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How to promote WTC and lower FLA with the use of MALL in a remote learning environment

TRABAJO DE TITULACIÓN

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I.   Introduction

The following report aims at presenting my pedagogical proposal, which has the purpose of solving a problem identified in a class of the school where I am going to do my final practicum. The motivation for creating this project is to give a possible solution to a puzzle that teachers and students have to face inside classrooms daily. This project is also fundamental for graduating as an English as a Foreign Language (EFL) teacher at the Pontifical Catholic University of Valparaíso.

The institution where I will carry out my pedagogical proposal is a private, coeducational, and Catholic school located in Valparaíso, which has approximately 700 students and provides pre-primary, primary, and secondary education. According to the school's website, it has two courses per level with a maximum of 35 students each. The institution is recognized for its high academic standards and its history in Valparaíso.

Regarding the class, I will be teaching in a 9th grade that has a total of 33 students (19 girls and 14 boys) and an age-range between 13 and 14 years old. At present, there are 2 students diagnosed with Special Educational Needs (SEN), one with Attention Deficit Disorder (ADD), and the other one with Attention Deficit Hyperactivity Disorder (ADHD). The class has 4 pedagogical hours per week; however, as a consequence of the national contingency, 2 of them are used for sending material via the school's Aula (videos, audios, handouts, etc.), and the remaining 2 are used for in-person classes online via the platform Zoom. As for students' levels of English, according to my mentor teacher, they range from A2 to B1. Based on my mentor teacher's statements, the students' strongest skill in English is listening, and the weakest is speaking. Regarding students' learning styles, my mentor teacher states that the majority are visual learners. It is noteworthy to mention that this information could not be corroborated by other sources.

With the purpose of gathering more information about the class and identifying a niche (Swales, 1984), I administered several data-collection instruments. For instance, one questionnaire for the Head of the English Department, another questionnaire for my mentor teacher, the school's website, and small chats via WhatsApp with my mentor teacher. Nevertheless, the most

significant one for identifying a problem in the class was the questionnaire to my mentor teacher. This was mainly because she is the only person who has a personal relationship with the students and knows their strengths and weaknesses. Ideally, in a normal semester, I would have conducted a survey, used an observation journal, or administered other data-collection instruments to gather more information. However, because of the national contingency, it was impossible to use a wider range of instruments. The questionnaire that I am referring to had a total of 29 questions and its purpose was to collect information about the students, their current context, and the issue that is affecting them inside the classroom.

After the triangulation of the data, I could identify that the problem within the class is that students are not Willing to Communicate (WTC) in the L2 because of Foreign Language Anxiety (FLA). I came to this conclusion thanks to my mentor teacher's statements regarding students' anxiety when speaking in English. She claims that students refuse to speak in the L2 because they do not like making mistakes due to the fact that it increases their anxiety. This could be a consequence of the high levels of competitiveness that exist in the classroom. As an illustration, students are commonly competing over who is the best. I took this information and compared it with some recent articles related to FLA and WTC (Han & Keskin, 2016; Bernales, 2016), and I decided to focus my intervention on this issue. In my opinion, this problem needs to be tackled since it clearly interferes with students' development of speaking (Contreras-Soto et al., 2019). In order to corroborate my mentor teacher's statements, the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986) test will be administered before and after the intervention.

My pedagogical proposal is highly relevant because foreign language anxiety and unwillingness to communicate are problems that students and teachers have to face regularly (Chávez et al., 2017). In fact, in Chile, FLA and WTC are important areas of research in teaching (Gregersen, 2006). This may be a consequence of Chileans' low levels of English proficiency. As an illustration, there is evidence that demonstrates that Chilean levels of English proficiency are lower than the average (Education First, 2016). However, there is not much research on how to promote WTC and lower FLA in a remote learning environment. Today, we are facing a pandemic that has affected the entire world. As a result, we have been forced to stay at home and

change our routines. Schools have been affected as well since the new teaching environment involves remote learning instruction. Thus, in this action research, I would like to inquire into how Mobile Assisted Language Learning (MALL henceforth) may contribute to lowering FLA and enhancing WTC in a remote learning environment.

II.   Literature review

According to the results of an FLA study carried out by Gregersen (2006) in the Chilean context, culture plays a fundamental role in the language learning process. Unfortunately, Chile has a non-English speaking culture. In fact, Chile is still considered as an English as a Foreign Language (EFL) country, which means that English is not recognized as Chilean second language. This issue enormously impacts Chilean students of English as they "do not have enough opportunities to talk or practice the language outside the classroom, or in some cases inside of it." (Chávez et al., 2017, p. 10). Therefore, students can develop unwillingness to communicate and foreign language anxiety because they do not have enough instances for practicing the target language.

