

Pontificia Universidad Católica de Valparaíso
Facultad de Filosofía y Educación
Instituto de Literatura y Ciencias del Lenguaje



**Reducing anxiety in oral presentations by scaffolding and
using group work for 11th graders**

TRABAJO DE TITULACIÓN

Para optar al título de Profesor de Inglés y
el grado de Licenciado en Educación

Ana Carolina Espinoza Garrido.

Tutor: Mónica Cárdenas-Claros.

July 22th, 2020

Table of contents

Introduction.....	3
Theoretical framework.....	6
<i>Foreign Language Anxiety.....</i>	<i>6</i>
<i>Anxiety triggers.....</i>	<i>6</i>
<i>Scaffolding.....</i>	<i>8</i>
<i>Group work.....</i>	<i>9</i>
<i>Oral presentation.....</i>	<i>9</i>
Action plan.....	12
<i>Pedagogical sequence.....</i>	<i>12</i>
<i>Sample material.....</i>	<i>14</i>
<i>Data collection instrument.....</i>	<i>16</i>
Reflection.....	18
Conclusion.....	22
References.....	23
Appendix.....	25
<i>Appendix A: Action plan.....</i>	<i>25</i>
<i>Appendix B: Material for unit 1, lesson 1.....</i>	<i>44</i>
<i>Appendix C: Material for unit 1, lesson 2.....</i>	<i>47</i>
<i>Appendix D: Assessment plan.....</i>	<i>50</i>
<i>Appendix E: Google Form Questionnaire.....</i>	<i>53</i>
<i>Appendix F: FLCAS (Foreign Language Classroom Anxiety Scale).....</i>	<i>55</i>
<i>Appendix G: Gantt chart.....</i>	<i>58</i>
<i>Appendix H: Interview.....</i>	<i>59</i>

Introduction

Anxiety is a common issue among people around the globe. This issue consists of a number of negative feelings such as tension, worry, fear, among other emotions manifested when people have to face specific situations. Chilean language classrooms present a specific type of anxiety, named foreign language anxiety (FLA). It has been a problem for many years by now because it has impeded students to perform successfully in their English classes. It is important to work with foreign language anxiety since this is a reason for students to perform poorly in the second language, besides it can negatively affect their confidence and their grades.

Numerous researchers have investigated language anxiety such as Elaine K. Horwitz, Michael B. Horwitz, Joann Cope (1986), Tammy Gregersen (2006), among others. Some of them agreed that there is not enough information about foreign language anxiety in Latin America. However, some recent studies have shown that encouraging students to participate in class by giving them positive reinforcement and maintaining a safe classroom since climate has a positive effect in reducing students' foreign language anxiety.

In a study reported by Gregersen (2006) 84 undergraduate university students participate (33 Chileans and 51 Russians) to investigate the different perceptions of instructor nonverbal immediacy and how it is related to Foreign Language Anxiety. This study aimed to understand the difference among culture could affect students' language learning process. Gregersen (2006) claimed that Chilean students reported that they felt more anxious in English classes than Russian students did. Possibly because of the difference in their cultures. Although anxiety has been investigated in the Chilean context, there is still a need for applying strategies and techniques for decreasing levels of anxiety of high school students.

In the particular case of the class, Foreign Language Anxiety was identified as an issue for 11th graders. There, the teacher tries to speak in English all the time and, even though students understand what she is saying, they are reluctant to respond

in English. In fact, there is a clear lack of participation in classes, students only speak when the teachers asks them directly for an opinion or an answer.

For this action research proposal, anxiety triggers are important constructs since the main objective is to help students overcome their foreign language anxiety. Thus, the anxiety triggers are targeted through the lessons presented in the action plan in order to reduce anxiety in the classroom.

This action research proposal works around some constructs that could be useful to address anxiety in EFL speaking situations: scaffolding and group work. Scaffolding is the guidance provided by someone more knowledgeable about the topic to help to someone less proficient accomplish a learning goal. In addition, group work refers to any activity in the classroom wherein the class is divided into pairs, it contextualizes learners to help each other, it is for helping not only as a group but also as individuals, wherein students influence each other and solve problems. These constructs have not been used complementarily to address foreign language anxiety, to my knowledge. The guiding question for this action research proposal is, to what extent do scaffolding and group work help 11th graders at private school to reduce anxiety in oral presentations?

This action research proposal is to be worked with the 11th grade A from a private school. This class consists of 34 sixteen-year old students (19 girls and 15 boys). According to informal conversations with the teacher of English, the 11th A is a well-behaved class since students obey the school rules, and they belong to a B1 level of English. Students answer a google form questionnaire (see appendix E) wherein they answered that the most difficult skill for them was speaking, however, they would like to improve it as well. Besides, students show preference for working in pairs or small groups.

To help reducing the levels of anxiety in learners, I will work with students through a period of 10 classes for preparing an oral presentation by scaffolding their work and using group work. These 10 lessons are designed around unit 1: world traditions. At the end of this unit, students are expected to produce a 5-7 minute oral presentation in pairs about a chosen tradition. I will address students' foreign language anxiety

by scaffolding their work and using group work. Besides, I divided the lessons regarding the necessary steps when preparing a presentation. Each lesson is one step from the ones needed for developing their presentations, therefore students can work slowly and deeply in their preparation.

Action research proposal is divided into seven parts. First, it presents an introduction, a description of the context, the class and the students for who the proposal will be addressed. Second, it introduces the different constructs that make up the theoretical framework. Third, it describes the action plan used for the unit and explains the data collection instruments used to verify the efficacy of the action research proposal. Fourth, it includes a reflection about the process of putting together the proposal, the process needed and some future expectations. Then, a conclusion about the whole process of designing the action research proposal is provided. Finally, it presents the necessary appendices to understand the action research proposal.

Theoretical framework

In this theoretical framework, I discuss the four constructs that inform this action research proposal: foreign language anxiety and its triggers, scaffolding, group work, and oral presentation.

Foreign Language Anxiety

Anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberg, 1983, as cited on Horwitz, 2001. p. 113). This feeling impedes students to feel comfortable in language classes because they are afraid of speaking in English.

Foreign Language Anxiety is an important factor to have into consideration since it affects students’ performance. Horwitz (2001) stated “students with higher levels of anxiety tended to have low self-concepts as language learners.” (p. 121). In the same manner, Horwitz, Horwitz & Cope (1986) acknowledged “they may have an anxiety reaction which impedes their ability to perform successfully in a foreign language class” (p. 125). In other words, it can lead to a poor performance in the target language.

In this action research proposal, I consider a number of the anxiety triggers: such as being afraid of speaking in front of the class, low self-esteem, fear of negative evaluation, poor second language knowledge, being afraid of making mistakes, uncomfortable environment, and test provoking anxiety. I tackle these triggers in the different stages of the preparation of the presentation and I address some of them across the classes.

Anxiety triggers

- **Trigger 1: Being afraid of speaking in front of the class**

It is a common issue in EFL classrooms. Young (1990, cited in Horwitz, 2001, p.119) explained that high school students preferred oral activities in small groups instead of speaking in front of the whole class. In addition, Horwitz, Horwitz and Cope (1986, p. 126) clarified that students feel more comfortable preparing their speech, because they freeze in a role-play dynamic. Horwitz, Horwitz and Cope (1986) also coined a

concept for describing this fear is communication apprehension; it is a type of shyness characterized by a concern or anxiety to interact with people. A way of tackling this trigger is by making students rehearse their presentation in small groups before speaking in front of the whole class.

- **Trigger 2: Low self-esteem.**

This trigger is common in students who suffer anxiety. Students do not recognize their abilities as good, even though when they are excellent (Horwitz, 2001). This trigger is tackled in lesson 1 because students receive input that makes them to feel more confident to speak and also because of the rules set by the teacher.

- **Trigger 3: Test provoking anxiety**

This trigger is directly related to students being afraid of failing the test, students demand too much to have a perfect performance (Horwitz, horwitz and Cope, 1986). A way of tackling this trigger is by making students prepare their presentation in steps, wherein the teacher scaffolds the whole process.

