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**Increasing levels of willingness to communicate among
8th A-graders by addressing situation cues and
characteristics through an adapted forum**

TRABAJO DE TITULACIÓN

Para optar al título de Profesor de Inglés y
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Introduction

The levels of students' participation are usually a concern among teachers, and considering that English is a foreign language in the Chilean context, school classrooms are for many students the only environment where they can practice speaking. Students' participation are samples of students' performance, so they can also help teachers provide students with the learning opportunities that best suit their needs.

Willingness to communicate is a key concept in class participation, and it is defined as a readiness to communicate, using a second language (McIntyre et al. as cited in Bernales, 2016). It shifted from a static trait to a more dynamic process that includes several variables. Situational information includes context-related variables that are categorized into three levels. Situation cues are the concrete factors of a situation and situation characteristics are the perceptions involving these concrete factors. Class is also part of situational information (Beckmann, Beckmann & Zhang, 2018), but this proposal will not address it.

Most research on willingness to communicate has concentrated in the context of higher education, focusing on few situation cues or characteristics. Additionally, the effects of situational variables on students' levels of participation are underexplored, especially considering Chilean primary and secondary schools. The problem that I identified, based on the information provided by the mentor teacher and practicum notes, is a low level of willingness to communicate among 8th A-graders from an all-girl public school.

This proposal articulates the school's focus on socio-personal development and the core value of respect, the students' interest in citizenship, social and environmental issues, students' levels of proficiency (A2 and B1), activities in which students have participated actively (such as cabildo and reflective day), and "Future matters", the fourth unit of 8th-grade textbook. With this characteristics in mind, this intervention will be developed around public forums, a genre that is familiar to the students in their L1, but that needs to be scaffolded in the L2.

Students will react to and share their perspectives around the topic “Helping from Rancagua: strategies to build a better future” to ensure that students feel that their participation will be meaningful. This proposal aims to increase the levels of willingness to communicate among 8th graders, and it is developed through a 10-lessons action plan.

This action research proposal is divided into five main sections: theoretical framework, action plan, reflection, references and appendixes. The research question that guides this proposal is “To what extent can forum activities increase the levels of willingness to communicate among 8th A-graders ?”

Theoretical framework

This action research proposal is informed by three main constructs: speaking, willingness to communicate and public forum. They will be thoroughly discussed in this section.

Speaking

Speaking is defined as “the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts” (Chaney, 1998, as cited in Kayi, 2006, p.1). It involves the contributions, assumptions, expectations and interpretations of participants, which leads this process to be a cooperative one (Gumperz, 1999, as cited in Nazara, 2011).

Phrases that are part of native speakers’ linguistic repertoire can be helpful for second language learners (Gumperz, 1980, as cited in Nazara, p.31). These phrases can be adapted depending on the contexts, situations, and needs. Considering this proposal, regular phrases are related to giving opinions, agreeing, disagreeing, and making predictions. By using these expressions, students will be able to participate in the forum, and also in many different contexts in the future.

The purposes of speaking are mainly interpersonal and transactional, which leads it to fulfill social purposes in social contexts (Nazara, 2011, p.31). If students increase their levels of willingness to communicate, they will be more likely to practice and progress in their L2 proficiency. To achieve these purposes, students will work with their partners considering increasing levels of difficulty. This idea is also connected with the idea of linguistic repertoire because students will have the chance of using expressions to share results with their classmates during classes.

Willingness to communicate

The definition of willingness to communicate has shifted from a “readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (McIntyre et al. as cited in Bernales, 2016, p.2) to a dynamic process that encompasses multiple variables (Bernales, 2016). This action research proposal focuses on the situational information because I want to provide students with instances similar to the ones in which they have participated actively.

Situational information can be divided into three levels; situation class, cues and characteristics (Beckmann, Beckmann & Zhang, 2018, p. 228).

Situation class is the first level, and it is related to the type of situation where communication takes place (i.e. work or study situations) (Beckmann, Beckmann & Zhang, 2018, p. 228). Since the entire proposal considers 8th A-graders in a FL classroom, the type of situation is study (academic). The type of situation remains constant. Consequently, the present AR project focuses on situation cues and situation characteristics, and I will operationalize them through the activities that I will propose as part of the action plan.

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Situation cues is the second level and it refers to the physical components of a certain situation; interlocutors, class atmosphere and tasks. (Beckmann, Beckmann & Zhang, 2018, pp.228).

The first component of situation cues, interlocutors is particularly relevant, since it involves directly students. Regarding interlocutors, there are three key concepts: familiarity, participation and cooperation (Beckmann, Beckmann & Zhang, 2018, pp. 230). Cooperation is introduced during the first class of this action plan to raise awareness among students about the importance they have in the learning process of their classmates, this, in connection with willingness to communicate.

Classroom atmosphere, the second component of situation cues, encompasses classmates, class size, and teachers (Beckmann, Beckmann & Zhang, 2018, pp.230-231).

Task, the third component of situation cues, involves all the information regarding the work that students have to do: topic, type of activity, preparation time and assessment (Beckmann, Beckmann & Zhang, 2018, pp. 231). The forum's topic is "Helping from Rancagua: strategies to build a better future", addressing the interests of 8th A-graders.

The types of activity can be roughly categorized into dyadic, group and whole-class activities (Beckmann, Beckmann & Zhang, 2018, pp.231). Although students will do some activities individually, there are also numerable instances in which students will have to interact considering the three types of activities. This, aiming to provide students with enough opportunities for practice and preparation towards an evaluative instance that involves the whole class.

Preparation time is fundamental, since when students are provided with sufficient time, they are more likely to raise WTC in activities that involve communication (Beckmann, Beckmann & Zhang, 2018). To prevent anxiety, since a second language is involved, I will ensure that students have time to complete each one of the tasks. Consequently, students will be provided with time to identify, to recall, to apply, to practice their intervention with a partner among others.

Assessment, within the framework of WTC can also influence learner's behavior and this will have effects depending on the learner. For some learners, it can increase anxiety, or it can boost performance, by acting like a short-term motivator (especially when the behavior of students' is grade-centered) (Beckmann, Beckmann & Zhang, 2018). Since there are no conclusive results on this matter, self-assessments, peer assessment, and summative assessments will be carried out

The third level, situation characteristics, comprehends a mixture between the situation components and the interpretation that the people involved in the situation makes;

task-confidence, task-interest and task-usefulness (Beckmann, Beckmann & Zhang, 2018, pp. 229). The first decision made at this level is related to choosing an adapted forum as a final evaluative instance. Task interest and usefulness are addressed by choosing this genre which could seem interesting to these students who have participated in similar instances, and also because it has become popular in communities decision-making. Finally, task-confidence is addressed in connection with preparation-time by providing students with time to learn the vocabulary, practice and share with partners. In some classes students will work following the progression individual work, dyadic and whole-class activity also to ensure that students will feel well-prepared.

Public forum

Public forum is defined as a "meeting held for the general public where people can exchange opinions and ideas on a particular issue" (Center for Civic Education Pakistan [CCE] & National Democratic Institute for International affairs [NDI], 2004, p.1). The roles that forum encompasses are a decision maker (chair), a moderator or facilitator, presenters (or panelists), a note-taker, a media liaison and a logistics coordinator (CCE & NDI, 2004). However, since the focus of this entire intervention is on speaking skill, and to ensure that all students are assessed in similar terms, students will only perform the roles of panelists, moderator and audience.

A forum can be organized in different ways, but for this one, students will be provided with two proposals, which correspond to sample agendas (See appendix A) (CCE & NDI, 2004, p.12). Based on the two-way communication that it offers, and aiming to scaffold the process, it has been decided to reduce the genre to smaller units: discussions. In this case, discussion mainly encompasses the reaction of students to a certain utterance by using expressions to give opinions, to show agreement or disagreement. Also, three discussions will be implemented to improve the quality of the exchanges as well as to assess the cooperation that students evidence during discussions with partners.

Observer rings will be implemented to systematize the discussions that students will conduct. Observer rings consist of a group of students that observe and assess the performance of students who discuss, aiming to provide them with feedback in the post-discussion stage (Cristopher, Green & Lam, 2002, p. 228). The information that observers will gather also can help students to reflect on their performance. Finally, this information will also provide the teacher with evidence of actual willingness to communicate among students.

Three levels of discussions with an increasing number of participants will be implemented (See appendix B). The purpose of this decision is to address students' potential anxiety, the diverse types of activities, and what they need to do for the final evaluative assessment.

Action plan

This action plan that provides a tentative solution to overcome the low levels of willingness to communicate among 8th A-graders is embedded in 8th grade's unit 4, "Future matters". The overall goal is for students to participate actively in an adapted public forum by using expressions to give opinions, make predictions, and show agreement and disagreement, demonstrating willingness to communicate.

Pedagogical sequence

Throughout the 10 lessons considered for the implementation process, students will accomplish different conceptual, procedural and attitudinal objectives (See appendix C). Some situation cues and characteristics are operationalized similarly throughout the 10 lessons (See appendix D). The main differences are related to the proposed contents and activities (See appendix E).

The umbrella topic that encompasses all the sub-topics that will be addressed by panelists in the forum evaluative instance is "Helping from Rancagua: strategies to build a better future" to address the class' interests and intrinsic motivation. Throughout all the lessons, students will have the chance to practice all the elements that they discover and learn. This aligns with the concept of preparation time, which is closely related to task-confidence. Although the class is a cohesive group, the final adapted public forum (a whole-class activity) could seem threatening. All types of activities are included (See appendix F), aiming to move gradually from individual and dyadic activities to a whole-class activity.

Cooperation is common to speaking, willingness to communicate and public forum, and students will share with partners regularly. These communicative exchanges vary in difficulty, since in early stages they will simply share their findings or results. As they get closer to the final adapted forum, the exchanges will imply the reaction to classmates' interventions by using all the linguistic items and expressions that they have learnt previously.

