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**Teaching Speaking while promoting Willingness to
Communicate through MALL and the social media app
Instagram.**

TRABAJO DE TITULACIÓN

Para optar al título de Profesor de Inglés y
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1. Introduction:

Due to the COVID-19 pandemic, schools and teachers are being challenged to adapt the curriculum and methodology used to teach their subjects. Language teachers also have the need to do this, especially if they aim at developing production skills such as listening and speaking. Not only is it essential to adapt materials and content, but also to increase the amount of attention put into students mental and emotional well-being, taking into consideration that they are experiencing school in a new and challenging way, which is remote learning. Anxiety and self-confidence might be affected by the world sanitary circumstances, and teachers need to be empathetic.

In order narrow the research question, I collected information from the school's website, their PEI and the insights of two English teachers. Both the previous and current English teachers of this group of students agree that the level of proficiency in speaking is considerably low in this group, mainly due to high levels of language anxiety and unwillingness to communicate. The pandemic presented an unprecedented need to transform face-to-face learning into distance learning. For that reason, now it is fundamental to do research on the impact Instagram might have on language learning.

There is a dearth of empirical evidence supporting the relation between the use of Instagram and the development of speaking, regarding the quality/quantity of language output produced by students. It is necessary to further research on this topic as it might present an opportunity for both teachers and students to explore language in a remote learning context. For that reason, the aim of the following action-research project is to explore the impact of the social media app Instagram on speaking development, foreign language anxiety and willingness to communicate in a distance learning context. The use of Instagram is embedded in m-learning or Mobile Assisted Language Learning (MALL), which is a new field of study that can include the use of "any device that is small, autonomous and unobtrusive enough to accompany us in every moment" (Trifanova et al., 2004, p. 3).

This intervention targets a group of 11th graders who have a B2 level of proficiency in English. According to their previous English teacher, this group of students lacks willingness to communicate and self-confidence, which results in speaking avoidance. Also, they are

believed to be highly anxious students, which further decreases the amount of output they produce. In this particular case, all students have access to mobile devices, so I have decided to use Instagram as a language teaching tool. The rationale behind this decision is that three students have Internet problems; however, they all have free access to social media due to their phone carriers' plans. So, even if they ran out of data connection, they can still access Instagram with no trouble. Also, there is one student who has special needs and requires help from their tutors to do the tasks. As Instagram is an easy to use mobile app, it would not be difficult for his tutors to access materials and submit his tasks if he is not able to do it by himself.

In this particular case, the intervention is designed with these students in mind; however, it has not been applied yet. Still, it is applicable if three conditions are met, which are that each student has (1) a functioning mobile device, (2) Internet connection, and (3) Instagram installed.

In spite of the complex context we are in, using Instagram is not a threat to the intervention's applicability. Students who do not have Internet to check their emails would be able to access Instagram because their mobile carriers offer free use of social media, even without access to router connection. As everyone in the class has a smartphone, we can assume that they all have Instagram in their phones, since it comes with whatever phone you buy. There are three students who have Internet problems, but they all have free access to social media due to their phone carriers' plans. So, even if they ran out of data connection, they can still access Instagram with no trouble.

The intervention consists of six sessions, from zero to six (Appendix G), which include oral tasks designed to be gradually sequenced. These tasks are three individual tasks, one pair-work and a final group-work. The group-work and the third individual task are summative assessments whereas the first two individual tasks and pair-work are formative assessments. Also, a pre-test and post-test are included to ascertain the level of language anxiety students have towards English.

To sum up, in the following action-research project, an intervention is designed for a distance learning context. The intervention aims at developing speaking while lowering levels of anxiety and increasing self-confidence to promote willingness to communicate. In

order to do so, Instagram is used as a channel to provide engaging and attractive material, communication between the teacher and the students, and the oral tasks designed for them. Also, differentiation is included and specified in the scope and sequence (Appendix G).

The rest of the paper is organized as follows: a literature review that presents a detailed explanation and introduction of the theory on which the intervention is based, its action plan (includes a Gantt chart), a reflection on the limitations, subjective experience and projections for further research, the conclusion, references and appendices.