- **Trigger 4: The lack of L2 knowledge**

It is when students believe that they have to use correctly the second language, if it is not the case, they should not use it at all (Horwitz, Horwitz and Cope, 1986, p.127). Students improve their lack of knowledge because the teacher provides input of contents in lesson 1 and 6.

- **Trigger 5: Being afraid of making mistakes**

According to Horwitz, Horwitz and Cope (1986) it is a trigger wherein students feel more anxious if they make preventable mistakes. As students write their scripts, they have the opportunity to know exactly what they are going to say, thus it decreases the probability of making mistakes.

- **Trigger 6: Classroom atmosphere**

In this case the teacher has to have control of it by setting rules of existence, controlling negative behavior of students against their classmates, etc. Horwitz

(2001) stated that a good classroom atmosphere will reduce students anxiety levels, in fact, for students is important the teacher's support when they feel anxious.

- **Trigger 7: Fear of negative evaluation**

This concern is because students feel that they are worse than their classmates are, and that their classmates will evaluate them in a negative way (Horwitz, Horwitz, and Cope, 1986). According to Horwitz, Horwitz and Cope (1986) the definition of this term is the fear of being evaluated by others, the evasion of evaluation instances, and the expectations people may have about them, it can happen at any moment like English classes (p. 128).

The last two anxiety triggers are tackled in the same way, the teacher establishes rules of existence inside the classroom. That is, the teacher forbid students to make negative comments about their classmates opinions or answers, the idea is for students to feel comfortable to participate.

Scaffolding

In this work, it is important the term scaffolding for helping students with their anxiety. Brunner (1978, cited in Gibbons, 2015) described scaffolding as “the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring” (p.16). Gibbons (2015, p.16) claimed that this term is described as a help for students to know new concepts, acquire new skills or increase their levels of understanding.

In addition, Donato (1984) described that scaffolding has six main characteristics: recruiting interest in the task, simplifying the task, maintaining pursuit of the goal, marking critical features and discrepancies between what has been produced and the ideal solution, controlling frustration during problem solving, and demonstrating an idealized version of the act to be performed (p. 41). From these six features, I will use only three of them, which are simplifying the task, maintaining pursuit of the goal and demonstrating an idealized version of the act to be performed.

I simplified the task by dividing the preparation of the oral presentation in steps, and working each step in one lesson or two. I did this because in this way students may

work slowly in their projects, step-by-step. It also allows to guide students in the process. Maintaining pursuit of the goal is because all the students work is directed to achieve the oral presentation, and they know it. Demonstrating an idealized version is because the teacher shows them how a presentation of a description need to be, what are the structure and the main characteristics.

In this action research proposal, I have created some material (see appendix B and C) which is based in scaffolding. I scaffold students work by providing the structures to do the activities, besides in the listening comprehension worksheet (see appendix B), I included a chart for students to know what information to pay attention to. In the second worksheet, I included a grammar review for students to recall previous knowledge and they can complete the task. Furthermore, I include in materials from lesson 1 and lesson 2 initiators to complete the activities.

Group work

Group work is another key construct in this action research proposal. Group work “refers to any classroom activity in which the whole class is divided up into pairs or larger groups”. (Khalaf, 2012, p.193). It is used in most of the classes, students work in pairs and small groups most of the time. And Brown (1992, cited in Khalaf, 2012) stated that group work contextualizes learners to help each other, it is for helping not only as a group but also as individuals, wherein students influence each other and solve problems.

Cooperative learning reinforces group work, according to Slavin (1995), cooperative learning refers to “a variety of teaching methods in which students work in small groups to help one another learn academic content” (p. 2). That is, that in this action plan, students not only work with other students but also they help each other in their learning process.

Oral Presentation

For this action research proposal, I chose an oral presentation to be the final task, because it integrates the four skills, not only speaking. Oral presentation is “a form

of public speaking where students, individually or in groups, present a prepared talk on a certain topic in English to the class with the help of visual aids” (Li (2018) p. 361). In this case, students in pairs perform an oral presentation about traditions using visual support.

As Al-Issa and Al-Qubtan (2010) stressed “Oral presentations help integrate the language skills, which are all equally essential and important in the global village.” (p. 228). In this case, the oral presentation encompasses the all four skills; writing because students write short descriptions about traditions and their script; speaking since they have to perform an oral presentation which means to speak in front of the class. It also integrates reading since they have to read texts to gather the necessary information for their presentation, and finally, listening is included when students listen each other’s presentations.

The oral presentation is 5 minutes long since it reduces the possibilities for students to make mistakes and get nervous. As Al-Issa and Al-Qubtan (2010) stated in their article “they too should not be expected to continue talking for an extended period of time without making many language errors. Making such errors can sometimes have negative effects on the students’ confidence.” (p. 233)

In this case, the teacher will scaffold the whole process, from the possible topics until the requirements for the oral presentation. Al-Issa and Al-Qubtan (2010) acknowledged that “as far as a guided oral presentation is concerned, [..], they can be guided in terms of the topics that would suit their language level” (p. 233). In the case of this task, students are given the main topic which is “Traditions from around the world” but they have to choose one tradition that they prefer to present.

Al-Issa and Al-Qubtan (2010) noted, “as far as peers and the presenting students are concerned, one can argue that this can be best implemented informally and during the guided and free types of presentations” (p. 239). That is why students practice their formative presentations in small groups. These authors also claimed, “students should be encouraged, directed, guided, and trained to learn from their peers and from their own mistakes, because it has positive implications for developing a reflective and critical sense.” (p. 240)

According to Horwitz (2001) some “findings imply that it may be possible to keep anxiety levels to a minimum with a supportive and constructive classroom environment” (p. 120). That is why students work in their presentations in pairs or in small groups most of the time, and with the teacher’s guidance. Besides, the teacher sets some rules at the beginning of each class like students are not allowed to make negative comments about their classmates’ work.

Action plan

This action plan consists of three parts: pedagogical sequence, sample lesson plan and data collection.

Pedagogical sequence

For this action plan, I based my decisions on the objectives from MinEduc (2009), I took some objectives, evaluation indicators and the content from that document as well. In addition, I used the revised version of the Bloom's taxonomy (2001) to write the objectives, from the lowest to the higher learning skills. Besides, to make students' learning process more comfortable, I guide students going step by step for the oral presentation to reduce anxiety. The objective of this action plan is that at the end of this unit, students will be able to produce a 5-7 minute oral presentation in pairs about a description of a tradition using adjectives, therefore, the outcome is for students to perform an oral presentation.

The unit I am going to do for the action plan is the second unit from MinEduc (2009), named *Costumbres y tradiciones del mundo*. For this unit, I will focus on lesson 1 from the textbook "Get real English 3 & 4 medio" which will take 10 sessions of 90 and 45 minutes each, (see appendix A) and each lesson belongs to one of the steps for preparing an oral presentation (See appendix G).

For this action research proposal, I will tackle seven anxiety triggers. Two of them are tackled through all the classes, fear of negative evaluation and classroom atmosphere are tackled since the teacher establishes some rules at the beginning of each session, students are not allowed to make negative comments about their classmates' participation, it means the teacher bans bad comments, mocking, or anything that makes students uncomfortable

Lesson 1 lasts 90 minutes. The grammar focus is present perfect simple and past simple and the vocabulary focus is adjectives to describe traditions. For this class students work in groups and the anxiety triggers tackled in this lesson are low self-esteem and lack of L2 knowledge. The main objective is students will be able to identify traditions, adjectives for describing and grammar structures. First, students

start a conversation about what traditions they know. Afterwards, students watch a video about traditions to identify main information and vocabulary, and then they discuss the video (see appendix B). Finally, students work in a worksheet of vocabulary and grammar (see appendix B)

Lesson 2 lasts 90 minutes. The grammar focus is present perfect simple and past simple, the vocabulary focus is adjective for describing traditions. The main objective is students outline the different steps for the final presentation and students practice the use of adjectives, expressions for describing and grammar content. The main activities starts with students working alone in a worksheet to brainstorm last class contents (see appendix C). Later, the teacher explains the final task that is the oral presentation, the rubrics (see appendix D) and the steps to prepare that presentation.