By the end of lesson one, students will be able to define willingness to communicate and cooperation, and to identify expressions to give opinions. For the warm-up activity, students will react to some utterances (See appendix G) by using cards instead of linguistic items (See appendix H). Next, willingness to communicate (See appendix I), cooperation and expressions to give opinions are introduced. During this class, students receive a handout (See appendix J) that focuses mainly on the level of identification and then they perform dyadic and whole-class activities by sharing their results (See appendix K). The material designed for this lesson includes a presentation with videos to identify expressions to give opinions and videos (See appendix L).

Once prior knowledge is addressed by recalling previous class' concepts and the cabildo experience (See appendix M), the public forum genre is introduced in lesson two, and students discover with a certain degree of teacher-guidance the definition, roles, topics and stages involved (See appendix N) by paying attention to specific characteristics of a set of videos (See appendix O). In this lesson, students participate in dyadic, group and whole-class activities to share their results after completing some activities proposed in a handout (See appendix P). By the end of this lesson, students will be able to describe a forum and its various stages and an assigned role (See appendix Q).

By the end of lesson three, students will be able to identify the sections of their interventions (as panelists or moderators, depending on the role they choose). Once students choose their roles and topics (See appendix R), they start looking for the information that is required for their interventions during the forum. Finally, students share with partners the most relevant finding on their topics.

During lesson four, other elements that can assist interventions and exchanges during the forum are presented. Expressions to show agreement, disagreement and going to are presented in a format similar to class one. By the end of this lesson, students will be able to identify expressions to agree and disagree, and “will” and “going to”.

By the end of lesson five, students will be able to use expressions to agree and disagree, to use will and going to, and to identify certain criteria related to cooperation. during this class, students conduct their first discussion, which focuses on the most relevant finding about their topic. In this case, the activity is dyadic, and students provide partners with comments on their performance paying special attention to some criteria introduced for this and incoming discussions (See appendix S). In the post-discussion, as a whole-class, students receive general feedback and then they reflect on their performance.

By the end of lesson six, students will be able to create a written version of their interventions during the forum, including two new sections; evaluating the importance of their topic and sharing it as an opinion and making a prediction (panelists) and to make a draft of supportive slides considering panelists' topics (moderator). Students make predictions and appreciate their topics, adding the two new sections to their interventions. Next, they post a refined version of their interventions in the web forum. Based on what classmates posted previously, the moderator starts working on the PPT what will be presented during the final forum. Finally, they share with a partner a reflection on what they have done well and what they need to improve.

In lesson seven, students receive a hard copy of the last version of their intervention. After practicing for some minutes, they form groups to conduct the second discussion. While four students discuss, five observers assess classmates' performance (See appendix T) by considering the criteria introduced in lesson five. Then, they switch turns. Once both parts of the group have discussed, the teacher makes general comments based on what was observed and encourages students to do the same. Each student receives feedback and reflects on her performance. By the end of this lesson, students will be able to practice the final version of their intervention during the forum activity and to evaluate their partners' information and prediction by using expressions to agree, to disagree and to give an opinion.

By the end of lesson eight, students will be able to practice the final version of their intervention during the forum activity and to evaluate their partners' information and prediction by using expressions to agree and disagree and to give an opinion. During this

class, students are grouped based on the classmates that will be panelists each day. While panelists and moderator of the first day discuss by using their actual interventions, the audience of day one makes comments, assesses (See appendix U) and reacts if necessary. Then, they switch roles. During this stage, the moderator performs her functions with the help of the teacher if necessary. Finally, they switch roles. In the post-discussion stage, students receive feedback from their classmates and teacher.

During lessons 9 and 10 the final forum instances will take place. First, the moderator presents an introduction and the panelists with their corresponding topics, by following the agenda that they chose as a class. These days, students are assessed by considering criteria included in a rubric (See appendix V). In both days, in a post-discussion stage, students will reflect on their performance and to share their impressions on the instance, focusing mainly on aspects related to participation.

Data collection

To evaluate the effectiveness of this AR proposal, four instruments will be designed to gather information: students' questionnaire, class to class teacher's chart, self-evaluation and peers' evaluation rubrics, and the final evaluative instance.

A willingness to communicate questionnaire is a four items paper-based questionnaire that includes two main sections: Perception of my participation in the last four classes and perception of my participation today (See appendix W). The objective of this questionnaire is to find out information about how students perceive their own participation. This questionnaire is intended to be answered in three moments, aiming to make possible to compare and describe how the students' perceptions evolve positive or negatively. This instrument will be given at the end of lesson 1, 6 and 10. The data will be analyzed quantitatively, setting the progression of each student.

The class-to-class teacher's chart is a paper-based instrument that will be used by the teacher mainly. It is composed by two main sections: A Gant chart and a chart with all situation cues

and characteristics that were operationalized in the class. The objective of the instrument is to find out information about the overall performance of students when considering a certain sequence of activities and grouping strategies. In the Gantt chart section, the teacher will write next to each activity “+” depending on the levels of participation that 8th grade students evidenced. The chart with all the situation cues and characteristics is intended to be completed after the lessons, since includes the reflection on the effectiveness of the operationalization during each class.

Self-evaluation and peers’ evaluation on willingness to communicate are two instruments that gather students’ perceptions on specific moments. Both instruments include the same three criteria, but in the first one students assess their own performance and in the second one they assess their classmates’ performances. The objective of these instruments is to find out quantitative information about the contributions that students make when they work with classmates. Consequently, samples of the effectiveness of the discussions in terms of willingness to communicate. Self-evaluation will be given to students during lessons 5,7 and 8, and peers evaluation during lessons 7 and 8. The data will be analyzed by using a line chart to check the progress.

Since the concepts of willingness to communicate and cooperation are vitally important to the final forum, the effectiveness of this evaluative instance is conditioned by the effectiveness of the intervention. However, only two criteria of the rubric are explicitly related to willingness to communicate. They correspond to the assessment of students in terms of audience: “The student evidenced having evaluated at least one classmate intervention to show agreement or disagreement with little support of notes” and “The students evidenced cooperation by responding to at least one panelist’s intervention, enrichening the forum”.

Reflection

I believe that affective factors are fundamental for learning, and I am interested in addressing them inside the classroom. Willingness to communicate is the central construct of my AR proposal, and I tried to develop it in online classes as well. In the AR proposal, I created a sequence that goes from letting students know why communication inside the classroom is relevant to assessing students' willingness to communicate in an adapted forum. In online classes, I tried to set a pressure-free environment. I believe that all processes are different and that we all face those processes differently, too. For instance, I provided students with different levels of scaffolding to allow them to make decisions. For some of them, reading the instructions will be enough. In other cases, examples will make things clearer. Finally, if those options are not enough, they can choose and rearrange some concepts.

This entire experience helped me to look for other alternatives to scaffold students learning. In this sense, it was necessary to predict which activities might be too difficult for students and to think about ways in which I needed to adapt them to ease learning for students. I did not do this by myself all the time, and many people contributed significantly (See appendix X). My classmates and teachers always contributed by asking questions that make me focus on relevant aspects, promoting reflection on my decisions, and giving me relevant information to consider from their own experiences. Checking that students were learning was difficult in the early stages because handouts were the only sources of evidence I had. Once online classes started, the scenario changed, and I believe that this practicum helped me to enact the idea of errors as learning opportunities (See appendix Y). I was able to transfer many things that I learned from online classes with students to this AR project (See appendix Z). Also, online classes provided me with valuable chances to work on time management, a difficulty that I faced while planning lessons, but I still need to improve this aspect.

Facing online classes in this context was challenging. I feel that most of the time, I planned face-to-face lessons that were adapted to an online context, and this is related

to one of my goals. I would love to create lessons that aim to address this specific context, since it can provide teachers and students with a lot of benefits. So far, I noticed that the chatroom is a powerful ally to unify students' questions and answers, which constitutes a great source of information undoubtedly. Also, this context allows teachers to provide students with multimodal input.

Finally, this action research proposal helped me set some goals that could benefit students in the future. I want to apply the principles of action research to get to know my students as much as possible. This, aiming to provide them with the learning opportunities that best suit their needs. These learning opportunities should be informed by theory. Learning is a never ending process that also affects us as teachers, and the practicum and action research proposal clearly reflect that idea.

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Appendix A: Sample agendas

AGENDA

5:00pm Chairperson's opening remarks
5:05pm Mr. Abid Khan speaks (He/she is a speaker from the panel)
5:20pm Questions on content of Mr. Khan's address
5:25pm Mr. Murad Ali speaks
5:40pm Questions on content of Mr. Murad Ali's address
5:45pm *Next Speaker (and so on through the speakers)*
6:30pm Panel and audience general discussion
7:20pm Chairperson's closing remarks should include a summary of the discussion.
7:30pm Close of Meeting

AGENDA

5:00pm Chairperson's opening remarks
5:10pm First Panelist
5:25pm Second Panelist
5:40pm Third Panelist
5:55pm Fourth Panelist
6:10pm Fifth Panelist
6:25pm Panel and audience – general discussion
7:20pm Chairperson's closing remarks should include a summary of the discussion
7.30pm Close of meeting

Appendix B: Levels of discussion and discussion mechanics

Level 1: Dyadic (only two students)

Level 2: Group (8-9 students)

Four discuss and five of four observe and assess. Then, they switch roles.

Level 3: Whole-class (26 students) (Mock test)

12 students discuss, 1 student and teacher moderate, and 13 students observe and assess. Next, they switch roles.

Since the success of the instance depends on students' contributions, for levels 1 and 2, students will choose the groups. This, with the purpose of addressing mainly familiarity.