In order to understand this puzzle that not only affects the class in which I am going to do my practicum, but also most of the Chilean learners of English, it is essential to understand the key concepts that it entails. The first important term to define is "anxiety". According to Horwitz (2010), the concept of anxiety "is itself multi-faceted, and psychologists have differentiated a number of types of anxiety including trait anxiety, state anxiety, achievement anxiety, and facilitative-debilitative anxiety." (p. 154). In relation to that, the concept of Foreign Language Anxiety (FLA) ought to be understood as "a complicated phenomenon which affects feelings, self-esteem, and self-confidence" (Chávez et al., 2017, p. 8). Some of the effects that FLA causes in students are freezing up during speaking activities, experiencing loss of memory, and participating less in class (Gregersen, 2006). Another important effect is that FLA also seems to be detrimental to learners' achievement/performance (Contreras-Soto et al., 2019).

The second core concept that needs to be properly defined is Willingness to Communicate (WTC henceforth). MacIntyre, Clément, Dörnyei, and Noels (1998) define WTC as "a readiness to enter into discourse at a specific time with a specific person or persons, using an L2" (as cited in

Yashima, MacIntyre, & Ikeda, 2018, p. 116). Nevertheless, according to Bernales (2016), WTC has been recently "re-conceptualized as a dynamic process" (p. 2), which has several variables to consider. For instance, lesson content and context, the teacher, the authenticity and naturalness of L2 interactions, interactions with peers, among others. Of all the aforementioned variables, I will focus on the one related to learners' motivations (Dörnyei, 2005).

The learners' motivations variable addresses the types of motivation that encourage students to communicate, which are linked to their L2 self-system (i.e. their L2 self-perceptions) (Bernales, 2016). According to Dörnyei (2005), this variable is composed of three main constructs: (1) the Ideal L2 Self, which represents an idealized version of what students would like to achieve in the L2, (2) the Ought-to L2 Self, which refers to the attributes that students believe should have in order to meet L2 expectations, and (3) the L2 Learning Experience, which refers to students' perceptions about their L2 learning experience and environment. In the process of developing my intervention, I will rely on the third construct as I will try to motivate students' WTC through a positive learning experience and a friendly environment.

Another important concept that needs to be addressed is Mobile Assisted Language Learning (MALL). The aforementioned term is central in the intervention that I will carry out. As stated by Shamsi, Altaha, and Gilanlioglu (2019), MALL can be defined as "programs on the mobile phones which can be used to teach languages" (p. 276). Nowadays, MALL is known as a "wide-spreading approach and considered one of the 21st-century skills." (Shamsi et al., 2019, p. 276). Recent findings have shown that MALL contributes to improvement in educational outcomes since it promotes new learning (Valk et al., 2010). In addition, it has been proven that the use of MALL, particularly the use of the application WhatsApp, in speaking lessons significantly lowers students' FLA levels (Han & Keskin, 2016).

Bearing these findings in mind, I planned an intervention based on several studies that focus on Willingness to Communicate (WTC) and Foreign Language Anxiety (FLA) (Han & Keskin, 2016; Wang, Shang, & Briody, 2011; Bernales, 2016). I mainly draw on Han and Keskin's (2016) study, whose purpose was to examine "the effect of using WhatsApp activities in undergraduate level EFL speaking classes on students' speaking anxiety." (Han & Keskin, 2016,

p. 29). Their intervention was 4 weeks long and had a total of 39 participants. The activities they used were WhatsApp group activities where students had to create mini dialogues that they had to record by using WhatsApp audios. With the use of WhatsApp audios, students were able to practice their English without worrying about making mistakes, audios can be easily erased. Also, they had the possibility of listening to themselves and noticing their pronunciation mistakes. After the intervention, Han and Keskin (2016) concluded that "WhatsApp experiences significantly impacted the students' language acquisition by lowering EFL speaking anxiety." (p. 29). Even though these activities were conducted in face-to-face classes, I will adapt them and use them to provide remote instruction as they are suitable to the current teaching environment.