Lesson 3 lasts 90 minutes. For this class the grammar focus is present perfect simple and past simple, besides the vocabulary focus is vocabulary for traditions. The main objective of this lesson is students will be able to gather information about traditions. The main activities for this class are the teacher brainstorm previous information so students in pairs start searching for traditions while they are discussing about which tradition to choose. Once they pick up a tradition, students start looking for specific information and report their tradition to the teacher.

For sessions 4 and 5, the grammar focus is present perfect simple and past simple and the vocabulary focus is tradition, students work in pairs. Session 4 lasts 90 minutes and session 5 lasts 45 minutes. The main objective for these lessons is students will be able to organize important information taking into account the main characteristics of a tradition. Students receive guidelines (see appendix D) for preparing the oral presentation, taking into consideration the guidelines students start synthesizing what they have found. At the end of session 4, students give the teacher a brief written summary of their progress. In addition, at the end of session 5, students exchange the information gathered with other pair of students to know if it is what they need for their presentation.

Lesson 6 lasts 90 minutes, the grammar focus is present perfect and simple past and the vocabulary focus is adjectives and communicative expressions. In this lesson, two anxiety triggers are present, lack of knowledge and afraid of making mistakes. The main objective for this class is that students will be able to organize information following the given guidelines. The main activities are students in pairs work with some communicative expressions. Afterwards, students write their script and prepare their visual aids for their presentations.

Lessons 7 and 8 have the same grammar focus that is present perfect and simple past and the same vocabulary focus that is adjectives and communicative expressions, students work in small groups. In these lessons, the trigger tackled is afraid of speaking in front of the class. The main objective is students will be able to practice pronunciation in small groups. The main activities are students have time to practice their pronunciation in pairs and later those pairs practice their presentation in small groups, they receive feedback from their classmates that is used for fixing errors in their presentations.

In sessions 9 and 10 students deliver their presentation. The grammar focus is present perfect and past simple and the vocabulary focus is on adjectives and vocabulary about traditions. The triggers tackle in these lessons is test-provoking anxiety. The main objective is students will be able to perform their oral presentations in front of the class. Both classes start with a relaxation exercise, then students start presenting while the teacher and their classmates take notes based on the rubric.

Sample materials

The sample material I developed belongs to lesson 1 and 2. For lesson 1, I will use two different materials, a listening comprehension and a worksheet of vocabulary and grammar (see appendix B). For the listening comprehension the objective is identify main information about traditions and vocabulary related, it is also for students to approach to the description of a tradition, which is the outcome of this unit. Students work in groups in almost all the activities to negotiate meaning (Donato, 1994, p. 34) and get involved in different types of interaction (Khalaf, 2012). As this listening comprehension activity is to show a sample of a tradition description,

and one of the features of scaffolding is demonstrating an idealized version of the act to be performed (Donato, 1994).

In the pre listening activity, students have to look up some words to understand better the video's message, in this case the provision of vocabulary is a way of scaffolding (Brawn, 2009, p. 56). In the while listening activity, students watch a video and complete a chart with the main characteristics for each tradition, then they have to answer some questions related to traditions. For this part, I scaffold the activities by giving them examples of how they have to answer, so they know how to do it (Gibbons, 2015, p.16). For the post listening activity, students have to do some activities and give a brief description of a tradition, it is an approach to the final task of the unit, and I scaffold the activity by giving them some initiators (Donato, 1994, p. 40).

In the same lesson, students work with a worksheet of vocabulary and grammar (see appendix B). This worksheet has two objectives, first, students will be able to write sentences from meaning of the word given and second, students will be able to practice the present perfect simple and past simple tenses. Students work in pairs through most of the worksheet to make it more communicative since they have to negotiate meaning (Donato, 1994, p.34). For activities one and two, students have to work with vocabulary related to traditions which can be used for their final presentation. By giving them vocabulary to look up, is a way of scaffolding (Brawn, 2009). Then, there is a brief review of the past simple and present perfect tense to cope lack of L2 knowledge, because students remember what they should now and they have a summary of it to use it for the next activity (Horwitz, Horwitz and Cope, 1986). For the final activity, students work individually in the grammar section, they have to fill in the gaps with the appropriate tense, in each sentence it is given the verb in brackets which is a way of scaffolding (Gibbons, 2015).

For lesson 2, there are two different materials (see appendix C), a worksheet to practice previous class content and a PPT made to explain the final task of the unit. In the case of the worksheet, in the first two activities students work with the vocabulary given in the previous class. First, they have to write sentences using the

words given, and second, they have to collect vocabulary and write sentences related to traditions, in that way scaffolding is present since they are working progressively in higher cognitive demanding activities (Donato, 1994). For activity 3, students have to write a description of a tradition using the chart from the listening of the previous class, but now they have to include their opinions. In this activity, I provide a structure to follow in a way to scaffold students work (Gibbons, 2015).

For the same lesson, I present a power point presentation to explain the final task. The first slide has the objective of that activity so students know what it is about and what they have to do with the information given. Then I give the main features of the final presentation to students, they have to choose among traditions from the world. I made them pick one tradition that is the topic of the unit, it is a way of guide their work in terms of topics (Al-Issa & Al-Qubtan, 2010), I show them the dates for each lesson and what we are supposed to do, I explain them that they will work step by step for their presentations. According to Gibbons (2015) by going step by step it helps students to concentrate in the difficult task that they are preparing. I simplify the task by explaining them and by dividing the task, because of it students maintain pursuit of the goal, which is a feature of scaffolding (Donato, 1984) . Finally, I present the criteria for the rubric so students know what I am going to evaluate about their presentations. Besides, I will also give them a printed version of the rubric (see appendix D). The aim is to show that the process is equally important than the outcome (Al-Issa & Al-Qubtan, 2010), and as I provide clear instructions to students I try to reduce their anxiety (Horwitz, 2001).

Data collection instruments

For this action research proposal, I am going to use three different data collection instruments: first the oral presentation grade, then the Foreign Language Classroom Anxiety Scale (FLCAS), and finally, a semi-structured interview to clarify some answers from the questionnaire and to know more about students' opinion.

The oral presentation grade is to evaluate the students' performance in the final task of the process. For this I will use a printed rubric (See appendix D) to evaluate the different aspects of the presentation. The rubric consists of seven criteria: task

achievement, range, organization, pronunciation, accuracy, body language and delivery. The maximum score for each criterion is 5 points. This rubric is going to be used when students perform their presentations in sessions 9 and 10.

The Foreign Language Classroom Anxiety Scale (FLCAS) (see appendix F) is a printed questionnaire that has 31 items. In this instrument, students label the sentences to state if they think those sentences are representation of their feelings regarding anxiety at learning a second language. It allows the teacher to know students levels of anxiety, I will count the score of each sentences from the students answer to have a global idea. I will give this questionnaire the session after they present.

The last data collection instrument is a semi-structured interview (see appendix H), this instrument aims to clarify certain points from the FLCAS questionnaire answers and to know students opinions about the intervention. This semi-structured interview consists of 10 questions. This interview will be given two lessons after they answer the FLCAS questionnaire. I will analyze qualitatively the students' answers, taking notes if there are patterns in the answers and taking into consideration their answers to know if the project diminished their anxiety level that is what I wanted to accomplish through this intervention

Reflection

For teaching, there are two ways of acquiring skills, from theory and from experience, I considered both of them for the design of my action research proposal and my professional practicum. I have read many texts about anxiety, my research topic, to know how to reduce students' anxiety levels. I used the context from my practicum for the action research proposal, however, I could not apply my proposal because I could not work with the textbook or the lesson planning used in the school since the establishment has its own textbook and its own planning for the academic year. I only have access to the materials that the teacher sends me for working every other week.