The framework provided by Cristopher, Green & Lam (2002) considers three stages: pre-discussion, discussion and post discussion.

At the level of pre-discussion, groups are formed and topics are selected (Cristopher, Green & Lam, 2002). The overall topic is common to all discussions, but depending on the lesson that they are, diverse aspects will be addressed: first, the most relevant thing about their topics (from their points of view); second, an advanced version of their interventions during the forum; and third, the final version of their interventions during the forum. As it was stated before, the groups will be chosen by students in levels 1 and 2, whereas in level 3, students will work with the corresponding panelists and moderator.

A relevant aspect to consider is that students will use an adapted version of the previously stated framework, which encompasses number of contributions, responding supportively and introducing a new topic (Cristopher, Green & Lam, 2002, p. 228).

Appendix C: Procedural and attitudinal objectives per lesson

Lesson	Type of objective	By the end of the lesson, students will be able to...
Lesson 1	Procedural	explain to a partner the concept of willingness to communicate, cooperation and to mention at least one expression to give opinions.
	Attitudinal	behave respectfully when the classmates or the teachers are talking.
Lesson 2	Procedural	describe the function that they would perform if they were assigned one of the forum roles in trios.
	Attitudinal	demonstrate respect by avoiding making disruptive noise.
Lesson 3	Procedural	post the information that they gathered about their topics and share with a partner the most relevant finding on their topics (as panelists). make a draft of the forum agenda including classmates' names and topics (as moderators).
	Attitudinal	behave respectfully in the computer lab by avoiding making disruptive noise.
Lesson 4	Procedural	read, highlight, write and classify the expressions that they learnt, and to share their results in groups.
	Attitudinal	share their results with their partners respectfully.
Lesson 5	Procedural	discuss with a partner their main finding on their topics, demonstrating cooperation and assessing by following certain criteria.
	Attitudinal	demonstrate a respectful and cooperative attitude while discussing with a partner.

Lesson 6	Procedural	<p>post in the forum a new version of their interventions, adding an evaluation of the importance of their topics and a prediction (as panelists).</p> <p>post the draft of the slides they created (as moderators).</p>
	Attitudinal	Behave respectfully and to avoid making disruptive noise .
Lesson 7	Procedural	<p>Practice their interventions during the forum activity and to react to their partners' information and predictions by using expressions to agree, to disagree and to give an opinion demonstrating cooperation while discussing.</p> <p>Assess their classmates participation by completing a chart.</p>
	Attitudinal	participate in a group discussion respecting all the partners' opinions.
Lesson 8	Procedural	participate in a discussion that focuses on their interventions for the forum. They will also be able to react to a partner's intervention, by giving an opinion, agreeing or disagreeing to demonstrate cooperation.
	Attitudinal	participate in a group discussion respecting all the partners' opinions.
Lesson 9 and Lesson 10	Procedural	Panelist: Participate in a forum activity by presenting properly a topic, appreciating its relevance and making a prediction in connection with Rancagua.
		Moderator: Participate in a forum by presenting properly panelists and their topics, appreciating relevance, making a prediction in connection with Rancagua to summarize.
		Audience: Participate in a forum as audience by paying attention to panelists' interventions, evaluating the interventions and expressing agreement or disagreement

		while demonstrating cooperation by contributing to the discussion.
	Attitudinal	Demonstrate a respectful attitude towards classmates and teacher.

Appendix D: Overall operationalization of situational information

In terms of situation cues, cooperation is introduced the first lesson since it is important considering speaking, willingness to communicate and public forums. Participation, also related to interlocutors, is addressed throughout the 10 lessons, since the teacher will always encourage students to participate. The teacher will focus on trying to encourage the students who evidence a passive attitude to participate. Familiarity is addressed till lesson 6, since during the forum they will not choose their team. Class size is common to all the lessons, because this action plan aims to provide all students with opportunities for participation. The role of the teacher during the first five lessons is similar to the one of a moderator. The teacher will keep track of the time assigned for the activities and encourage students to interact with the designed material and with their classmates. From lesson 6, the teacher focuses on being as supportive as possible. Some characteristics of this supportive teacher are: providing students with clear instructions, monitoring students' performance as well as the accomplishment of the diverse tasks, and providing students with feedback –specially in post-discussion stages. Students participate in dyadic, group and whole-class activities. In classes, students move from individual to dyadic activities, then to group activities (sometimes), and finally to whole-class ones to let students feel well-prepared. Preparation time is common to the 10 lessons. Students will have enough preparation-time in terms of the tasks of each one of the lessons, and also in terms of the forum's steps.

About situation characteristics, task-interest and task-usefulness are granted by addressing the students' interests in environmental issues, in connection with their immediate context: Rancagua. Preparation time is addressed to raise task-confidence. All the steps that are involved in the forum are addressed and practiced during the lessons that precede the summative evaluation. Type of activity is also relevant regarding task-confidence, since all the levels have been addressed aiming to get closer to a context that is similar to the one of the final forum activity.

Appendix E: Lesson planning

Lesson 1					
<p>Conceptual objective: By the end of the lesson, students will be able to define willingness to communicate and cooperation, and to identify expressions to give opinions</p> <p>Procedural objective: By the end of the lesson, students will be able to explain to a partner the concept of willingness to communicate, cooperation and to mention at least one expression to give opinions.</p> <p>Attitudinal objective: By the end of the lesson, students will be able to behave respectfully when the classmates or the teachers are talking.</p>					
Contents: WTC – Cooperation – Expressions to give an opinion					
<p>Indicators for evaluation: > Students demonstrate a respectful behavior when classmates or teachers are speaking.</p> <p style="padding-left: 40px;">> Students identify in diverse media at least 3 expressions to give opinion (texts, songs, videos).</p> <p style="padding-left: 40px;">> Students define the concept of cooperation in a small piece of paper.</p>					
Step	Material	Tasks (Teacher)	Tasks (Pupils)	Interaction	Purpose
Warm-up activity	PPT Penalty cards 1 green card 1 red card	T gives the instructions (If you feel identified, raise the green card. If not, the red one). T checks comprehension	Ss pay attention while the T gives the instructions. Ss makes questions	T -> Ss S -> T Ss -> T	To provide Ss with instructions on what they will have to during the activity. To check that students understood the instructions
		T projects some statements and asks some student to read one statement.	One S reads while the rest of the class listens respectfully. Then, Ss react raising green or red cards.	T -> Ss S -> Ss	To engage the topic with Ss' experiences. To get students to participate actively in a less demanding way.

<u>Engage WTC</u>	PPT Slide with questions: Do you like to share with your partners in English? Why?	T asks Ss to group in pairs and asks them to comment with their partners.	Ss pay attention to the instructions Ss form pairs S answers and comments with S.	T -> Ss S -> S	To let Ss reflect on their previous experiences working with partners and to engage that with WTC.
<u>Study WTC</u>	Handout	T provides students with a handout. After each task concludes, encourages Ss to share with partners and then with the rest of the class.	Ss complete the tasks. Next, they share with a partner and finally with the rest of the class.	T -> Ss S -> T S	To let students know what is WTC and what is cooperation
<u>Activate WTC</u>	Handout	Teacher asks students to underline the sentences that are related to cooperation	Ss pay attention to instructions. Next, they underline the sentences. Next, they share their results with a partner and with the rest of the class.		To check that student have understood cooperation.
<u>Engage Expressions to give opinions</u>	Handout	Teacher asks students to infer what expressions can be helpful to give opinions. Asks Ss to share their results in pairs.	Ss pay attention to instructions. Next, they underline the expressions. Ss form pairs and share their results.	T -> S S -> T S -> S	To let Ss discover –through risk taking- the expressions to give opinions. To provide Ss with the chance to check and discuss with partners.

<u>Study Expressions to give opinions</u>	PPT	T chooses students to share results with the rest of the class	Ss share their results	T -> S S-> T	To provide Ss with input and information that alter they will recall.
<u>Activate Expressions to give opinions</u>	PPT with texts, songs, videos	T asks students to write down all the expressions that they read or hear. T collects that shits of paper as evidence	Ss pay attention and then identify expressions and write them down. Ss hand in their pieces of paper	T -> S S	To let Ss identify the expressions through diverse media.
<u>Exit ticket:</u>	Piece of paper	T asks students to answer in a small piece of paper: What is cooperation?	Ss answer the question and hand in the pieces of paper	T -> S	To ensure that Ss understood the new concept, being able to define it.