Another recent study that I relied on was the one carried out by Wang, Shang, and Briody (2011). This study had the purpose of examining "the overall effects of using games on the improvement of young children's English proficiency" (Wang et al., 2011, p. 127) in relation to anxiety. Their intervention was based on the strategy of including games for reducing anxiety, increasing motivation, and expanding vocabulary. Wang et al. (2011) argue that "students' motivation and confidence can be enhanced in the process of playing games when they achieve learning goals in a relaxing environment." (p. 128). Some of their findings demonstrate that students' anxiety levels were reduced when games were included in learning. For this reason, I decided to include the strategy of using games in some of the sessions of my intervention.

III. Action plan

The purpose of my intervention is to lower students' FLA and improve students' WTC with the use of MALL, especially with the use of the WhatsApp application. As for the learning outcome, by the end of my intervention, students will be able to present a 5-minute role-play dialogue in groups of 3 via a WhatsApp video call using topic-specific vocabulary. For achieving it, the following specific objectives have been formulated for the 7 different sessions:

- Students will be able to use expressions for likes and dislikes to create sentences by playing the game "Two truths, One lie".
- Students will be able to use the vocabulary related to the weather through the game Pictionary in groups of 5/6 members.

- Students will be able to describe a picture using the vocabulary learned making their partners draw a similar version of it.
- Students will be able to use the new vocabulary and the expressions by playing the game Bingo.
- Students will be able to create a 3-minute role-play dialogue in groups of 3 using topic-specific vocabulary.
- Students will be able to create a 5-minute role-play dialogue in groups of 3 using topic-specific vocabulary.

As previously mentioned, my intervention consists of 7 sessions (see Appendix A) that will take place once per week. The duration of each session will depend on the task of the day, but it will range from 15 to 45 minutes. As for the activities of my intervention, I draw inspiration from Wang et al.'s (2011) and Han and Keskin's (2016) studies. According to Wang et al.'s (2011) research, including games in speaking lessons can help students to reduce their anxiety and stimulate their willingness to communicate. With this in mind, I included in my pedagogical proposal games such as Pictionary, Bingo, Descriptive Drawing, among others. In addition, as stated by Han and Keskin (2016), creating speaking activities with the use of Whatsapp can successfully lower students' FLA. For this reason, I adapted the WhatsApp activities mentioned in this study and used them in my pedagogical proposal.

Regarding the materials for my intervention, I created a PPT (Appendix B), Bingo cards (Appendix C), a Language Bank handout (Appendix D), Baamboozle website activities (Appendix E), and pictures (Appendix F). The reason why I designed these materials is that students are visual learners, thus they "rely heavily on the visual channel when processing and internalizing experience" (Al-Shehri, 2009, p. 165). In other words, "they understand better and retain information most efficiently by looking at visually stimulating objects such as pictures, diagrams, and charts" (Al-Shehri, 2009, p. 165). In relation to the assessment plan I drew up for my pedagogical proposal, I created an original rubric (Appendix G) to assess students' achievement of the learning objective, which is related to an oral presentation. The rubric has a total of 25 points that are divided into five criteria. According to the school's Reglamento Interno de Evaluación, Calificación, y Promoción (2020), the level of achievement needs to be 60%.

However, I will apply differentiation to the product (Tomlinson, 2001) of this assessment, which means that students with SEN will be assessed with 50% level of achievement. It is noteworthy that I will not only apply differentiation to this assessment but also to every activity of this intervention. For example, I will adapt the product, the process, and content of the activities considering students' readiness, interests, and learning profile.

In order to assess the efficacy of my intervention and ascertain how much the students are uptaking, I will administer three data-collection instruments before, during and after its implementation. These are the FLCAS test, an uptake sheet, and an exit ticket, respectively. First, I will administer the FLCAS test (Horwitz et al., 1986) before and after my intervention. This is a self-report measure that "assesses the degree of anxiety" (Horwitz et al., 1986, p. 559). With this instrument, I will corroborate my mentor teachers' statements and assess the efficacy of my project. Second, in the first session of my intervention, I will administer an uptake sheet (Appendix H) with the aim of collecting data about learners' perceptions of what they have learned during the lesson (Mackey & Gass, 2005). The uptake sheet that I designed has three questions ("Was this expression new to you?", "Do you know what it means?", and "Do you know how to pronounce it?"), which students have to answer in relation to one criterion named "functional language". Finally, in the fifth session of my intervention, I will administer an exit ticket (Appendix I) with the purpose of identifying if students believe that the use of WhatsApp has helped them to reduce their FLA and increase their WTC. This assessment has four questions that learners can answer with a scale, a brief paragraph, and multiple choice.