Nevertheless, through our program of studies I have read a lot about teaching and learning, recently I have read specifically about anxiety since I am working with it for my action research project. In my investigation about anxiety, I have read about one anxiety trigger: class atmosphere, which means for students to feel comfortable. For instance, students gain confidence when teachers are friendly, so I treat them with kindness and not only because of the pandemic situation but also because it is important to take care of students' mental health. I think it makes them feel more comfortable when participating in classes, so the positive class atmosphere encourage them to speak in front of the class. Indeed, it was difficult to make them speak in online classes but through the weeks, it astonished me that I have had a great response from them and levels of class participation have increased.

In my personal experience from previous teaching practicums, students are thankful for teachers to be close to them, and ask if they understood the instructions, the explanation that the teacher gave previously, or the activities they have to do. Some of the goals stated by me are that students participate in class, show understanding of the contents and show willingness to work, and use English communicatively. Three of the goals have been accomplished, students have increased their participation in classes and they have shown willingness to work while they participate by answering questions and doing their homework. They also have

shown understanding when doing their homework. However, they have troubles using English communicatively, they prefer speaking in Spanish sometimes.

Closeness is significant to students learning, it can help students to feel comfortable to participate in classes therefore, students will enhance their learning process. Besides, knowing students interests and students' needs will help teachers to make decisions about their teaching. Likewise, having in consideration the learning styles will also help to create an inclusive classroom, I have tried to take into account many learning styles in classes, but I still need some improvement regarding some learning styles such as kinesthetic and tactile learning.

Grades are not the only evidence for students learning but also other areas. For instance, when students voluntarily talk, give opinions, or answer questions in English, it demonstrates their understanding and progress in their learning. When I teach, I like to monitor students' work so that students are more confident to ask questions. However, for the time being all these techniques have changed because in online teaching, monitoring is more difficult than in face-to-face teaching.

Nowadays, when our classes are through computers' cameras, it has become an issue to find evidence of students' learning since we cannot see their faces or their attitudes towards the class. For this reason, now the best way of finding evidence is by checking their homework, assignments and projects and by making sure we find ways to help them participate in classes. Lately, I have had the opportunity to check some students' videos for their assignments, which has allowed me to see their faces and how confident they seem when speaking in English.

Online teaching has been challenging, but fulfilling at the same time. On the one hand, it is challenging because we as teachers take into account many aspects when choosing an activity. It requires much more mental effort to make students to pay attention in online classes. We are used to teach in face-to-face classes, have eye contact with students and this allows us to know how they feel and if they understood. However, this experience has been enriching since I have had the possibility to receive help during this new online teaching instance because my

mentor teacher has supported me in the whole process by telling me students' behavior and what way of teaching is better for this class.

It was difficult for me to start working on my action research proposal since I did not know the genre. At first, I did not understand much what we had to do, I had no experience with it, after a while I could know more about it so that work better, while I was working with it, it was taking shape. Regarding that, I must say that I have found some challenges through the process of developing my action research proposal.

The first challenge I have found was to think in a problem in a class with no clear context because we had to choose the an issue from data of previous years research that drew our attention, it leads to the second challenge that is adapting the practicum context to the action research proposal topic. When time passed, I understood much better the action research and I made connections since anxiety is a common issue among teenagers.

The third challenge was writing a formal academic text, it has always been difficult for me to write formally but in this case, it has become harder because it needs a higher level of complexity of writing. I have overcome this problem by following my teacher's feedback when writing, I have also asked for help to my classmates and my friends who had finished this process already. Besides, I have looked for websites that gives information about academic writing.

A challenge related to the previous one is to show my voice in my action research proposal. It is new for us since at university we are used to write what other authors have claimed before so basically we had to hide behind those authors voice, explaining those contents. This time is different because I had to write from my own experience, what I have been doing for the last couples of months and what I have found in my investigation in simple words, I have to own my action research proposal in my writing which has been new and weird for me.

The last challenge was to find enough truthful information about the constructs of my action research proposal, I needed a lot of support for the research and my

decisions. At first, I had to look for many texts and download it to read them all, but then since I had read a lot of texts, I got knowledge enough of the topic to find a text and only need to read the abstract or the introduction to know if it was going to work or not, it got easier.

My expectations regarding this work are multiple. On the one hand, to keep improving my teaching skills by working on the challenges I have already mentioned. I know it is a matter of working and gaining experience. On the other hand, I expect to have in mind the anxiety information that I have gathered for my action research proposal, especially the anxiety triggers and how to tackle them. Anxiety is an issue among students of all ages that can affect students learning process. In the future I hope to help students to cope their own challenges.

Now, we are aware of the online teaching impact on students, what activities that may engage them, what to do to make them work. Of course, it will depend on students' resources or school' resources, and students' needs. Furthermore, I would like to have the opportunity to learn some more new techniques and activities for teaching online so that I can improve my teaching, like activities that do not require internet. In addition, having in consideration that some schools do not count with synchronic classes because the lack of resources.

Conclusion

This action research proposal has led me a meaningful learning about teaching, for instance, how to overcome its obstacles. I have been working with anxiety, I know it since I was a student at school because I used to suffer from anxiety. Now I have different perspective, the one from the teacher. I have been able to investigate some techniques to help my students to reduce students' anxiety.

I have read a lot about anxiety and scaffolding, and it turns out that scaffolding is the construct that has been most important in my intervention. In many studies, scaffolding is not only used for helping students with their anxiety, but is also important for students learning process. Our duty as teachers is to guide our students in their learning by modelling, explaining and monitoring the activities they have to do.

Furthermore, I have learnt that there are many ways of helping students by tackling different types of anxiety triggers since there are many causes for students to feel anxious, and many ways of helping them. However, there is much more to learn about, for instance, a concept related to anxiety that drew my attention, self-confidence. I think it is important to know as well, to have a clearer view of anxiety.

REFERENCES

- Al-Issa, A & Al-Qubtan, R (2010). Taking the Floor: Oral Presentations in EFL Classrooms. *TESOL Journal*. Vol. 1. 227-246.
- Anderson, L. W., Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
- Brawn, J. (2009). Scaffolding in a productive skill lesson. *Seoul, Korea October 24-25, 2009*, 55.
- Donato, R. (1994). Vygotskian approaches to second language research: Collective Scaffolding in Second Language Learning. FirstSearch: Display.
- Gibbons, P. (2015). Scaffolding Language and Learning: Teaching English Language learners in the Mainstream Classroom. Heinemann.
- Gregersen, T. (2006, April 20th) A cross-cultural comparison of nonverbal teacher immediacy and foreign language anxiety in Chilean and Russian English language classrooms. *Revista Signos*, 39(62), 407-426.
- Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, Vol. 21, 112-126.
- Horwitz, E. K., Horwitz, M.B. & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, Vol. 70. 125-132.
- Khalaf, S. (2012). Group Work and Attitudes of Non-English Major Students towards Learning EFL. *International Journal of Humanities and Social Science*, Vol. 2 (special issue), 192-197.
- MinEduc file (2009) Programa de estudios tercer año medio. Retrieved from <https://curriculumnacional.mineduc.cl/614/w3-propertyvalue-151336.html>
- Slavin, R. E. (1995) Cooperative learning: Theory, research, and practice (2nd edition)

Travel & Pleasure. (August 5, 2016). *Top 5 Weirdest Traditions Around The World* [Video]. YouTube. <https://www.youtube.com/watch?v=X2aRHb0qgs8>

‘Appendix A: Action Plan

Class	11th grade Session 1: Some input 90 minutes
Objectives	Content: Students will be able to identify traditions, adjectives, and expressions for describing and grammar structures (present perfect & past simple). Procedural: Students practice present perfect and past simple structures. Students list adjectives and expressions for describing. Attitudinal: Students show willingness to exercise actively.
Assessment indicator Students...	>Recognize words, expressions and phrases related to customs and traditions from around the world and students use them to talk about the unit’s topic. > Discriminate explicit information, verifying its relevance. > Identify general ideas and find specific information in the texts. > Elaborate descriptions of costumes and traditions, different to their own. > Give examples of costumes and traditions from their own culture.
Triggers addressed:	Low self-esteem Poor L2 knowledge.