Lesson 2					
<p>Conceptual objective: By the end of the lesson, students will be able to describe a forum and its various stages and an assigned role.</p> <p>Procedural objective: By the end of the lesson, students will be able to describe the function that they would perform if they were assigned one of the forum roles in trios.</p> <p>Attitudinal objective: By the end of the class, students will be able to demonstrate respect by avoiding making disruptive noise.</p>					
<p>Indicators for evaluation: Students write at least one function per role</p> <p>Students describe the function of their roles in trios or groups of 4 students.</p> <p>Students write at least 2 stages of a forum</p> <p>Students avoid making disruptive noise or stop making so when they are asked.</p>					
Warm up activity:	PPT + whiteboard + markers	<p>T asks Ss about the concept that they remember from previous class</p> <p>T writes down all the ideas of Ss</p>	Ss brainstorm the concepts that they remember	T -> Ss Ss -> T	<p>To help Ss to recall what was covered the previous class.</p> <p>To activate prior knowledge and to promote Ss' participation in the class.</p>
Engage: Video of a forum	PPT with questions about the previous year's cabildo.	T asks questions related to the mechanics and topics of the cabildo in which they participated.	Ss participate answering the questions.	T -> S S	To engage students with the genre public forum.
Study: Forum	PPT with videos + handout	T asks students to watch the videos, paying attention to the mechanics and to the functions of the people involved. Next, T asks students to share their results with partners and with the rest of the class.	Ss pay attention to the video, answering the questions in the handout. Next, they share their results with a partner and with the rest of the class.	T -> S -> S	<p>To promote discussion, cooperation and to help students confirm their results.</p> <p>To provide Ss with the main features of the forum to generate expectations on what they will have to do.</p>

Activate: Forum	PPT with guiding questions	T asks students to create a definition as a class by paying attention to some questions and to their previous findings.	Ss create as a whole-class the definition and forum	T -> Ss Ss -> T	
Activate: Forum topics	PPT with topics	T projects a slide with numerous topics and as a whole-class, Ss discard those which would not be appropriate to address in a forum.	Ss tell the T which topics to discard topics that are not appropriate to address in a forum.	T -> Ss Ss -> T	To check that Ss have understood the kind of topics that are most likely to be discussed in a forum.
Activate: roles	Pieces of paper with one role.	T asks Ss to form groups of 4, 5 people. Gives one piece of paper to each S with a determined role. Next, explains the activity: Each one of you will have to describe the functions depending on the assigned role.	Ss form groups. Ss receive a piece of paper. Ss describe their functions depending on the assigned role.	T -> S S -> S	To allow Ss to recall the functions of each role. To promote cooperation among peers. To make Ss take turns.
Wrap-up	Piece of paper with a chart	T provides Ss with a piece of paper with a chart to write information about forum stages and roles. Next, T ask Ss to hand it in.	Ss receive a piece of paper. Ss fill the chart with at least 1 function per role and at least 2 stages of the forum.	T -> S S	For the T to collect information about Ss progress.

Lesson 3					
<p>Conceptual objective: By the end of the lesson, students will be able to:</p> <p>Panelists: identify the structure of their intervention during the forum activity in a written version.</p> <p>Moderators: to identify the parts of a forum agenda.</p> <p>Procedural objective: By the end of the class, students will be able to</p> <p>Panelists: post the information that they gathered about their topics and share with a partner the most relevant finding on their topics.</p> <p>Moderators: make a draft of the forum agenda including classmates' names and topics.</p> <p>Attitudinal objective: By the end of the class, students will be able to behave respectfully in the computer lab by avoiding making disruptive noise.</p>					
Computer lab					
<p>Indicators for evaluation: > Students state at least one part of their incoming interventions.</p> <p style="padding-left: 40px;">> Students post the information that they gathered</p> <p style="padding-left: 40px;">> Students describe the parts of a forum agenda</p> <p style="padding-left: 40px;">> Students brainstorm an order including classmates' and their topics.</p> <p style="padding-left: 40px;">> Students avoid making disruptive noise at the computer lab.</p>					
Warm up activity: unscrambling the forum itinerary	PPT	T asks Ss to form groups of 4 or 5 Ss. Then, they are provided with some sheets of paper that contains some activities to perform during the incoming classes. Asks Ss to order them.	Ss pay attention to the instructions. Next, they form groups. Finally, they work and discuss with partners to reach the right order (from their points of view) .	T -> Ss S -> S	<p>To generate expectations on the incoming activities towards the forum activity.</p> <p>To promote cooperation and group activities.</p>
Engage: Topics selection	PPT with all the topics	T tells Ss that they will choose topics for the forum activity.	Ss pay attention to the instructions. Next, the choose a topic.		To address as much as possible Ss' intrinsic motivation while constraining the range of topics (and consequently, vocabulary)

Study: Intervention	Web forum Computer	T shows students a text in which a topic is defined and explained step by step. Next, T mentions that that is the structure the intervention during the forum.	Ss pay attention to the T and to the structure of their intervention. Ss take notes.		
Activate Looking for information to fill the chart (Panelists)	Word doc Computer	T provides Ss with a handout with a chart that students need to fill with the information that they will look for at the computer lab. T encourages Ss to use dictionaries or translators if it is necessary	Ss receive a doc via email which includes a chart with the information that they need to look for Ss look for information, use dictionaries and translators if necessary	T -> Ss Ss -> T S	For students to identify the structure of their intervention in the incoming forum
Activate Moderator	Word doc Computer	T provides students with samples of forum agendas and asks the student to identify the components. T ask S to work on a handout identifying the parts of a forum agenda	S receive a doc via email which includes agenda samples S identifies the parts of a forum agenda and makes connections with classmates' topics	T -> S S	For moderators' to get closer to the concept of forum agenda and the functions that they will perform during the forum.

Activate Posting information on the forum	Web forum Computer	T asks Ss to post on the forum the information that they gathered T asks moderators to describe forum agenda on the forum	Ss post the information that they gathered on the forum Moderators describe and define forum agenda on the forum	T -> Ss Ss -> Ss	For students to have a place in which save the information that they gathered. For T to collect evidence on Ss' work. For T to identify any difficulties or Ss who need more help.
Activate Sharing the most interesting finding with a classmate	Students' notebooks	T asks Ss to form pairs and to share the most relevant finding on their topics.	Ss form pairs and share their most interesting finding.	T -> Ss S -> S	For students to remember and identify their topics and to recall some interesting feature.
Closure	PPT	T asks Ss if they want a linear forum or a forum with interaction after every intervention	Ss decide whether they want a linear or interactive forum	T -> Ss Ss -> T	For students to make decisions about the incoming forum, and to participate in order to make that decision.

Lesson 4					
<p>Conceptual objective: By the end of the lesson, By the end of this lesson, students will be able to identify expressions to agree and disagree, and “will” and “going to”.</p> <p>Procedural objective: By the end of the class, students will be able read, highlight, write and classify the expressions that they learnt, and to share their results in groups.</p> <p>Attitudinal: By the end of the class, students will be able to share their results with their partners respectfully..</p>					
<p>Indicators for evaluation: > Students are able to highlight at least 3 expressions to disagree, at least 3 expressions to agree and 2 sentences which include predictions from a handout.</p> <p style="padding-left: 40px;">> Students are able to underline at least 4 predictions.</p> <p style="padding-left: 40px;">> Students are able to share their results with classmates.</p> <p style="padding-left: 40px;">> Students are able to share results with partners respectfully.</p>					
Warm up activity:	Whiteboard + marker	T asks Ss to remember the cabildo and the reflective day: What kinds of words did you use?	Ss remember the cabildo and the reflective day and answer the T’s questions	T -> Ss Ss -> T	To make connections between the forum activity and other instances in which Ss have already participated.
Engage:	PPT	T asks Ss to read some statements. If they agree, they have to stand up. If not, they have to say “Nope”.	Ss pay attention to the statements and react depending on whether they agree or not.	T -> Ss S -> Ss Ss -> S	To make connections between students answers and the incoming topic.
Study: expressions to agree and disagree 10 minutes)	Handout	T gives students a handout. Next, T encourages Ss to share their results with a partner and the rest of the class.	Ss complete the handout. Next, they share with a partner and with the rest of the class.	T -> Ss S	For students to be provided with expressions that they can use to interact during the forum activity.
Listening and identifying	PPT	T asks Ss to form groups and write down all the expressions that they	Ss form groups and write down all the		For Ss to identify by reading and listening the expressions that they will

expressions (12 minutes)	Videos Texts	read or listen from the media on the PPT.	expressions that they identified.		use during the forum activity.
*+Engage	Short video	T asks Ss what is this video about?	Ss watch the video and next, they answer the question.	T -> Ss Ss -> T	For students to generate inferences about predictions.
Studying making predictions 10 minutes	PPT	T shows some PPT the use of will, going to and some expressions to refer to future.	Ss pay attention to the PPT. They write notes and then make questions.	T -> Ss Ss -> T	For students to be provided with the necessary vocabulary to make predictions on their topic to add to their interventions in the forum activity.
Activate	Handout	T provides Ss with a handout. Asks Ss to underline all the expressions related to agreeing, disagreeing and predictions.	Ss pay attention to the descriptions and next they start working on the handout. Ss underline all the expressions that they identify.	T -> Ss S	For students to identify in texts the expressions that will help them to participate in the forum activity.
Sharing with a partner		T asks Ss to form pairs. Next, they share their findings. Finally, they hand-in their handouts.	Ss share their results in pairs. They correct their answers if necessary. Finally, they hand in their handouts.	T -> Ss S -> S	To promote cooperation and interaction with peers. To provide Ss with the chance to correct their answers or any idea which is not clear.