Gantt Chart:

Months		May						June			
		Weeks					Weeks				
Objectives	**Activities**	1	2	3	4	5	1	2	3	4	
Students will be able to use expressions for likes and dislikes to create sentences by playing the game "Two truths, One lie".	- PPT presentation - "Two truths, One lie"	x									
Students will be able to use the vocabulary related to the weather through the game Pictionary in groups of 5/6 members.	- Baamboozle Activity - Pictionary		X								
Students will be able to describe a picture using the vocabulary learned making their partners draw a similar version of it.	- Baamboozle activity - Descriptive Drawing game			x							
Students will be able to use the new vocabulary and the expressions by playing the game Bingo.	- Bingo				X						
Students will be able to create a 3-minute role-play dialogue in groups of 3 using topic-specific vocabulary.	- Role-play dialogue					x					

Students will be able to create a 5-minute role-play dialogue in groups of 3 using topic-specific vocabulary.	- Role-play dialogue							X			
Students will be able to present a 5-minute role-play dialogue in groups of 3 via a WhatsApp video call using topic-specific vocabulary.	- Role-play dialogue presentation								x		

IV. Reflection

Throughout this action research, I have been able to expand my knowledge about FLA and WTC. Even though I had courses that taught me about these topics while studying, I was not aware of their importance in language teaching. Also, I ignored that FLA and unwillingness to communicate are common problems inside Chilean classrooms. The class where I am going to do my final practicum enlightened me about this issue. Besides, thanks to this action research, I realized that I was also affected by FLA when I was an EFL student. For this reason, I was keen to find an effective solution that will help my future students to overcome FLA and be more eager to communicate in the L2.

According to Brown (2003), changing the traditional teaching methods for new ones may help students to reduce their FLA and increase their WTC. I am convinced that this is a great strategy to implement in the Chilean classrooms since the traditional methods used for teaching are not as effective as they should. As a result, most Chilean EFL students develop FLA and unwillingness to communicate. With this in mind, I decided to change the teaching methods used in my class (which were mainly teacher-based) for a new revolutionary approach named MALL. I presume that the implementation of this approach will be successful considering that it involves mobile phones and technology, which are features that students commonly feel attracted to and are familiar with. I also believe that using MALL will be effective since it is suitable for the current context that demands remote instruction.

Regarding the data-collection instruments that will be administered to assess the efficacy of my pedagogical proposal, I have no doubt that they will be helpful for retrieving the necessary information. As an illustration, according to Horwitz (1986), the FLCAS test is a reliable and validated instrument for measuring students' levels of anxiety. As a matter of fact, this test has been used in many studies related to FLA around the world. Besides, although I originally created an uptake sheet and an exit ticket for my intervention, these are instruments suggested by experts in classroom research (e.g. Mackey & Gass, 2005).

When reflecting on my pedagogical proposal, I realized that if I had the opportunity of designing my intervention again, I would change some elements. For example, even though I included differentiation in the activities of my intervention, I did not include it in the materials that I will use. As an illustration, the Baamboozle activities were not differentiated considering students' levels of proficiency, profile, or readiness. In the future, I would like to do several versions of these games that take into account learners' different needs. Besides, when reflecting on the details of my intervention, I realized that it has some limitations. One example of these is that this project might not be helpful for students that are not autonomous learners or self-directed.

In sum, despite the changes that I would do to my intervention, I hold the impression that my project will be helpful for teachers that seek to lower FLA and promote WTC with the use of MALL, particularly with WhatsApp, in a remote learning instruction. This intervention relates to my values as a teacher, since it involves innovative and creative teaching through the use of games, technology, and stimulating activities. It also represents my teaching philosophy, which focuses on student-centered teaching and positive learning environments. My next avenue for research will be finding new strategies to help students to be autonomous and self-directed.

V.   Conclusion

In conclusion, thanks to this action research, I learned that face-to-face instruction is not always needed to achieve meaningful learning. There are new revolutionary methods that help teachers to adapt their lessons according to the current situation, which involves remote learning instruction. A good example of these is MALL, an innovative approach that allows students to

learn by using devices that they have at home (e.g. mobile phones). Besides, with this project, I learned that it is essential for teachers to learn how to use Information Communication Technology (ICT) tools, since the future expects us to be prepared for new teaching environments.

