. M’he esforçat a fer servir l’anglès.
   Gens Una mica Normal Bastant Molt
   ☐ ☐ ☐ ☐ ☐

4. Estic satisfet amb el meu ús de l’anglès.
   Gens Una mica Normal Bastant Molt
   ☐ ☐ ☐ ☐ ☐

A la propera sessió intentaré...

1. 

2. 
B.3 Final self-assessment questionnaire

NOM: __________________________   GRUP: ____________________

PREGUNTES GLOBALS SOBRE LES TRES ACTIVITATS QUE HEM FET

Si recordes, hem fet tres sessions:

• **Sessió 1.** Vam fer-nos recomanacions sobre temes que vam triar i que volièm canviar, fent servir idees que els companys i companyes havien escrit.
• **Sessió 2.** Vam organitzar un *potluck* després de sentir una explicació sobre estratègies per seguir parlant quan quedem aturats al mig d’una frase.
• **Sessió 3.** Hem treballat una activitat per debatre afirmacions de celebrats, després de fer una activitat de diàleg guiada amb un text escrit.

Ara tenint en compte aquestes tres sessions amb un cercle puntua cada un dels aspectes següents de l’1 al 5, on 1 és GENS i 5 és MOLT. Si no ho recordes deixa’l buit.

<table>
<thead>
<tr>
<th>Sessió 1 (canvis)</th>
<th>Sessió 2 (potluck)</th>
<th>Sessió 3 (avui)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M’ha motivat a parlar anglès.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>M’he posat nerviós/osa al parlar anglès.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>He passat vergonya de parlar anglès.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Sóc més conscient del meu nivell d’anglès.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>He perdut la por a parlar anglès.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>He après estratègies per millorar l’oral.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Appendix C

TRANSCRIPTIONS

C.1 Transcription of Activity 1 as performed by S123, S134 and S135

S123: Hello, I am S123. Which your name?
S134: Hello, I’m S134.
S123: How are you, S134?
S134: Eh, I’m fine, S123.
S123: Which your name?
S135: My name is S135.
S123: How are you, S135?
S135: Good thank you. And you?
S123: Today, ai. I’m good, thank you.
S123: Today, we are going to speak that... dels programes de televisió de... a veure
S135: INAPPRROPRIATE
S123: We are going to speak that we want more programs on TV. It’s your turn S134.
ALL (say nonsense and joke).
S134: Well, S123... Well, S123, now we’re going to speak about why the TV they don’t put more programs in the TV.
S123: Emit, emit, why they don’t emit. I know, but I think that...
S134: What do you think about it?
S123: I think that we if we go out out of the house and we don’t look the TV all day like we go, because I think that if we go to the gym, if we go to play football, play tennis... all of extraescolar things and we don’t stay at home playing at computer games, looking TV, we don’t need more programs, we have to do others activities.
S134: Ok, thanks, S123:. This information is very helpful for me.
S123: Yes, it’s my opinion, you know that I am here for all you want.
S123: What you do all time?
S135: I go to motorcycling all all the findes, and I ride dirt jump in ANONYMIZED. And I INAPPRPRIATE.
S123: Oh, yes S135, that’s nice. It’s helpful for you.
S135: The abdominal of the human is very good this act.
S123: Yes, I know, all these things are very good for this. Do you want to present your girl?

C.2 Transcription of Activity 2 as performed by S123, S134 and S135

S134: Hello
S123: We are S134, S135, and me. NAME, food dishes you love?
S134: I love gazpacho, I am ok with pasta and salad and I don’t like mariscada.
S123: Do you have any allergies?
S134: No, I don’t have any allergy.
S123: Ok, it’s time for S135.
S135: Food dishes you love?
S135: I love pizza
S123: Do you...
S134: What dishes you are ok with? HELP
S135: Pasta, pasta
S134: And what do you...
S123: ... hate?
S135: Vége-tah-bless.
S123: (laughs)
S134: Do you have any allergies?
S123: is it vegea - tables, vegea - tables.
S135: Vege-tables.
S134: But now it’s turn for NAME. Come, NAME.
S123: Hello, I’m S123. I like everything. First, food dishes you love: I love meat, chicken, other things. Second, food dishes you are okay with: I’m ok wiht vegetables, potatotes, all these things. Three: what dishes you hate? I don’t hate everything, anything. I like everything because I like to eat, I like eat. Ah, four...
S135: Porque és ANONYMIZED... [very low voice]
S123: Qué... porque sóc ANONYMIZED...
[They laugh, joke and discuss.]
S123: Tú, mira, he après I don’t have any allergies. And this is [INC.] we like
S134: Now...
S123: Now we are going to say our excellent menu. The entrant mariscada and gambas.
S134: I don’t like a lot... mariscada, NAME.
S123: But we are going to eat it.
S135: I love Pizza.
S123: Later we are going to eat macarroni gratinate...
S134: And for dessert...
S123: (macarrons gratinats).
S134: macedònia...
S123: And for dessert, macedònia...
S134: Wait, NAME, I don’t like macedònia.
S123: NAME, ooh, INAPPROPRIATE
S123: INAPPROPRIATE, NAME.
S134: Ens havíem de discutir sobre el [INCOMP] ...
S123: But... NAME, do you like rode ....
S135: I love pizza.
S123: motoribikes?
S134: Ès el tipic que no s’entera de res, sempre diu lo mateix.
S135: Què, què, què? Do you like motorbikes? Però què diu aquest noi ara?
S123: Do you like ride motorbikes?
S135: Yes, yes, very mooch.
S123: NAME, no, it es very much, very much. No very mooch.
S135: Ah, ok, very much, very much
S123: Oh... thank you, I’m learning
S134: This is our menu, people.
S123: I’m learning with you, NAME.
Bibliography