Lesson 5					
<p>Conceptual objective: By the end- of the class, students will be able to use expressions to agree and disagree, and to apply “will” and “going to”.</p> <p>By the end of the class, students will be able to identify certain criteria related to cooperation inside a discussion to assess their own performance.</p> <p>Procedural objective: By the end of the lesson, students will be able to discuss with a partner their main findings on their topics, demonstrating cooperation, and assessing by following certain criteria.</p> <p>By the end of the class, students will be able to make a prediction about the things that they will improve next time.</p> <p>Attitudinal objective: By the end of the class, students will demonstrate a respectful and cooperative attitude while discussing with a partner.</p>					
<p>Indicator for evaluation: > Students reflect on their performance, stating what they did great and what they can improve.</p> <p>> Students recall some criteria related to cooperation</p> <p>> Students demonstrate respect while discussing with a partner.</p> <p>> Students are able to make a prediction on a piece of paper.</p>					
Warm up activity	Whiteboard + markers	T asks Ss to remember expressions to agree and to disagree. T writes on the whiteboard the expressions.	Ss pay attention to the teacher. Next, they brainstorm the expressions that they remember.	T -> Ss Ss -> T S -> T	<p>To recall the expressions covered during the last session</p> <p>To address previous knowledge.</p>
Engage Discussion	Video	<p>T asks Ss to pay attention to turn taking and attitudes.</p> <p>T asks Ss to form pairs or trios</p>	<p>Ss watch the video and pay attention to turn taking and attitudes.</p> <p>Ss form pairs or trios.</p>	<p>T -> Ss</p> <p>S -> S</p>	<p>For Ss to generate inferences about the incoming activities.</p> <p>To promote group activities.</p>
Explaining the discussion	PPT	T introduces some criteria for the incoming discussion.	Ss pay attention to some criteria related to discussions.	T -> Ss	For students to know some criteria that are useful while discussing

		The rules for the incoming discussion are introduced	Ss pay attention to the discussion's rules	T -> Ss	and that are related to cooperation. To promote participation and cooperation.
Discussion		T asks Ss to talk about the most important things they learnt about their topics (forum) Asks Ss to use expressions to agree and to disagree	Ss discuss the most important things that they learnt. Ss use expressions to agree and to disagree.	S -> S	To address familiarity, cooperation, previous knowledge. To practice what Ss will do during the forum activity To practice the kind of interaction that they will face during the forum.
Post-discussion		T comments on Ss performance and gives more tips based on what was observed	Ss pay attention to the feedback	T -> Ss	To provide Ss with feedback and guidance on the areas that they can improve
		T asks Ss to, in the same pairs, tell the partner if they were cooperative or not	Ss keep working in pairs and tell partners whether they were cooperative or not, this, aiming to improve in the future.	T -> Ss S -> S	For Ss to reflect on their partners' performances, aiming to improve in the future.
Study	PPT	T shows Ss the next discussion terms and conditions	Ss are provided with the next discussion structure	T -> Ss	For students' to get familiarized with the context in which they

					will discuss the next time.
Activating Predictions	Handout	T provides Ss with a piece of paper with the question: What will I do better the next time?	Ss apply making predictions by answering the question that is written in the piece of paper.	T -> Ss	For students to apply making a prediction by using will or going to.

Lesson 6					
<p>Conceptual objective:</p> <p>Panelists: By the end of the class, students will be able to create a written version of their interventions during the forum, including two new sections: evaluating the importance of their topics and sharing it as an opinion and making a prediction.</p> <p>Moderators: By the end of the class, students will be able to make a draft of supportive slides considering panelists' topics</p> <p>Procedural objective:</p> <p>Panelists: By the end of the class, students will be able to post in the forum a new version of their interventions, adding an evaluation of the importance of their topics and a prediction.</p> <p>Moderators: By the end of the class, students will be able to post the draft of the slides they created.</p> <p>Attitudinal objective: By the end of the class, students will be able to behave respectfully and to avoid making disruptive noise.</p>					
Computer lab					
<p>Indicators for evaluation: Students are able to post a draft of their interventions including a prediction and stating their topics' relevance.</p> <p style="padding-left: 40px;">> Students are able to write a prediction connecting their topics and Rancagua.</p> <p style="padding-left: 40px;">> Students are able to appreciate their topics' relevance.</p>					
Warm up activity	PPT	T asks students to remember the use of because, so T gives some examples and Ss give coherent reasons. Example: Smoking is dangerous because...	Ss give examples of reasons to some statements provided by the T.	T -> Ss Ss -> T	To remember the use of because, and to promote justifying decisions during the forum.
Activate : forum intervention	Computers	T asks Ss to write a draft that includes the information that they gathered before	Ss write a draft with the information that they gathered before.	T -> S S	For Ss to rearrange the information that they gathered to create a coherent intervention that achieves all the requirements.

Activate: giving an opinion / forum intervention	Computers	T asks Ss to write in the same document whether their topic is important or not or why. Encourages Ss to use dictionaries if necessary.	Ss evaluate their own topics' relevance and justify their decisions. Ss use dictionaries if necessary.	T -> S S	For students to apply expressions to give opinion, just like they will do in the forum, and to justify their decisions.
Activate: Making a prediction/ forum intervention	Computers	T asks Ss to make a prediction about their topic in connection with Rancagua	Ss write a prediction about their topics in connection with Rancagua	T -> Ss S	For students to make a prediction for their forum interventions.
Activate: forum intervention (refined version)	Computers	T asks Ss to post their new partial interventions considering the remaining sections	Ss post their refined interventions considering an opinion and prediction.	T -> Ss S	For Ss to organize a refined version of their intervention during the forum.

Lesson 7					
<p>Conceptual objective:</p> <p>By the end of this lesson, students will be able to practice the final version of their intervention during the forum activity and to evaluate their partners' information and prediction by using expressions to agree, to disagree and to give an opinion.</p>					
<p>Procedural objectives:</p> <p>Practice their interventions during the forum activity and to react to their partners' information and predictions by using expressions to agree, to disagree and to give an opinion demonstrating cooperation while discussing.</p> <p>Assess their classmates participation by completing a chart.</p>					
<p>Attitudinal objective: By the end of the class, students will be able to participate in a group discussion respecting all the partners opinions.</p>					
<p>Indicators for evaluation:</p> <ul style="list-style-type: none"> > Students evaluate partners' interventions, expressing agreement and disagreement. > Students express agreement and disagreement. > Students practice a final version of their interventions. > Students demonstrate a respectful attitude towards their partners while discussing and assessing. 					
Warm up activity : Remembering the criteria (10 minutes)	Whiteboard + markers	T asks Ss to remember the criteria related to cooperation	Ss tell the teacher some criteria related to cooperation	T -> Ss Ss -> T	For students to remember the criteria that are relevant in regards to cooperation
Study: Intervention	Hard copy of last version on the forum	T asks Ss to practice their interventions	Ss practice their interventions	T -> Ss	
Activate: pre-discussion		T asks Ss to form groups of 8 or 9 people	Ss forms group of 8 or 9 people	T -> Ss S -> S	For students to address' familiarity by choosing the people with whom they feel comfortable while working
		T provides each student	Each S receives a	T ->	For students to assess afterwards their classmates' cooperation and contributions.

		with a handout to assess to 4 or 5 classmates	handout with a chart to assess 5 classmates		
Activate: Discussion					
Activate: Discussion					
Closure		T makes comments on Ss performances and invites Ss to make comments too.	Ss pay attention to T's comments and make comments about their classmates' performances		To provide Ss with feedback and to encourage Ss to reflect on their peers' performances as well.
Exit ticket		T gives a sheet of paper to each S to reflect on her performance	S receive a sheet of paper and reflects on her performance		For Ss' to reflect on their performances For T to gather evidence about Ss' performances

Lesson 8					
<p>Conceptual objective: By the end of the class, students will be able to practice the final version of their interventions during the forum activity and to evaluate their partners' information and prediction by using expressions to agree and disagree and to give an opinion.</p> <p>practice the final version of their intervention during the forum activity and to evaluate their partners' information and prediction by using expressions to agree and disagree and to give an opinion</p> <p>Procedural objective: By the end of the lesson, students will be able to participate in a whole-class discussion that focuses on their interventions and actual groups for the forum. They will also be able to react to a partner's intervention, by giving an opinion, agreeing or disagreeing to demonstrate cooperation.</p> <p>Attitudinal objective: By the end of the class, students will be able to participate in a whole-class discussion respecting all the partners opinions.</p>					
Warm-up activity		T asks Ss to remember the agenda and the structure that they decided for their forum.	Ss remember the agenda and the structure of the forum in which they participate.	T -> Ss Ss -> T	For students to remember the structure of the forum in terms of order and interactions.
<p>Activate: Discussing (forum format)</p> <p>(Panelists day 1 discuss – Panelists day 2 assess and interact)</p>	PPT designed by the moderator	T monitors the activity and helps the moderator with timing and guiding the forum.	Ss follow the instructions of moderator and T. They talk about their interventions and react to their partners' ones.	T -> Ss M -> Ss S -> S M -> S	For students and moderator to practice the sequence that they will follow in the actual forum.
<p>Activate: Discussing (forum format)</p> <p>(Panelists day 2 discuss – Panelists</p>	PPT designed by the moderator	T monitors the activity and helps the moderator with timing and guiding the forum.	Ss follow the instructions of moderator and T. They talk about their interventions	T -> Ss M -> Ss S -> S M -> S	For students and moderator to practice the sequence that they will follow in the actual forum.

day 1 assess and interact)			and react to their partners' ones.		
Closure		T comments on overall performance and provides each Ss with some notes with things that did good and things to improve	Ss listen to overall performance's comments and receive some notes regarding their own performances.	T -> Ss T -> S	For students to obtain general and individual feedback.

Lessons 9 and 10		
By the end of the class, students will be able to		
Panelists	Conceptual objective:	Apply <i>will</i> and <i>going to</i> to make predictions, demonstrate knowledge regarding their roles considering the genre forum, and demonstrate cooperation.
	Procedural objective:	Participate in a forum activity by presenting properly a topic, appreciating its relevance and making a prediction in connection with Rancagua.
	Attitudinal objective	Demonstrate a respectful attitude towards classmates and teacher.
Moderator	Conceptual objective	Apply will and going to to make predictions, demonstrate knowledge regarding her role considering the genre forum, and demonstrate cooperation.
	Procedural objective:	Participate in a forum by presenting properly panelists and their topics, appreciating relevance, making a prediction in connection with Rancagua to summarize.
	Attitudinal objective:	Demonstrate a respectful attitude towards classmates and teacher.
Audience	Conceptual objective:	To evaluate panelists' intervention and to use expressions to agree and disagree, and demonstrate cooperation
	Procedural objective:	Participate in a forum as audience by paying attention to panelists' interventions, evaluating the interventions and expressing agreement or disagreement while demonstrating cooperation by contributing to the discussion.
	Attitudinal objective:	Demonstrate a respectful attitude towards classmates and teacher.