2. Literature Review:

Speaking is hard to teach and learn, since it is a “combinatorial skill” that “involves doing various things at the same time” (Johnson, 1996, p. 155). Correct use of grammar, vocabulary, and pronunciation are some of the things involved in speaking.

When words are pronounced incorrectly, meaning can be affected causing confusion and misunderstandings. Pronunciation is believed to play a fundamental role in intelligibility (Goh, 2007) which refers to products of “actual understanding” (Derwing, 2010, p. 29). Also, grammar structures play an essential role in oral communication; however, it is complex for students to use it correctly. According to Larsen-Freeman (2001), it appears to be challenging for EFL learners to translate the correct grammar into speaking. Vocabulary is crucial for EFL learners, mainly because it is the building block of every language (Derakshan et.al, 2016). If vocabulary is limited, students are unable to put their ideas in to words; therefore, it is essential that language learners keep vocabulary in their long-term memory.

Nowadays, teaching speaking is especially difficult due to the COVID-19 pandemic. Schools are closed and distance learning has become the best solution for this problem. Distance learning can be assisted by M-learning or Mobile Assisted Language Learning (MALL), which is field of study that due to technological developments. One definition of MALL is “programs on the mobile phones which can be used to teach languages” (Shamsi, Altaha & Gilanlioglu, 2019, p. 276). The use of a mobile application may imply better accessibility of the contents for students, increasing the amount of input and output available. According to Gonulal (2019), Instagram has the potential to improve language learners’ overall language skills, as well as vocabulary and communication skills.

For speaking purposes, the teacher’s role is to guide students systematically, introducing tasks that are sequenced, integrated and that allow students to be aware of their pronunciation errors (Burns, 2012). This is supported by Salehi and Marefat (2014), who recommend beginning with pair-work tasks, giving students enough practice and training to gradually challenge them to work in groups or with the whole class.

The fear of being exposed in front of the class and evaluated negatively by peers’ torments language students (Horwitz, 1986). That can affect willingness to communicate

(WTC henceforth) defined by McCroskey and Baer (1985) as the possibility of engaging in communication when free to choose to do so. If students lack WTC, they avoid participation and prefer to remain silent. According to Fawzi et.al (2019), WTC is related to anxiety and low self-confidence, since both can affect student's predisposition to talk in various types of situations. There are many types of activities that can be done in order to help students reduce their anxiety and increase self-confidence. One of them is collaborative tasks which can reduce competitiveness, a factor that can raise anxiety and hinder progress (Bailey, 1983).

The other two factors that affect WTC, as previously mentioned, are anxiety and self-confidence. Firstly, Blau (1995) defines anxiety as an uncomfortable feeling where the individual feels powerless, experiences tension or perceives peril in the face of an anticipated danger. Horwitz et.al (1986) claim that there is a specific type of anxiety called foreign language learning anxiety. The experience of speaking in a foreign language seems to be more debilitating than the anxiety experienced when speaking in the first language. Since knowing how much our students' levels of anxiety can affect language acquisition, Horwitz et.al (1956) created a Foreign Language Classroom Anxiety Scale (FLCAS). This instrument consists of thirty-three questions, designed to measure classroom anxiety for foreign language learners. In this intervention it is used as a pre-test and post-test to collect information about learners' initial levels of anxiety and post-intervention results.

Evidence supports that when students are familiarized with tasks, they tend to be less anxious (Bailey, 1983). In other words, accustoming students to evaluation by using formative assessments has proven to create confidence in learners, reducing their anxiety as a result (Salehi & Marefat, 2014). MacIntyre et.al (2001) claims that new situations are detrimental to WTC because it fills students with uncertainty in their communicative abilities. Hence, repeating activities in a sequenced, yet familiar way, can ensure anxiety alleviation. Using activities that entail collaborative work, as well as functional language use can be beneficial for learning, socially and realistically.

As Burns (2012) suggests, tasks that involve discussion allow an even more authentic context for interaction to happen since learners share opinions with others. Activities such as role-plays, discussions, videos, flash cards, and graphs can boost the learner's speaking

ability (Derakhshan, 2016). These types of activities can help students to overcome their shyness, fears and anxiety, especially, by working with others (Matsuda & Gobel, 2004). In the particular case of role play, Cook (2001) argues that this type of activity can be vital to enable learners to improve a range of real-life spoken language in the classroom.