Moment	Teacher’s role	Students’ role	Learning resources	Assessment	Time
Pre-Task	The teacher puts some soft music on. The teacher asks the students, what traditions they know.	Students do some breathing exercises while they are listening soft music Students brainstorm previous	Video with soft music. Projector Computer Speakers	Assessment	10 minutes

		<p>knowledge about traditions.</p> <p>Students comment as a whole about the traditions they know.</p>			
While Task	<p>The teacher shows the students a video with description of some known traditions.</p> <p>The teacher leads a discussion among students and tell them to take notes of the main vocabulary present in that video.</p> <p>The teacher gives a worksheet to the students with adjectives and descriptions for describing traditions. Moreover, it has a grammar section present perfect and past simple.</p>	<p>Students watch the video and then they discuss about the traditions as a whole. They pay attention to the vocabulary is used in the video. They take notes about it.</p> <p>Students discuss the video by writing and saying the vocabulary they have heard</p> <p>Students work in groups of three in the worksheet about adjectives and expressions</p>	<p>Video about traditions.</p> <p>Worksheet about adjectives, expressions for describing and grammar.</p>	Formative	55 minutes

		for describing, and in a grammar section. They must to interact in English all the time			
Post-task	The teacher gives instructions to the students to write individually in a piece of paper a short description about a tradition they know about. Then in pairs share their writings.	Individually, students write a short description about a tradition they know about. Students, in pairs, share their writings.	Piece of paper.	Formative	25 minutes

Class	11th grade Session 2: Task Description 90 minutes
Objective	Content: Students outline the different steps for the final presentation. Procedural: Students practice the use of vocabulary related to traditions and grammar content. Students take notes about the presentation's information Attitudinal: Students show willingness to work actively.
Assessment indicator Students...	> Identify general ideas and find specific information in texts. > Use communicative abilities to present ideas, opinions, feelings and experiences in a coherent and justified way.

Moment	Teacher role	Student role	Learning resources	Assessment	Time
Pre-Task	<p>The teacher puts some soft music on.</p> <p>The teacher gives students a worksheet with some exercises to brainstorm previous knowledge (adjectives, expressions for describing and grammar section)</p>	<p>Students do some breathing exercises while they are listening soft music</p> <p>Students brainstorm previous knowledge by working in the worksheet about the last class contents (adjectives, expressions for describing and grammar section).</p>	<p>Computer</p> <p>Video of soft music</p> <p>Projector</p> <p>Speakers</p> <p>worksheet</p>	Formative	30 minutes
While Task	<p>The teacher presents the final task. The teacher explains the steps for the final presentation. Gives a calendar to students to make sure the steps and the classes are aligned.</p> <p>The teacher presents the rubric for the oral</p>	<p>Students take notes about the explanation of the final task that is an oral presentation.</p> <p>Students check the rubric and take notes about the teacher's explanation</p>	<p>prezi with the main points of the oral presentation.</p> <p>Rubric printed</p>	Formative	50 minutes

	presentation and explain each criterion of the document.				
Post-task	The teacher leaves some time for questions about the task.	Students ask or make comments regarding the final task information and its rubric	Rubric (for students to ask questions)	Formative	10 minutes

Class	11th grade Session 3 : Choose a topic 90 minutes
Objective	Content: Students look up for information about traditions. Procedural: Students organize the information. Attitudinal: Students show willingness to work actively.
Assessment indicator Students...	> Discriminate explicit information, verifying its relevance. > Identify general ideas and find specific information in texts. > Use communicative abilities to present ideas, opinions, feelings and experiences in a coherent and justified way.

Moment	Teacher role	Student role	Learning resources	Assessment	Time
Pre-Task	The teacher puts some soft music on and makes students imagine their happy place.	Students imagine their happy place while they are listening soft music.	Video with soft music Projector Computer Speaker	Formative	5 minutes
While Task	The teacher goes over the rubric, to make the	Students review the rubrics and take notes	Rubric (printed) Computers	Formative	75 minutes

	<p>expectations about the presentations clear for the students.</p> <p>The teacher gives instruction for students to start looking for traditions. And to form pairs</p> <p>The teacher monitors student's work and answer some questions.</p>	<p>about the expectations for the presentation.</p> <p>Students look for a partner for working in their presentation. In pairs, students look for information about traditions of the world. The main characteristics.</p> <p>Students discuss with their partners about the traditions they have looked for. Students choose one tradition from the ones they have searched. And start looking for more specific information.</p>			
Post-task	The teacher asks the students what tradition they have chosen.	Students tell the teacher what tradition they have chosen.		Formative	10 minutes

Class	11th grade Session 4 : Synthesizing the topic's information 90 minutes
-------	--

Objective	<p>Content: Students organize important information taking into account the main characteristics that are present in the rubric.</p> <p>Procedural: Students measure information to know if it is important or not.</p> <p>Students manipulates information to make it more specific.</p> <p>Attitudinal: Students show willingness to work actively.</p>
Assessment indicator	<p>> Record specific infromation like names, data and figures.</p> <p>> Discriminate explicit information, verifying its relevance.</p> <p>> Elaborate descriptions of costums and traditions different from their own.</p> <p>> Explain stereotypes coming from costums and traditions specific from other cultures.</p> <p>>Point costums and traditions from other cultures important to know.</p>
Students...	

Moment	Teacher role	Student role	Learning resources	Assessment	Time
Pre-Task	The teacher puts some soft music on and makes students to do some relaxation exercise for their muscles tension.	Students do some relaxation exercise. First, they squeeze their fist tightly. They hold their squeezed fist for a few seconds. Then slowly open their fists.	<p>Video of soft music.</p> <p>Computer</p> <p>Projector</p> <p>Speakers</p>	Formative	5 minutes
While Task	The teacher provides the students with the guidelines	Students take notes about the explanation	<p>Guidelines (printed)</p> <p>Computers</p>	Formative	75 minutes

	<p>for their presentation. She explains the guidelines so everything is clear and explains the main characteristics the presentation has to have.</p> <p>The teacher gives the instructions for students to look for specific information required in the guidelines.</p> <p>The teacher monitors students' work.</p> <p>The teacher indicates that students need to start synthesizing their information.</p>	<p>the teacher gives them about the guidelines. They highlight the main characteristics of the requirements.</p> <p>Students start looking for specific information according to the guidelines given by the teacher. Students discuss the topic and the information they have. They use English all the time.</p> <p>Students ask the teacher for clarification if necessary.</p> <p>Students start synthesizing the gathered information.</p>			
Post-task	<p>The teacher indicates students need to write a brief summary of their progress.</p>	<p>Students save the information they have gathered.</p> <p>Students deliver a brief written</p>			10 minutes

		summary of their progress			
		Students ask questions to the teacher regarding the presentation.			

Class	11th grade Session 5: Synthesizing the topic's information 45 minutes
Objective	Content: Students organize important information (main characteristics) Procedural: Students manipulates information to make it more specific. Students measure information to know if it is important or not. Attitudinal: Students show willingness to work actively.
Assessment indicator Students...	<ul style="list-style-type: none"> > Express new ideas reformulating phrases. > Record specific information, like names, data and figures. > Discriminate explicit information, verifying its relevance. > Recognize words, expressions and vocabulary phrases related to costumes and traditions from around the world in texts. > Elaborate descriptions of costumes and traditions, different from their own. > Point costumes and traditions of other cultures important to know. > Make corrections among peers about coherence and cohesion in written texts.