As a final thought, through this action research, I learned that there are several factors that may affect students' speaking skills. For example, students may be unwilling to communicate in the L2 because of their learning environment and learning experience. A negative learning experience and a competitive learning environment can cause FLA in students, which makes them unwilling to communicate in the L2. Therefore, we need to foster a friendly environment among students and ensure a positive learning experience. As a result, students will likely be more motivated to speak in the target language and encouraged to improve their speaking skills.

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VII.   Appendices

Appendix A: Scope & sequence

Session	Content	Learning objective	Activities	Materials	Assessments	Contingency plan
1 (30 mins.)	Expressions for likes & dislikes.	Students will be able to use expressions for like and dislike to create sentences by playing the game "Two truths, One lie".	Students will be given an uptake sheet (Appendix H) for them to answer throughout the session. Assessment idea taken from Mackey & Gass (2005). Students are presented with some likes & dislike expressions that they will be working with through a PowerPoint presentation (Appendix B). Activity originally made. Students will play	PPT Zoom Platform	Uptake sheet	In case students cannot connect to Zoom, they could create a WhatsApp group chat to play with their classmates. For the game "Two truths, One lie", I will apply differentiation to the product (Tomlinson, 2001). I will ask advanced learners to create longer sentences and slow learners to create shorter sentences.

			the game "Two Truths, One Lie" in groups of three. They will have to use the expressions of likes and dislikes to create 3 sentences, 2 of them are truths and 1 is a lie. Students will have to read the sentences to their partners, and they will have to guess which is the lie. Game taken from https://www.icebreakers.ws/small-group/two-truths-and-a-lie.html			
2 (30 mins.)	Vocabulary related to the weather.	Students will be able to use the vocabulary related to the weather through the game Pictionary	Students are presented vocabulary related to the weather through the website Baamboozle (Appendix E). Students will also	Baamboozle Zoom platform Notebooks and pencils		In case the internet does not function properly, the game will not be played in groups (neither in the chat rooms of Zoom), the

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		in groups of 5/6 members.	do a small quiz in two teams, where they will test their understanding of the vocabulary. Students will use the vocabulary learned to play the game Pictionary in groups of 5 to 6 members in the chat rooms of Zoom. With this game, students will practice the new vocabulary in a didactic way. Game taken from https://www.tefl.net/elt/ideas/games/drawing-games/			teacher will draw, and the students will have to guess. For the game Pictionary, I will apply differentiation according to students' readiness (Tomlinson, 2001). In case students do not have enough English vocabulary to play the game, they will be able to use some words in Spanish during it.
3 (30 mins.)	Vocabulary related to places to travel.	Students will be able to describe a picture using the vocabulary learned	Students are presented vocabulary related to places to travel through the website Baamboozle	Baamboozle Zoom Platform Pictures		In case students need more input related to the vocabulary, I will show them YouTube videos with the content.

| | | making their partners draw a similar version of it. | (Appendix E). Students will also do a small quiz in two teams, where they will test their understanding of the vocabulary. Activity originally made.

Students will play the game "Descriptive Drawing" in pairs in the chat rooms of Zoom. They will have to use the new vocabulary to describe a picture (Appendix F) to their partner and their partner will use the description to draw a similar version of the picture. Game taken from https://www.tefl.net/elt/ideas/games/drawing-games/ | | | For example: https://www.youtube.com/watch?v=P7BlpW1KjAU

For the game "Descriptive Drawing", I will apply differentiation regarding students' interests (Tomlinson, 2001). As an illustration, if students do not like the picture that I chose to do the activity, they will be allowed look for new pictures in which they can use the vocabulary. |

4 (15 mins.)	Expressions for likes and dislikes and vocabulary related to places to travel and the weather.	Students will be able to use the new vocabulary and the expressions by playing the game Bingo.	Students will play the game Bingo (Appendix C) to remember the vocabulary and the expressions learned. The teacher will pick a word out of a bag and will ask a student to read it aloud, then she will ask students if they remember the meaning of the word picked. Game taken from https://www.book widgets.com/blog/2014/11/fun-classroom-activity-bingo	Zoom platform Bingo cards		In case the student chosen to read the word aloud is not willing to do it, the teacher will read it and ask their classmates if they remember its meaning.
5 (45 mins.)	Expressions for likes and dislikes and vocabulary related to places to travel and the weather.	Students will be able to create a 3-minute role-play dialogue in groups of 3 using topic-	Students will be given a Language Bank handout (Appendix D) to remember the expressions of the unit. Handout originally made.	Zoom platform WhatsApp application Language bank handout	Exit ticket	In case the internet does not work to use the Zoom platform, students will use the WhatsApp groups to do the activity and to ask questions to

| | | specific vocabulary. | Students will have to create a role-play dialogue (3 mins. long) in groups of 3 using the vocabulary and the expressions learned via the chat rooms of Zoom. Once they have the dialogue prepared, they will have to create a WhatsApp group with the members of the groups and the teacher. In the WhatsApp group, they will have to record themselves and send the audios in the dialogue order to receive feedback from the teacher.