Appendix F: Gantt chart

Willingness to communicate: Situational information	1	2	3	4	5	6	7	8	9	10
Situation cues										
Interlocutors: Cooperation	X	X	X	X	X	X	X	X	X	X
Interlocutors: Familiarity	X	X		X	X	X				
Interlocutors: Participation	X	X	X	X	X	X	X	X	X	X
Classroom atmosphere: Classmates	X	X	X	X	X	X	X	X	X	X
Classroom atmosphere: Class size	X	X	X	X	X	X	X	X	X	X
Classroom atmosphere: Teacher	X	X	X	X	X	X	X	X	X	X
Task: Topic		X	X		X	X	X	X	X	X
Task: Dyadic activity	X	X	X	X	X	X				
Task: Group activity			X				X			
Task: Whole-class activity	X	X		X	X			X	X	X
Preparation-time	X	X	X	X	X	X	X	X	X	X
Self-assessment (formative)					X		X	X		
Peer assessment (formative)							X	X		
Assessment (summative)									X	X
Willingness to communicate – situation characteristics										
Task-confidence	X	X	X	X	X	X	X	X	X	X
Task-interest		X	X			X	X	X	X	X
Task-usefulness		X	X		X	X	X	X	X	X
Tasks or steps towards the forum										
Getting to know cooperation	X									
Linguistic repertoire: Expressions to give opinions	X	X			X		X	X	X	X
Getting to know forum genre		X								
Choosing a topic for the forum			X							
Forum intervention			X			X	X	X	X	X


Linguistic repertoire: Expressions to show agreement				X	X		X	X	X	X
Linguistic repertoire: Expressions to show disagreement				X	X		X	X	X	X
Linguistic repertoire: Expressions to make predictions				X			X	X	X	X
Interventions (draft)			X			X				
Practicing panelists and moderators' intervention					X		X	X		
Systematized discussions					X		X	X		
Discussions and observers ring							X	X		
Post-discussion and feedback					X		X	X		
Adapted forum (summative evaluative instance)									X	X

Appendix G: Lesson 1- Warm up activity slides



1. Each student will receive : 1 red card and 1 green card.

( =  + )

2. I will show you a slide with eight sentences:
If you FEEL IDENTIFIED with the sentence, raise a **green card**.
If you DON'T FEEL IDENTIFIED with the sentence, raise a **red card**.



1

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2

1. I don't think that speaking in English in classes is necessary.



3

2. I'm sure that I can learn with or without my classmates support.



4

3. I suppose that the time I have to complete a task is NOT important.



5

4. I believe that a good class atmosphere is important to learn.



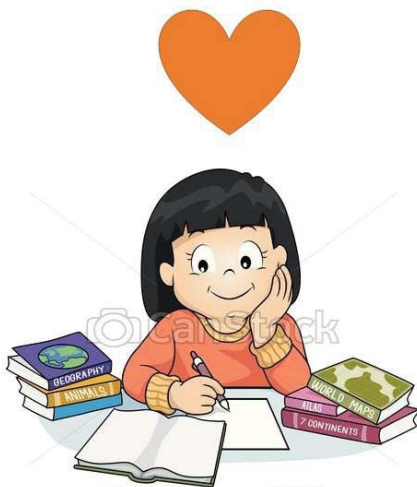
6



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5. In my opinion, I
speak more when I
work with a friend.

7



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6. My impression is that we
work better when the tasks are
interesting.

8



shutterstock.com • 579230482

7. I would say that I don't like to participate during classes.

9



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8. It seems to me that my classmates can help me learn more.

10

Appendix H: Lesson 1 - Material – Green and red card



Willingness to communicate



1

What does *willingness* mean?

“The quality or state of being prepared to do something; readiness.” (LEXICO, n.d.)



If you don't know the meaning of a word, remember to use a dictionary/ web dictionary. In this case, I used



2

“Readiness to enter into discourse at a particular time with a specific person or persons, using a L2”.

A) Being ready to use a second language in a certain context.

B) Being ready to use English to communicate with some people.

3

Consider our context: Identify the agents involved in the academic definition of willingness to communicate considering our situation (Right here, right now).

Particular time	
Specific person or persons	
L2	

4

Appendix J: Lesson 1 – Handout

Class' objectives: By the end of the class, you will be able to share with a classmate your definitions of willingness to communicate and cooperation, and to identify expressions to give opinion

Activity 1: Do you like to share with your partners in the English class?

Examples: Yes, because I can share my opinion No, because I feel uncomfortable.

I feel: comfortable, relaxed, interested, engaged, enthusiastic, that my opinion matters, that I can help.	I feel: uncomfortable, anxious, nervous, bored, that it is useless, that I don't learn.
I can: practice, learn new words, practice with a classmate, practice with a friend, do something challenging.	I can't: practice correctly, learn with my classmates, understand what my classmates say, say what I want to say.

Remember! We use **because** to give reasons.

Example: I am very happy, **because** today I have classes with 8th A grade <3

Activity 2: Willingness to communicate and cooperation.

2.1 Before you read: Brainstorm some words that come to your mind when you think about willingness to communicate. Do it here, please:

—

2.2 While reading: a) Underline the words that you don't understand, and infer the meaning based on the context.

A) Speaking is part of our routine, to how many people did you talk with yesterday? Probably, all that times you used your L1, Spanish. What about English? Imagine that the teacher asks a question and you know the answer, what do you do?

B) Willingness to communicate is important when learning a second Language, and it is defined as a "readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (McIntyre et. Al as cited in Bernales, 2016, p.2). Willingness to communicate is a process, and as a process, there are many components involved. One of these components is cooperation.

C) Cooperation refers to perceiving that the interlocutors are participating and cooperating (Beckmann, Beckmann & Zhang, 2018, p.234). Have you ever felt like talking to a wall? That is not cooperation. Have you ever felt that your classmate or friend is paying real attention to what you say? That is cooperation.

D) Finally, willingness to communicate is evidence! Who wins? You and the teacher. Every time you say something in classes, you have the chance to learn something new, to improve, or to let your teacher know what you need. Learning is a process that involves us all.

A Match each paragraph with its central idea:

- | | |
|-------------------|--|
| Paragraph A: ____ | 1. The importance of willingness to communicate. |
| Paragraph B: ____ | 2. Speaking in L1 vs Speaking in L2. |
| Paragraph C: ____ | 3. Definition of willingness to communicate. |
| Paragraph D: ____ | 4. Definition of cooperation. |

B Write T or F next to each statement:

1. ____ The only component of willingness to communicate is cooperation
2. ____ Cooperation is noticing that my partners participate and collaborate during conversations
3. ____ Willingness to communicate is only important for teachers

C Use your own words to define cooperation:

Activity 3: These are some things that I have noticed while students discuss. Can you tell me what situations evidence cooperation?

Observation notes – by M.O.

1. Student A interrupted student B, so student A did not finish her idea.
2. Student A asked a question and Student B ignored her.
3. Student A told something while student B listened and pay attention.
4. Student A told something while student B was using her smartphone.
5. Student A and student B were talking about their hobbies.
6. Student A asked a question and student B answered.
7. Student A and student B were talking about their homework.
8. Student A and student B shared their results respectfully.

Section 2 – Expressions to give opinions

Activity one: Read again the sentences related to willingness to communicate and cooperation, and underline the expressions that you think can help you to give opinions.

Example: 1. I don't think that speaking in classes is necessary.

2. I'm sure that I can learn with or without my classmates' support.
3. I suppose that the time I have to complete a task is not important.
4. I believe that a good class atmosphere is important to learn.
5. In my opinion, I speak more when I work with a friend.
6. My impression is that we work better when the tasks are interesting.
7. I would say that I don't like to participate during classes.
8. It seems to me that my classmates can help me learn more.

Activity 2. Write down all the expressions that you heard from the video:

Video 1: Ellen DeGeneres and Taylor Swift	Video 2: Michelle Obama and Oprah Winfrey	Video 3: Jack Johnson

Activity 3: Read the following extract from an interview to Donald Trump. Can you see the words he used to give opinions? Underline them. SULZBERGER: I thought maybe I'd start this off by asking if you have anything you would like to start this off (...).

TRUMP: O.K. Well, I just appreciate the meeting and I have great respect for The New York Times. Tremendous respect. It's very special. Always has been very special. I think I've been treated very rough. It's well out there that I've been treated extremely unfairly in a sense, in a true sense. I wouldn't only complain about The Times. I would say The Times was about the roughest of all. You could make the case The Washington Post was bad, but every once in a while I'd actually get a good article. Not often, Dean, but every once in a while. Look, I have great respect for The Times, and I'd like to turn it around. I think it would make the job I am doing much easier. We're working very hard. We have great people coming in. I think you'll be very impressed with the names. We'll be announcing some very shortly.



Exit ticket –Name:

What is cooperation? :

Some useful expressions to discuss your answers with your classmates:

To ask a question	To answer a question
What is your answer to question (...) ? What do you think about ... ?	I answered... I think that ... I wrote that ... In the case of activity (number), I wrote ...



How many expressions can you find?
Watch these videos and identify as many
expressions to give opinions as you can!

1

Video 1:

You'll watch an extract from an interview: Taylor Swift is invited to the Ellen show, and Ellen asks a weird question: Do you wash your legs? Let's see what Taylor Swift answers.

2

The Ellen Show(2019).



3

Video 2:

Oprah Winfrey invited Michelle Obama to Vision tour, a show where she interviews famous people. You'll watch Michelle Obama's answer to the question: How does being so influential affect the decisions you make?