Moment	Teacher role	Student role	Learning resources	Assessment	Time
Pre-Task	Teacher puts some soft music on and makes students to sit	Students do some relaxation exercise. They sit comfortably and then they	Computer Projector Speakers		5 minutes

	comfortably and slowly count to 10.	slowly count to 10.	Video of soft music		
While Task	<p>The teacher specifies that students must include present perfect and past simple in their presentation.</p> <p>The teacher indicates students they have to keep looking for information and synthesizing it.</p> <p>The teacher repeats what are the main characteristics of traditions students have to include.</p>	<p>Students keep looking for information and synthesizing the information.</p> <p>They include present perfect and past simple in they information synthesized.</p> <p>Students synthesize information according to the requirements in the guidelines.</p>	Computer Guidelines		30 minutes
Post-task	The teacher tells students they have to Exchange information with other pair of students, to know if they have all they need and it is clear.	Students exchange their synthesized information with another couple to check if it is comprehensible and it has what is required.	Computers	Formative	10 minutes

Class	11th grade Session 6: Write the script and do the ppt 90 minutes
Objective	Content: Students organize information following the given guidelines Procedural: Students classify information for their script and their ppt Students prepare their oral presentation. Students illustrate information in a PPT. Attitudinal: Students show willingness to work enthusiastically in their presentation.
Assessment indicator Students...	> Use communicative abilities to present ideas, opinions, feelings and experiences in a coherent way. > Record specific information like names, data and figures. > Express ideas using sentences and idiomatic expressions.
Triggers addressed	Poor L2 knowledge Afraid of making mistakes

Moment	Teacher role	Student role	Learning resources	Assessment	Time
Pre-Task	The teacher puts some soft music on and makes students imagine their happy place.	Students imagine their happy place while they are listening soft music.	Video of soft music Projector Computer Speakers		5 minutes
While Task	The teacher presents to the students some communicative expressions like introducing themselves and Greetings for them to use	Students take notes of the communicative expressions so that they include them into their presentations.	Notebook Computer		75 minutes

	<p>it in their presentations.</p> <p>The teacher points out that students need to write their script and start preparing their visual aids for their presentations.</p> <p>Teacher monitors students work</p>	<p>Students write their script based on the guidelines and in the information they have gathered.</p> <p>Students start preparing the visual aids for their presentations.</p>			
Post-task	The teacher answers any question the students may have.	Students asks questions about the guidelines or the rubrics.	Guidelines Rubrics		10 minutes

Class	11th grade Session 7: Practice the presentation 90 minutes
Objective	<p>Content: Students practice pronunciation in small groups Students appraise their oral presentations.</p> <p>Procedural: Students practice their presentation in front of small groups. Students evaluate their classmates' presentation and their own.</p> <p>Students revise their presentations. Attitudinal: Students show willingness to help their classmates.</p>
Assessment indicator	<ul style="list-style-type: none"> > identify the pronunciation of sounds that interfere with text comprehension. > Express ideas about costumes and traditions from around the world through short presentations. > Express ideas using sentences and idiomatic expressions.
Students...	

	<ul style="list-style-type: none"> > Make corrections among peers about coherence and cohesion in written texts. > Use communicative abilities to present ideas, opinions, feelings and experiences in a coherent and justified way. > Elaborate descriptions of costumes and traditions, different from their own. > Explain misinterpretations or stereotypes coming from costumes and traditions own from other cultures. > Point costumes and traditions from other cultures that are important to know.
Triggers addressed	Afraid of speaking in front of the class.

Moment	Teacher role	Student role	Learning resources	Assessment	Time
Pre-Task	The teacher makes students do some breathing exercises. In addition, the teacher put some soft music on.	Students do some breathing exercises while they are listening soft music	Video of relaxing music Computer Speakers Projector		5 minutes
While Task	The teacher gives time for students to practice with their partner the pronunciation of the words. The teacher orders students to form 4 groups.	Students practice their pronunciation with their partners for the presentation. Students (couples) form groups (3 groups of 4 couples and one of 5 couples) for	Computers Notebook (for taking notes)	Formative (peer assessment)	80 minutes

	<p>The teacher gives instructions for students to practice their presentations (showing their visual aids) in those small groups and they have to give feedback each other.</p> <p>The teacher monitors students' work.</p>	<p>practicing their presentations.</p> <p>Each couple receive feedback from their classmates of the group.</p>			
Post-task	<p>The teacher gives students the instruction of give each other feedback.</p>	<p>Students exchange their feedback.</p> <p>Students ask for clarification of any instruction or pronunciation.</p>			5 minutes

Class	<p>11th grade Session 8 : Practice the presentation 45 minutes</p>
Objective	<p>Content: Students fix their presentations./work on their presentation Procedural: Students practice their presentation in front of small groups. Students evaluate their classmates' presentation and their own. Students revise their presentations. Attitudinal: Students show willingness to help their classmates.</p>
Assessment indicator	<p>> Identify characteristic pronunciation of sounds that interfere with the text comprehension.</p>
Students...	

	<ul style="list-style-type: none"> > Express ideas about costumes and traditions from around the world through an oral presentation. > Express new ideas by reformulation sentences heard or read. > Make corrections among peers about text coherence and cohesion.
Triggers addressed	Afraid of speaking in front of the class.

Moment	Teacher role	Student role	Learning resources	Assessment	Time
Pre-Task	The teacher puts some soft music on and makes students to do some relaxation exercise for their muscles tension.	Students do some relaxation exercise. First, they squeeze their fist tightly. They hold their squeezed fist for a few seconds. Then slowly open their fists.	Video of relaxing music Computer Projector Speakers		5 minutes
While Task	The teacher gives time for fixing any error in their presentations, script or pronunciation Teacher monitors students' work and answers any questions students have	Students fix errors in their presentations or their script. Students correct their pronunciation mistakes	Computers	formative	35 minutes

Post-task	Teacher gives time for sharing the experience of practicing their presentation.	Students share their experience with practicing their presentation. Students ask the last questions before the oral presentation.	Notebook (to take notes)		5 minutes
-----------	---	--	--------------------------	--	-----------

Class	11th grade Session 9: Deliver the presentation 90 minutes
Objective	Content: Students perform their oral presentations in front of the class. Procedural: Students present their presentation about a tradition. Attitudinal: Students show willingness to listen each other's presentation.
Assessment indicator Students...	<ul style="list-style-type: none"> > Express ideas about costumes and traditions from around the world through an oral presentation. > Use communicative abilities to present ideas, opinions, feelings and experiences in a coherent and justified way. > Elaborate descriptions about costumes and traditions, different from their own. > Explain misinterpretations or stereotypes coming from costumes and traditions own of other cultures. > Express ideas using sentences and idiomatic expressions. > Indicate costumes and traditions from other cultures that are important to know.
Triggers addressed	Test provoking anxiety

Moment	Teacher role	Student role	Learning resources	Assessment	Time
Pre-Task	Teacher puts some soft music on and makes students to sit comfortably and slowly count to 10.	Students do some relaxation exercise. They sit comfortably and then they slowly count to 10.	Video of relaxing music. Computer. Projector. Speakers		5 minutes
While Task	The teacher gives instructions for the students for the final oral presentation. The teacher takes notes about students' performances. The teacher provides feedback individually to each couple and ask for feedback to the rest of the class.	Students deliver their presentations. Students pay attention to their classmates' presentation and take notes about it. Students provide feedback to their classmates. Students receive feedback from the teacher and their classmates.	Visual aids (PPT, prezi, etc.) Computer Projector Speakers (if necessary)	Summative	80 minutes
Post-task	The teacher says students need to give feedback to the couples who present and explain it.	Students give feedback to the couples who presented.			5 minutes

Class	11th grade Session 10: Deliver the presentation 45 minutes
Objective	Content: Students perform their oral presentations in front of the class. Procedural: Students present their presentation about a tradition. Attitudinal: Students show willingness to listen each other's presentation.
Assessment indicator Students...	<ul style="list-style-type: none"> > Express ideas about costumes and traditions from around the world through and oral presentation. > Express new ideas reformulating sentences heard or read before. > Use communicative abilities to present ideas, opinions, feelings and experiences in a coherent and justified way. > Elaborate descriptions about costumes and traditions, different from their own. > Explain misinterpretations or stereotypes coming from costumes and traditions own of other cultures. > Indicates costumes and traditions from other cultures that are important to know.
Triggers addressed	Test provoking anxiety