The teacher will send them explicit feedback during | | | the teacher.

I will use differentiation in this activity according to students' learning profile (Tomlinson, 2001). For instance, students diagnosed with SEN will be asked to work with advanced learners. In this way they will be supported by the teacher and their classmates. |
|---|---|---|---|---|---|---|

			the week. Activity adapted from Han and Keskin (2016). Students will be given an exit ticket (Appendix I) for them to answer before finishing the session. Assessment idea taken from Mackey & Gass (2005).			
6 (45 mins.)	Expressions for likes and dislikes and vocabulary related to places to travel and the weather.	Students will be able to create a 5-minute role-play dialogue in groups of 3 using topic-specific vocabulary.	Students will have to use the feedback given by the teacher to improve their dialogues and to expand it to 5 mins. long (via the chat rooms of Zoom). Just like in the previous session, once they have finished improving their dialogues, they	Zoom Platform WhatsApp application		In case students have limited English vocabulary, they will use the Cambridge Online Dictionary to add more words to their dialogues (with the teacher's supervision). For this activity,

			will have to record themselves and send the audios in the dialogue order to receive new feedback from the teacher. The teacher will send them explicit feedback during the week. Activity adapted from Han and Keskin (2016).			I will apply differentiation to the process (Tomlinson, 2001). As an illustration, slow learners will have an extension in the time for sending their audios in case they need it.
7 (allotted schedule)	Expressions for likes and dislikes and vocabulary related to places to travel and the weather.	Students will be able to present a 5-minute role-play dialogue in groups of 3 via a WhatsApp video call using topic-specific vocabulary	Students will have to present their improved dialogues to the teacher via a WhatsApp video call in an allotted schedule during the week. Students will be assessed with a speaking rubric (Appendix G).	WhatsApp application	Rubric	In case the internet does not function well and complicates the presentations, they will be postponed to another date. I will apply differentiation to the product (Tomlinson,

		.	Assessment originally made. The grade and feedback will be sent throughout the week.			2001) of this assessment. Students with SEN will be assessed with 50% level of achievement.

Appendix B:

Unit 1: Travelling & the Weather

Expressions for
Likes & Dislikes

Miss Camila Oyarzún

Let's start!...

Expressions for Likes:
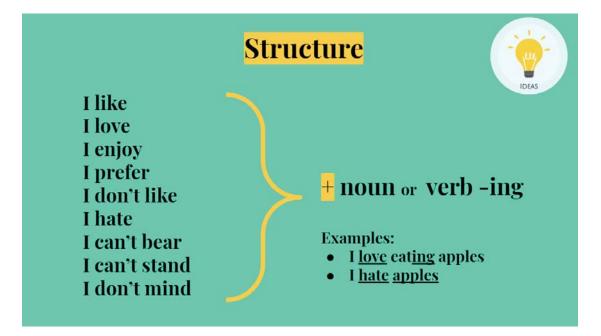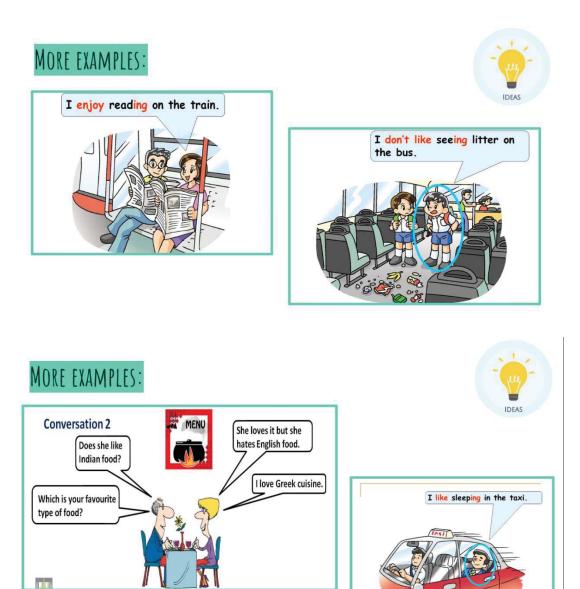
- I like...
- I love...
- I enjoy...
- I prefer...