4

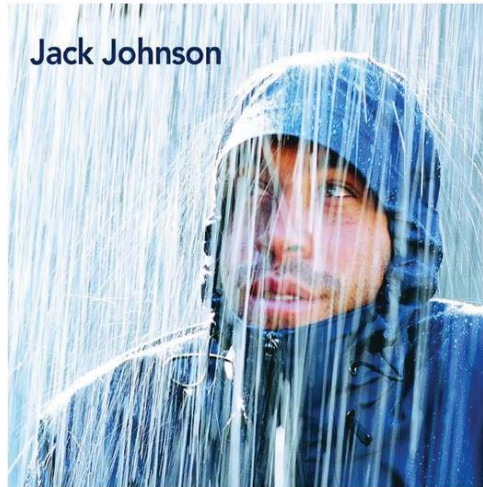
WW formerly Weight Watchers.(2020).



Video 3:

We'll listen to "Flakes", a song by Jack Johnson, an American singer. In flakes, Jack Johnson exemplifies the uncertainties in relationships.

Jack Johnson music(2015)

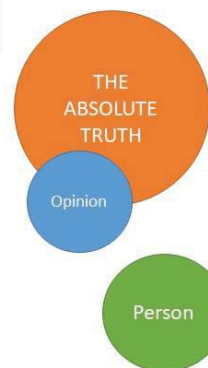
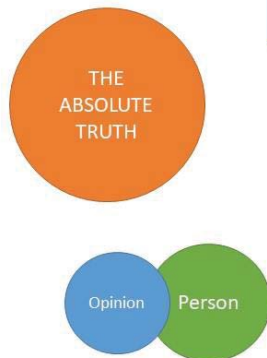


7

Consider this song:

"**Maybe, maybe** she thinks it's fine
Maybe she knows something I don't
I'm so, I'm so tired, I'm so tired of trying
It seems to me that **maybe**"
Johnson, J. (2001).

What diagram best
represents an opinion?



8

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WW formerly Weight Watchers. (2020, February 12). Oprah's 2020 Vision Tour Visionaries: Michelle Obama Interview [video]. YouTube. <http://www.youtube.com/watch?v=XvFaaO5b4hE&t=481s>

Appendix M: Lesson 2 – Warm up activity slides

Warm up activity


<https://echaloasuerte.com/raffle>



If you read your name right here, you have two options:

- 1) You can give us a concept from last class.
- 2) You can consume a potion to skip the question, but be careful! You only have a total of two potions for the next six classes.

Student A



Do you remember last year's cabildo?

Think about the following aspects:

- Participants
- Turn-taking
- Topics
- Objectives
- Similar instances

Lesson 2 - Definition and components

1

Our definition

Public forum is a genre ...

- 1 How many people can participate?
- 2 Are they experts on some topic?
- 3 Do panelists or experts interact with the audience? In that sense, is it one-way communication or two-way communication?

2

The academic definition

It is a "meeting held for the general public where people can exchange opinions and ideas on a particular issue" (CCE & NDI, 2004, pp.1). Due to its nature, one of the predominant features and advantages of this genre is the "two-way communication" (CCE & NDI, 2004, pp.1).

Public forums are meetings that allow the exchange of ideas and opinions, and also they can help to raise awareness about local issues (CCE & NDI, 2004)

3

The roles

The roles that forum encompasses are a decision maker (chair), **a moderator or facilitator**, **presenters**, a note-taker, (...)(CCE & NDI, 2004, pp.3).



4

Stages of a forum

Pay attention to the following agendas and answer:

Is there **only one option** to organize the stages of a forum?

Infer what stage exemplifies each event in the agenda:

(Panelist's intervention (PI) – Moderator's intervention (MI) – Audience intervention (AI) – Closure (C) – Introduction (I)– General discussion (GD))

AGENDA

- ___ 5:00pm Chairperson's opening remarks
- ___ 5:05pm Mr. Abid Khan (panelist) speaks
- _AI_ 5:20pm Questions on content of Mr. Khan**
- ___ 5:25pm Mr. Murad Ali speaks
- ___ 5:40pm Questions on content of Mr. Murad Ali
- ___ 6:00pm Panel and audience general discussion
- ___ 6:40pm Chairperson's closing remarks
- ___ 6:45pm Close of meeting

AGENDA

- ___ 5:00pm Chairperson's opening remarks
- ___ 5:10pm First Panelist
- ___ 5:25pm Second Panelist
- ___ 5:40pm Third Panelist
- ___ 5:55pm Panel and audience general discussion
- ___ 6:45pm Chairperson's closing remarks
- ___ 6:50pm Close of meeting

5

Pay attention to this text and answer:

What is "Trading Forward: Adapting to a Changing World" ?

What is "services- the next trade frontier"?

Which alternative is correct?

a) Theme > Sub-theme

b) Sub-theme > Theme

Public Forum 2019 — "Trading Forward: Adapting to a Changing World"

This year's Public Forum theme is 'Trading Forward: Adapting to a Changing World'. The sub-themes will be:

- services — the next trade frontier;
- the next generation — what do Millennials & Gen Z want to see from global trade; and
- the next chapter of the WTO — strengthening the trading system.



World Trade Organization (2019)

6

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Center for Civic Education Pakistan (CCE) & National Democratic Institute for International Affairs (NDI). (2004). A Guide to Organizing Public Forums. Retrieved from <http://iknowpolitics.org/sites/default/files/ndi.20guide20to20organizing20public20meetings20-20pakistan.202004.pdf>

World Trade Organization. (2019) WTO PUBLIC FORUM 2019. "Trading Forward: Adapting to a Changing World". https://www.wto.org/english/forums_e/public_forum19_e/themopf19_e.htm

7

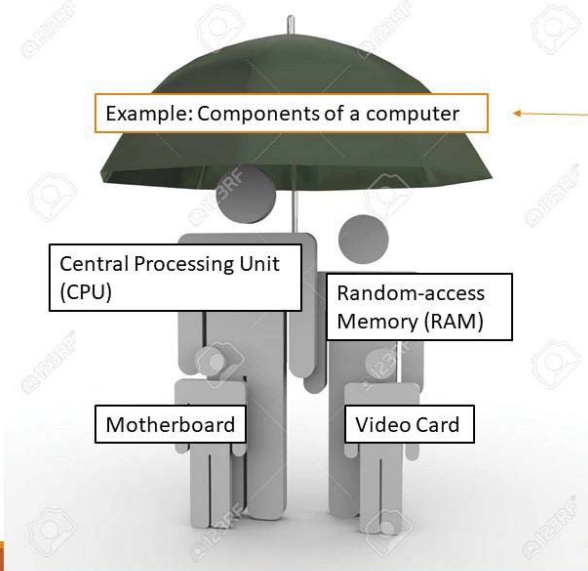
How can you decide which topics would be appropriate?

Imagine an **umbrella!**

Our umbrella can encompass (or include) the topics.



9



Example: Components of a computer

Central Processing Unit (CPU)

Random-access Memory (RAM)


Motherboard

Video Card

In this case, the major topic or **umbrella topic** is “**components of a computer**”. Some of the components that a computer has are CPU, RAM, Motherboard and videocard.

What about **internet**? Can we put internet under our umbrella?

10



Helping the environment from Rancagua: strategies to build a better future.

1. Saving the environment from home.
2. Internet and its contributions to education
3. Sustainability around the world
4. Cycling as transportation in Rancagua
5. Ecobricks
6. The impact of coronavirus in our lives
7. Social media and education
8. Composting at home
9. Your own orchard
10. Rancagua's recycling and collection points

11

Discovering the roles

1

Who does what?

Moderator... ____

1 presents a topic.

Audience ... ____

2 listens and participates.

Panelist ... ____

3 asks and moderates questions.

2

Video 1: Opening plenary debate

1 How many people can you see?

2 According to what you watched and to the text (in your handout), what is Mr. Roberto Azevêdo's role? Underline them:

Gives instructions – introduces the topic – presents panelists – records videos – takes notes

3 Decide whether this statement is true or not: People can participate in forums physically and virtually.

3



Azevêdo, Fordham, Kreis, Sachs & Williams (2019).

4

Video 2: Forum participants' views on trade

- 1 What does speaker 1 do?
- 2 What does speaker 2 do?
- 3 What does speaker 3 do?
- 4 Who is acting like a bridge between the others two speakers?

5



Heemskerk, Miumbi-Peter, Stokes & Yerka (2019).

Video 3: Entering a new era of digital servicification in the EAC

1 Do all people in the video do the same things?

2 Do you believe that they are experts or not? Why?

3 What did the person of the audience do?

a) He made a comment b) He asked a question c) both

7



Adhikari, Banga, Krishnan & Mendez-Parra. (2019).

8

References

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Appendix P: Lesson 2 – Handout

Name: _____ Date: _____ 8th A grade

Lesson objective: By the end of the lesson, you will be able to describe to a partner the function of one role belonging to public forum and to identify some forum's stages.

Activity 1: Let's watch some videos!

video 1: Opening plenary debate

Questions:

How many people can you see?

Read this statement: I am the WTO (World Trade Organization) Director-general and your host this week, and on behalf of the WTO secretariat, I would like to thank all of you for joining us whether you are here in Geneva or participating online.

According to what you watched and to the text, what is Roberto Azevêdo's role?

Decide if this statement is True or False:

_____ People can participate in forums physically and virtually.

Video 2: Forum participants' views on trade

What does speaker 1 do?

What does speaker 2 do?

What does speaker 3 do?

Who is acting like a bridge between the others two speakers?

Video 3: Entering a new era of digital servicification in the EAC

Do all people in the video do the same things?

Do you believe that they are experts or not? Why?

What did the person of the audience make?

a) A comment

b) a question

c) both

Activity 2: Our definition. Based on the videos, we will create our own definition. Write your ideas here and get ready to share them.

Activity 3: Think about our incoming forum “Helping the environment from Rancagua: strategies to build a better future. Which of these topics could be presented in the forum? Underline them.