Moment	Teacher role	Student role	Learning resources	Assessment	Time
Pre-Task	The teacher makes students do some breathing exercises. In addition, the teacher put some soft music on.	Students do some breathing exercises while they are listening soft music	Video of relaxing music. Computer. Projector. Speakers		5 minutes
While-Task	The teacher gives the instruction that the rest of the	Students deliver their presentations.	Visual aids (PPT, prezi, etc.)	Summative	30 minutes

	<p>couples will present this class. The teacher takes notes about students' performances for giving feedback.</p> <p>Teacher gives feedback individually to the students.</p>	<p>Students pay attention to their classmates' presentation and take notes about it.</p> <p>Students provide feedback to their classmates.</p> <p>Students receive feedback from the teacher and their classmates.</p>	<p>Computer</p> <p>Projector</p> <p>Speakers (if necessary)</p>		
Post-task	The teacher says students need to give feedback to the couples who present and explain it.	Students comment the traditions they have just presented.			5 minutes

Appendix B: Material for Unit 1, Lesson 1

LISTENING COMPREHENSION

Top 5 Weirdest Traditions around the World

Objective: Students will be able to identify main information about traditions and vocabulary related.

PRE-LISTENING ACTIVITY

Activity 1: In pairs, look up in your cellphone the definition of the following words.

- a. Toss:
- b. Pick up
- c. Pass around:
- d. Pay tribute:
- e. Chew:

Activity 2: Make sentences using the previous vocabulary.

WHILE-LISTENING ACTIVITY

Context: In this video, the speaker describes the top 5 weirdest traditions in the world.

Activity 1: Watch this video three times and complete the following chart. Later, share your answers with a partner

<https://www.youtube.com/watch?v=X2aRHb0qgs8>

Name of the tradition	Country where it is held	Participants	Purpose
	India		For the baby to be healthy.
Crocodile skin tradition			
		Anyone who wants to participate	
	Indonesian island of Sulawesi		
Bullet ant glove			To become a man.

Activity 2: Individually, answer the following questions. Then, share your answers in small groups of four.

1. Did you know about any of the 5 traditions from the video?
Yes, I did. I knew tradition / No, I didn't.
2. Did any of these traditions draw your attention? Why?
Yes, it did. One tradition that drew my attention was Because...
3. Would you like to go to any of these traditions?
Yes, I would like to attend to... / No I wouldn't like to...

POST-LISTENING

Activity 1: In pairs...

1. List some adjectives used to describe this tradition.
2. Choose one tradition and write what this tradition consists of.
The tradition I chose is baby tossing, it consists of throwing a baby from a building for the baby to be healthy.
3. Write a brief description of one tradition and then share it with the class.

WORKSHEET

Vocabulary and grammar

Objective: Students will be able to write sentences from meaning of the Word given

Students will be able to practice the present perfect and past simple uses

I. Vocabulary related to traditions. In pairs look for the definition of these words in your mobile phone and group them into categories: verbs and nouns.

- | | |
|-------------|-----------------|
| a. Literary | e. Indigenous |
| b. Ancient | f. Sacred |
| c. Western | g. Unremarkable |
| d. Native | h. Costume |

II. In pairs, write one sentence for each of the following words.

- | | |
|-------------|-----------------|
| a. Literary | e. Indigenous |
| b. Ancient | f. Sacred |
| c. Western | g. Unremarkable |
| d. Native | h. Costume |

III. Past Simple and Present Perfect review.

a. Past simple uses:

- i. To talk about things that happened in the past.
- ii. To talk about things that existed before.
- iii. To talk about something that has already happened.

b. Present perfect uses:

- i. To talk about experience.
- ii. To talk about an action that began in the past and continued to the present time.
- iii. To talk about an action or state that occurred at an indefinite time in the past.

IV. Individually, fill in the gaps with the appropriate tense (past simple or present perfect) of the verbs in brackets.

- a. Felipe (arrive)_____ at Valparaiso a week ago.
- b. My best friend and I (know)_____ for over 6 years now.
- c. I (visit)_____ my grandma last year.
- d. Things (change)_____ in Chile since October 18th, 2019.
- e. I (not/know) _____ there was no milk in the refrigerator.
- f. Maria (study) _____ a lot for yesterday's exam, she deserves that grade.
- g. (learn) _____ you _____ how to learn?
- h. (see)_____ you ever _____ see The Lion King?
- i. She (spend) _____ a lot of money in that car.
- j. Alicia (find) _____ lots of photos of her family vacations.

APPENDIX C: Material for unit 1, lesson 2

Worksheet: Practice

Objective: Students practice the use of vocabulary related to traditions and grammar content.

I. Individually write sentences using the following words. Then, share your sentences with a partner.

- | | |
|--------------|----------------|
| a. Costume | e. Pay tribute |
| b. Tradition | f. Sacred |
| c. Toss | g. Ancient |
| d. Pick up | h. Native |

II. In pairs, collect all the vocabulary you and your partner look up in the last class listening comprehension activity. Using 8 words from that vocabulary, write one sentence per word, the sentences have to be related to the traditions mentioned in the listening comprehension. Then, share you sentences with another pair.

_____	_____
_____	_____
_____	_____
_____	_____

III. Using the last class listening comprehension chart, choose one tradition from the chart that you completed last class. Describe the tradition you choose using the information you gathered in the chart and at the end of the paragraph include your opinion about the tradition, answering the following questions: would you like to attend/participate that tradition?

Follow the structure below.

(Name of the tradition) is a tradition held in (name where is done), it is mainly about (description using adjectives and including participants and purpose). I would/wouldn't like to attend/participate (name of the tradition) because (your opinion).

LET'S PREPARE A PRESENTATION

OBJECTIVE: STUDENTS OUTLINE THE DIFFERENT STEPS FOR THE FINAL PRESENTATION



ABOUT THE PRESENTATION

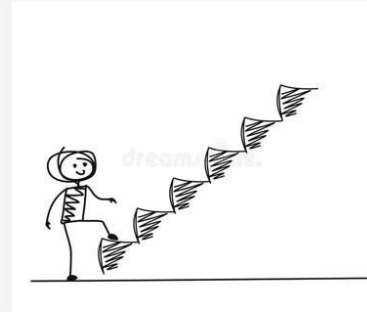
- The presentation is going to be about traditions around the world. It is going to be in pairs and you can choose the tradition.
- It will last 5-7 minutes.
- The main characteristics for your presentation are:
 - Name of the tradition
 - Country where it is held
 - Participants
 - Purpose



2

STEPS FOR THE PRESENTATION

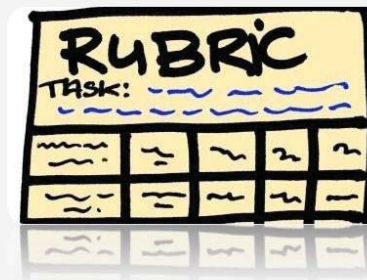
1. Traditions knowledge (June 3rd)
2. Task description (June 8th, today)
3. Choose a topic (June 10th)
4. Synthesizing information (June 15th & June 17th)
5. Write the script and work in the visual support (June 22nd)
6. Practice the presentation (June 24 & July 1st)
7. Deliver the presentation (July 6th & July 8th)



3

CRITERIA FROM THE RUBRIC

- There are seven criteria of evaluation for your oral presentation
 1. Task achievement
 2. Range
 3. Organization
 4. Pronunciation
 5. Accuracy
 6. Body language
 7. Delivery