Expressions for Dislikes:

- I don't like...
- I hate...
- I can't bear...
- I can't stand...

You can't decide if you LIKE or DISLIKE something? Don't worry, you can say..

- I don't mind...

Structure

I like
I love
I enjoy
I prefer
I don't like
I hate
I can't bear
I can't stand
I don't mind

+ noun or verb -ing

Examples:
- I love eating apples
- I hate apples

MORE EXAMPLES:

I **enjoy** read**ing** on the train.

I **don't like** see**ing** litter on the bus.

IDEAS

MORE EXAMPLES:

Conversation 2

MENU

Does she like Indian food?

She loves it but she hates English food.

Which is your favourite type of food?

I love Greek cuisine.

I **like** sleep**ing** in the taxi.

IDEAS

Appendix C: Example of a Bingo card

Appendix D: Language Bank handout

<u>Language Bank</u>

Useful Language: Expressions for Likes & Dislikes

Expression that we use when we LIKE something:

I like…

I love…

I enjoy…

I prefer…

Expression that we use when we DON'T like something:

I don't like…

I hate…

I can't stand…

I can't bear

Expression that we use when we AREN'T SURE if we like or dislike something:
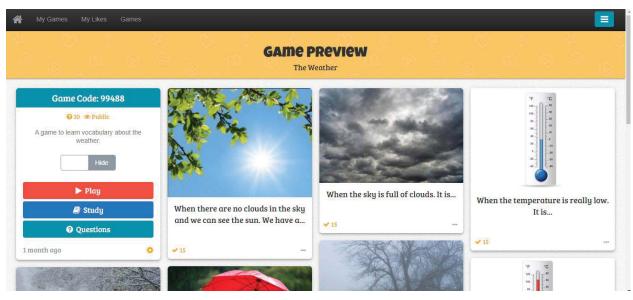
I don't mind…

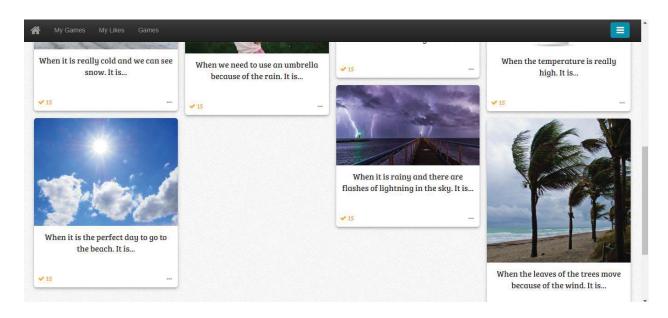**REMEMBER:** We use these expressions plus a noun or a verb with -ing.

For example:

- I like sunbath**ing** (verb with -ing) when it is sunny.
- I don't like go**ing** (verb with -ing) to school when it is raining.
- I love **the beach** (noun) when it is summer.
- I prefer **the forest** (noun) for camping with my friends.
- I enjoy hiki**ng** (verb with -ing) in the mountains.
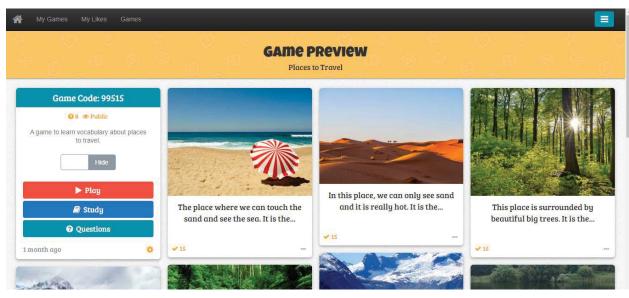- I can't stand **foggy** (noun) weather because I can't see anything.
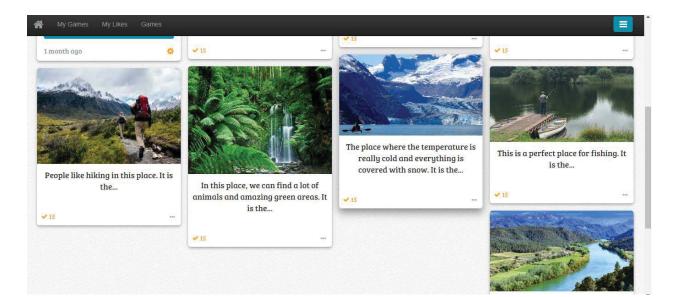
Appendix E: Baamboozle website

Game 1: The Weather

Game 2: Places to Travel

Appendix F: Example of a picture/image

Appendix G: Rubric

Oral Presentation Rubric

Name:_____Date:_____ Grade:_____/25 pts.