- | | |
|--|--|
| 1. Saving the environment from home | 6. The impact of coronavirus in our lives |
| 2. Internet and its contributions to education | 7. Social media and education |
| 3. Sustainability around the world | 8. Composting at home |
| 4. Cycling as transportation in Rancagua | 9. Your own orchard |
| 5. Ecobricks | 10. Rancagua’s recycling and collection points |

Activity 4: What are the functions of each participant then? Write them under each box.

Moderator	Panelist	Audience

Activity 5: Think about the forum and the roles and come up with some analogies:

- | | |
|---|---------------------------|
| 1) Watching a movie | 3) An orchestra: |
| 2) Watching my favorite band’s concert: | 4) A presidential debate: |

Example: While watching a movie, the moderator would be the projectionist. The panelists or experts would be the actors and actresses and the audience would be all the people watching.

Exit ticket - Name:

Forum roles	Functions
Moderator	

Which of these are stages of a forum? Tick them:

- ☒ Introduction
☐ Panelists’ interventions
☐ General discussion
☐ Closure

- ☐ Video presenting the topic
☐ Moderator’s intervention

MODERATOR	MODERATOR	MODERATOR
AUDIENCE	AUDIENCE	AUDIENCE
PANELIST	PANELIST	PANELIST
MODERATOR	MODERATOR	MODERATOR
AUDIENCE	AUDIENCE	AUDIENCE
PANELIST	PANELIST	PANELIST
MODERATOR	MODERATOR	MODERATOR
AUDIENCE	AUDIENCE	AUDIENCE
PANELIST	PANELIST	PANELIST

Appendix R: Lesson 3 - Roles and topics

Role	Topic	Number of students
Panelist	Cycling as transportation in Rancagua	4
Panelist	Saving the environment from home	4
Panelist	Ecobricks	4
Panelist	Rancagua's recycling and collection points	4
Panelist	Your own orchard	4
Panelist	Composting at home	4
Moderator		2

Appendix S: Lesson 5 - Criteria to assess discussions

Total number of contributions made

Responding supportively

Introducing a new topic

Appendix T: Lesson 7 - Rubrics to assess peers' performance

Criterion	Name: _____	Name: _____	Name: _____	Name: _____	Name: _____
Total number of contributions made					
Responding supportively					
Introducing a new topic					

Appendix U: Lesson 8 – Rubrics to assess peers’ performance

Criterion	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name
Total number of contributions made													
Responding supportively													
Introducing a new topic													

Appendix V: Lessons 9 and 10 – Rubrics for evaluative instance

Role/ points	1	2	3
Moderator	The student demonstrated no preparation by reading all the time.	The students demonstrated some preparation but read 60% of the time.	The student demonstrated preparation: knowledge of classmates and their topics with none or little support of notes.
	The moderator did not managed time effectively, and the teacher had to assume her role.	The moderator managed time effectively most of the time	The moderator managed time effectively allowing the participation of every panelist.
	The moderator made no prediction	The moderator made predictions with some imprecisions	The moderator used properly will or going to to make a prediction
	The moderator gave no opinion.	The moderator gave an opinion with some imprecisions	The moderator used properly expressions to give an opinion.
	The moderator did not prepare a PPT to support the forum	The student prepared a PPT which was not helpful during the forum activity	The student developed a PPT which was helpful during the forum activity.
	The student made disruptive noise or was disrespectful 5 or more times.	The student made disruptive noise or was disrespectful 1 or 2 times.	The student ALWAYS evidenced a respectful behavior when panelists, moderator, or other members of the audience were speaking.
Panelist	The student made no prediction	The student made a prediction with some imprecisions.	The student used properly will or going to to make predictions with none or little support of notes.
	The student gave no opinion	The students gave an opinion with some imprecisions regarding the expression.	The student used properly expression (s) to give an opinion and demonstrated evaluating the gathered information.

	The student achieved only 1 part of the requirement regarding structure	The student missed one or two of the requirements regarding structure.	The students evidenced achieving all the requirements regarding structure: definition of the topic, how to do it, one opinion and one prediction.
	The student made disruptive noise or was disrespectful 3 or more times.	The student made disruptive noise or was disrespectful 1 or 2 times.	The student ALWAYS evidenced a respectful behavior when panelists, moderator, or other members of the audience were speaking.
Audience	The student did not evidence having evaluated classmates' intervention, so she never showed agreement or disagreement.	The student partially evidenced having evaluated at least one classmate intervention showing agreement or disagreement (did not comprehend classmate's idea)	The student evidenced having evaluated at least one classmate intervention to show agreement or disagreement with little support of notes.
	The student did not evidence cooperation, since she did not respond to panelists' intervention.	The student evidenced some cooperation by giving an opinion with little connection to the topics.	The students evidenced cooperation by responding to at least one panelist's intervention, enrichening the forum.
	The student made disruptive noise or was disrespectful 3 or more times.	The student made disruptive noise or was disrespectful 1 or 2 times	The student ALWAYS evidenced a respectful behavior when panelists, moderator, or other members of the audience were speaking.

Appendix W: Willingness to communicate questionnaire

Name: _____

1. Perceptions of my participation (Around the last 4 classes before this one)					
Instructions: Write an X under the percentage that represents best your participation in the last four classes before this one. (Just an approximate number, no pressure)					
Aspects	Frequency				
	Never (0 %)	Rarely (30%)	Sometimes (50%)	Usually (75%)	Always (100 %)
I participate in English whole-class activities (actividades con todo el curso)					
I participate in English group-activities (actividades grupales)					
I participate in English pair or trios- activities (actividades de 2 0 3 personas)					
2. Perceptions of my performance today.					
Think about your performance during this class and choose the option that best represents you. You can underline the sentence, or you can color the square.					
a) During this class, I participated 4 times or more (answering to the teacher or my classmates)	b) During this class, I participated from 2 to 4 times (answering to the teacher or my classmates)	c) During this class, I participated just once (1 time) (answering to the teacher or my classmates)	d) During this class, I did not participate (answering to the teacher or my classmates)		

Appendix X: Students, classmates and teachers' contributions

Students from 8th grade were reactive and spontaneous while doing activities in online classes. For instance, in the first class, one of them said, "Miss, is that English or Japanese?" That comment helped me realize that the structures that I was using while talking were too elaborate for students. The comment that the student made was helpful because it encouraged me to simplify the way I say things. Maybe I was creating an additional distance between students and me since I did not consider vocabulary and sentence complexity before.

During another online class, I remember that a student told me: "Teacher, why did you highlight that word?", which led me to notice that the strategy that I was using so far was logical for me but not for students, so I changed that. I considered that information while designing sample material for the action research proposal, too.

My classmates also made enriching contributions. I remember that once a classmate asked me the levels of proficiency of 8th A-graders, and she suggested that creating a handout with expressions would be beneficial for students. I did it in my action research project, and also in online classes. Whenever I asked questions, the PPT included some expressions and words that could be helpful. In some activities, girls participated actively, and it was great to see that sometimes it is just a little help what they need.

Teachers also made significant contributions at the levels of action research project and practicum. I remember that when I submitted the first handout, my mentor teacher asked me questions about the instructions I gave, the examples, and the words I used. I started considering all these aspects while designing PPTs and handouts. As time passed by, the number of comments on these matters became smaller, and I started being able to do this by myself.

For the formative evaluation of material design, I submitted a PPT. In the feedback, my tutor teacher wrote that most of the activities were teacher-led. That led me to rethink the activities and material that I had designed so far. Since I do not want to play the starring role in the learning processes of students, I looked for alternatives that could allow students to be more autonomous.

Appendix Y: Error as learning opportunities

For instance, this is the slide of a PPT that I designed for the second class of that unit 2, “Countries, cultures and customs”.

<u>I don't drink coffee, I take tea, my dear</u> <u>I like my toast done on one side</u> <u>You can hear it in my accent when I talk</u> <u>I'm an Englishman in New York</u>	HOME COUNTRY: <u>United Kingdom</u> <u>England (country)</u>
<u>See me walking down fifth (5th) avenue</u> <u>A walking cane here at my side</u> <u>I take it everywhere I walk</u> <u>I'm an Englishman in New York</u>	COUNTRY OF RESIDENCE: <u>New York (city)</u> <u>(country) United States of</u> <u>America</u>
<u>I'm an alien, I'm a legal alien</u> <u>I'm an Englishman in New York</u>	TEA TOAST

Girls had to answer the questions: “What is the singer’s home country?” and “What is the singer’s country of residence?”

Student A, who wanted to answer the second question, said that the country of residence was New York. The answer was not correct since she had to come up with the country where New York is. At that moment, I asked her “Student A, what is the nationality of a person who lives in New York? English? Canadian? Japanese?” Then, the student noticed that she mentioned the city but not the country. Another student answered, “A person who lives in New York is American”, and I asked, finally, “Student A, from which country is American the nationality?” And she told me “From the USA”. Finally, I said “Yes! Now, let’s go back to the exercise. What is the singer’s country of residence?” And she answered, “The country of residence is the USA.”

Appendix Z: Things that I transferred from online classes to my AR proposal

During an online class, we were checking an exercise in which they had to underline words that had a similar meaning. I thought that the instruction was specific enough, but when no girl answered the question, I noticed that it was not clear. I gave them an example, and many girls started participating. That helped me to realize that girls usually need concrete examples, and that is related to the Piagetian stage in which they are.

In this sense, I decided to help them to develop abstractness up to a certain point. For instance, in one activity of the material I designed, they need to create analogies considering the participants of a forum and other situations. To do so, I wrote an example and also edited a video that could help students to see what they need to do concretely. The same occurs with an activity related to discovering the topics for the incoming forum. I will mention the overall theme, and students will have to choose the ones that best align with it. I created some slides in which I explain the activity by using an umbrella topic. This way, they will be able to see through concrete examples what they need to do, to perform the task by themselves later.