4

Appendix D: Assessment plan

Rubric

	Task Achievement	Range	Organization	Pronunciation	Accuracy	Body language	Delivery
5	Description of the tradition completed successfully and without difficulty	A wide variety of both appropriate structures (present perfect and past simple) and vocabulary related to traditions used confidently	Learner able to connect ideas clearly and effectively, using basic linkers and devices appropriate to the level. Use an appropriate visual support.	Clear pronunciation of sounds and use of stress and intonation to convey meaning.	Very few errors in use of structures and vocabulary related to traditions expected at this level.	Body movements are intentional and controlled, yet natural. Gestures are aligned to the presentation and the message	Holds attention of the audience with the use of eye contact, without looking at notes. Appropriate volume.
4	Description of the tradition completed without difficulty	Some elements of 5 and 3	Some elements of 5 and 3	Some elements of 5 and 3	Some elements of 5 and 3	Some elements of 5 and 3	Some elements of 5 and 3
3	Description of the tradition with occasional difficulty	A variety of appropriate structures used (present perfect and past simple), with some inappropriate use or difficulty retrieving appropriate language	Learner usually able to communicate and link ideas clearly, though with a lack of overall fluency. Present visual support.	Some difficulty with sounds, stress, and intonation, causing strain on the listener.	Errors in use of structures and vocabulary are frequent.	Body movements are controlled but not natural. Gestures are aligned with the presentation	Displays minimal use of eye contact, while reading mostly from notes. Speaks in uneven volume.
2	Frequent difficulties prevented in description of the tradition	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3
1	Too little communication to assess	Too little communication to assess	Too little communication to assess. Do not present visual support.	Too little communication to assess	Too little communication to assess	Body movements are not controlled. Gestures are not aligned with the presentation	Too little communication to assess

Guidelines

The guidelines are given in the process of the preparation of the oral presentation. Besides, it is used in the rehearsal of the presentation stage. The guidelines are used as a checklist for the work through the process. Which include some of the criteria from the rubric. It is focused on content knowledge, fluency and accuracy and the way the topic is handled.

1. _____ I include the main characteristics (name of the tradition, country where it is from, participants, and purpose).
2. _____ I support my presentation with visual aids.
3. _____ The presentation has introduction, development and conclusion.
4. _____ I include at least 7 adjectives for describing the tradition.
5. _____ I use present perfect simple and past simple.
6. _____ I have practiced my presentation.
7. _____ I have practiced my pronunciation.
8. _____ I have asked for feedback to my classmates.
9. _____ I include images in my presentation.
10. _____ I know my script.
11. _____ I am able to speak fluently in English.
12. _____ I know the content of my presentation.

Appendix E: Google Form Questionnaire

Name:

1. Which of the following skills are the easiest for you?
 - a. Listening
 - b. Reading
 - c. Speaking
 - d. Writing
2. Which of the following skills are the most difficult for you?
 - a. Listening
 - b. Reading
 - c. Speaking
 - d. Writing
3. In the context COVID-19, which skill would you like to improve?
 - a. Speaking
 - b. Listening
 - c. Writing
 - d. Reading
4. You prefer to work...
 - a. Alone
 - b. In pairs
 - c. In small groups
 - d. In big groups
5. What kind of music do you listen to?
 - a. Rock&Roll
 - b. Hip-Hop
 - c. Grunge
 - d. Alternative
 - e. Pop
 - f. Otra
6. What kind of movies do you like?
 - a. Action
 - b. Comedies
 - c. Romantic
 - d. Dramas
 - e. Musicals
 - f. Otra
7. Do you do sports? If so, which one?
 - a. Yes
 - b. No
 - c. Otra
8. Do you have any hobbies?
 - a. Reading books

- b. Blogging
 - c. Playing music instruments (piano, guitar, etc.)
 - d. Listening to music
 - e. Singing
 - f. Hiking
 - g. Playing computer games
 - h. Otra
9. Do you play online games?
- a. Yes
 - b. No
 - c. If so, which games do you play the most?
.....
10. Do you think that playing (video) games would be useful to improve your speaking?
- a. Yes
 - b. No
11. Have you ever been on an app where English native speakers are present and feel frustrated because you cannot communicate with them?
- a. Yes
 - b. No
12. Do you like learning English?
- a. Yes
 - b. No

Appendix F: FLCAS (Foreign Language Classroom Anxiety Scale)

Items with Percentages of Students Selecting Each Alternative

- | | SA(Strongly Agree) | A(Agree) | N | D(Disagreed) | SD(Strongly Disagreed) |
|--|--------------------|----------|---|--------------|------------------------|
| 1. I never feel quite sure of myself when I am speaking in my foreign language class. | SA | A | N | D | SD |
| 2. I don't worry about making mistakes in language class. | SA | A | N | D | SD |
| 3. I tremble when I know that I'm going to be called on in language class. | SA | A | N | D | SD |
| 4. It frightens me when I don't understand what the teacher is saying in the foreign language. | SA | A | N | D | SD |
| 5. During language class, I find myself thinking about things that have nothing to do with the course. | SA | A | N | D | SD |
| 6. I keep thinking that the other students are better at languages than I am. | SA | A | N | D | SD |
| 7. I am usually at ease during tests in my language class. | SA | A | N | D | SD |
| 8. I start to panic when I have to speak without preparation in language class. | SA | A | N | D | SD |
| 9. I worry about the consequences of failing my foreign language class | SA | A | N | D | SD |
| 10. I don't understand why some people get so upset over foreign language classes. | SA | A | N | D | SD |
| 11. In language class, I can get so nervous I forget things I know | SA | A | N | D | SD |

12. It embarrasses me to volunteer answers in my language class.

SA A N D SD

13. I would not be nervous speaking the foreign language with native speakers.

SA A N D SD

14. I get upset when I don't understand what the teacher is correcting

SA A N D SD

15. Even if I am well prepared for language class, I feel anxious about it.

SA A N D SD

16. I often feel like not going to my language class.

SA A N D SD

17. I feel confident when I speak in foreign language class.

SA A N D SD

18. I am afraid that my language teacher is ready to correct every mistake I make.

SA A N D SD

19. I can feel my heart pounding when I'm going to be called on in language class

SA A N D SD

20. The more I study for a language test, the more confused I get.

SA A N D SD

21. I don't feel pressure to prepare very well for language class

SA A N D SD

22. I always feel that the other students speak the foreign language better than I do.

SA A N D SD

23. I feel very self-conscious about speaking the foreign language in front of other students.

SA A N D SD

24. Language class moves so quickly I worry about getting left behind.

SA A N D SD

25. I feel more tense and nervous in my language class than in my other classes.

SA A N D SD

26. I get nervous and confused when I am speaking in my language class.

SA A N D SD

27. When I'm on my way to language class, I feel very sure and relaxed.

SA A N D SD

28. I get nervous when I don't understand every word the language teacher says.

SA A N D SD

29. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

SA A N D SD

30. I am afraid that the other students will laugh at me when I speak the foreign language.

SA A N D SD

31. I get nervous when the language teacher asks questions which I haven't prepared in advance

SA A N D SD

Appendix G: Gantt Chart

Stages	3/06	8/06	10/06	15/06	17/06	22/06	24/06	1/07	6/07	8/07
Traditions knowledge	X									
Task description		X								
Choose a topic			X							
Synthesizing information				X	X					
Write the script and do the ppt						X				
Practice the presentation							X	X		
Deliver the presentation									X	X

Appendix H: Interview

After your experience working step-by-step for preparing your oral presentation. Answer these questions by giving your opinion. There are no right or wrong answers.

1. How did you feel working in groups? Or do you prefer working alone?
2. Did you feel less pressure by preparing your oral presentation step-by-step? Why?
3. Did you feel that the teacher helped you enough in your preparation? Explain.
4. Did you feel less anxious when presenting? What did you feel while presenting?
5. Do you feel more confident to participate in classes?
6. What technique help you to feel less anxious?
7. Do you have any suggestion to reduce anxiety in the class?
8. What do you think about the teacher decisions regarding the preparation of the presentation?
9. From the whole process, in what moment did you feel more comfortable and confident to participate in classes?
10. Did the relaxation exercises work for you to reduce your anxiety? Which one was the most meaningful? Do you have an exercise on your own?