Objective: Students will be able to present a 5-minute role-play dialogue in groups of 3 via a WhatsApp video call using topic-specific vocabulary.

Level of achievement: 60% (According to "Reglamento de Evaluación, Calificación y Promoción" (2020), decree N°67/2018)

	Very good (5 points)	Good (4 points)	Average (3 points)	Poor (2 points)
Vocabulary -Use of topic-specific vocabulary.	The student uses 6 words of topic-specific vocabulary.	The student uses 5 words of topic-specific vocabulary.	The student uses 4 words of topic-specific vocabulary.	The student uses 3 or less words of topic-specific vocabulary.
Functional Language -Use of the expressions for *Likes/Dislikes.*	The student uses 7 different expressions for likes and dislikes correctly.	The student uses 6 different expressions for likes and dislikes correctly.	The student uses 5 different expressions for likes and dislikes correctly.	The student uses 4 or less expressions for likes and dislikes correctly.
Pronunciation -Pronunciation of the vocabulary and the expressions.	The student uses intelligible pronunciation. Very few pronunciation mistakes are made (1-3	The student uses intelligible pronunciation. Some pronunciation mistakes are made (4-6	The student sometimes uses intelligible pronunciation. Regularly makes pronunciation mistakes (7-10	Student's pronunciation is unintelligible. He/she makes too many pronunciation mistakes that

	mistakes).	mistakes).	mistakes).	interfere with comprehension (11 or more mistakes).
Fluency -Pauses and fillers (for example, um, uh, er, etc.)	The speech flows nicely with no long pauses, false starts, and overuse of fillers (for example, um, uh, er, etc.).	The speech includes a few long pauses, false starts, and fillers (for example, um, uh, er, etc.).	The speech includes some long pauses, false starts, and fillers (for example, um, uh, er, etc.).	There is disfluency in student's speech. It includes several long pauses, false starts, and fillers (for example, um, uh, er, etc.).
Task achievement -Oral presentation.	The student has an excellent interaction with his/her partners in a 5 minutes dialogue presentation using topic-specific vocabulary. There is flow in the dialogue, which means there are no repetitions and awkward pauses.	The student has good interaction with his/her partners in a 5 minutes dialogue presentation using topic-specific vocabulary. Most of the time there is flow in the dialogue. There are a few repetitions and awkward pauses.	The student has a quite good interaction with his/her partners in a 5 minutes dialogue presentation using topic-specific vocabulary. Sometimes there is flow in the dialogue. There are some repetitions and awkward pauses.	The student has poor interaction with his/her partners in a 5 minutes dialogue presentation using topic-specific vocabulary. There is disfluency in the dialogue. There are many repetitions and awkward pauses.

Appendix H: Uptake Sheet

Uptake Sheet

Name:_____ **Grade:**_____ **Date:**_____

1. Check the following chart during the session and mark you answer with an (x).

	Was this expression new to you?			Do you know what it means?			Do you know how to pronounce it?	
What are you noticing about?	Yes, new.	No, heard of it.	No, knew it.	Yes, I know.	I am not sure.	No, I do not.	Yes, I know.	No, I do not know.
Functional language (likes & dislikes) • • • • • • • •								

Appendix I:

Google Form: Exit Ticket

EXIT TICKET :)

The following activity has four short questions about the session, which you have to answer with all sincerity. Don't worry, you don't need to put your name. It's personal and anonymous.

LET'S START!

Texto de respuesta corta

Do you think that the use of the app WhatsApp has helped you to reduce your anxiety when speaking in English? *

◯ Yes

◯ No

◯ I'm not sure

Why do you think it has helped you? or why do you think it hasn't helped you? *

Texto de respuesta corta

On a scale of 1 to 5, how did you feel during the session? *

	1	2	3	4	5	
Relaxed	◯	◯	◯	◯	◯	Anxious

Why did you feel like that? *

Texto de respuesta corta

Do you think that the use of the app WhatsApp has helped you to reduce your anxiety when speaking in English? *

◯ Yes

◯ No

◯ I'm not sure

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