Teachers' role in MALL, in this context, is to become online tutors. According to Burns (2012), online tutors have the mission of helping students build their self-confidence, while they get use to work autonomously online. Teachers should be prepared to monitor each student individually, especially those that are non-participative, so as to meet their needs for support in different areas. Burns (2012) suggests that teachers should gradually move learners towards more complex tasks, encouraging them to speak, work individually and with others, and use all the tools they have available.

Nevertheless, all strategies previously described would be meaningless if it weren't for learners' uptake. According to Swain (2008, p. 139), the output hypothesis is the act of producing language (speaking or writing) constitutes, under certain circumstances, part of the process of second language learning. Teachers should "direct students in their output by providing them with cues to draw on their own linguistic resources" (Lyster & Ranta, 1997, p. 58). That can be done through the use of corrective feedback. According to Lyster and Ranta (1997), corrective feedback is defined negative or positive evidence provided as a reaction to erroneous utterances, encouraging students to repair their utterance not only in terms of comprehensibility, but also accuracy and precision. Learner uptake also plays an important role, since it is defined as a learner's corrected utterance that immediately follows the feedback provided by the teacher.

Ellis (2009) classified CF strategies into: recasts, repetitions, and clarification requests in the category of implicit forms, and explicit correction, metalinguistic comments, and elicitation as explicit types. On the one hand, repetition as a strategy of CF refers to the teacher's repetition of an erroneous utterance; teachers tend to modify intonation in order to highlight the mistake (Suzuki, 2004). On the other hand, metalinguistic feedback contains either comments, information, or questions related to the correct formation of a students' utterance, excluding the provision of the correct form. Usually, comments with metalinguistic nature point out that there is an error somewhere (Naeimi et.al, 2018).

3. Action Plan:

The interview with the class' previous and current EFL teacher allowed me to identify unwillingness to communicate, poor self-confidence and poor vocabulary knowledge in this group of students. These factors interfered with participation and output production. The expected learning outcome is that students have to record a short role-play. In order to achieve this goal, I have designed five online sessions and two extra sessions for the pre-test and post-test and distributed four specific learning objectives among the seven sessions. These are:

- Students will know topic-specific vocabulary.
- Students will distinguish between Active and Passive Voice.
- Students will formulate utterances using Passive Voice.
- Students will recognize different intonation patterns.

The unit chosen is Unit 4 “The Koala Was Taken to a Shelter” from the “Time Zones” textbook. It is the unit students are currently reviewing with their teacher. The topic is animal rescue, and it is concerned with teaching Passive Voice and Intonation patterns.

Speaking tasks needed to be sequenced to foster speaking improvement gradually. For that reason, they are three individual tasks, a pair-work and a small-group task. The first two individual and the fourth task are formative assessments, since using these more frequently has proven to create confidence in learners, reducing their anxiety as a result (Salehi & Marefat, 2014). The third individual task and the group-work task are summative assessments.

For sessions zero and six, a pre-test and a post-test are conducted to measure the levels of language anxiety in the English class. A simplified version of Horwitz, et.al (1986)'s Foreign Language Classroom Anxiety Scale (Appendix A) is used to ascertain students' starting and finishing points in terms of anxiety. Students with high levels of language anxiety have to be monitored by the teacher regularly, who provides corrective feedback (Suzuki, 2004) and answers questions.

For session one, students watch a video that presents the topic, vocabulary, language structures and pronunciation. Images are posted to Instagram, consisting of vocabulary words, image, short definitions and pronunciation. Students are sent a worksheet (Appendix B) which

includes a video, three questions, a language bank, answer examples, and instructions for the audio. The teacher clarifies doubts and provides as much support as possible. After the videos are checked, an uptake sheet is provided.

For session two, students start watching a news report video about endangered animals. Then, an exit-ticket must be answered via audio (Appendix C). The first question asks students to list the animals in the video. The second question asks to recognize passive sentences and repeat them. Finally, the teacher prompts students to ask questions to solve their doubts. Students receive reinforcing feedback.

The individual task for session three is creating a video where students are a news reporter talking about a piece of news related to the topic. The teacher sends guidelines, examples and a new language bank (Appendix D). Students report on this news using Passive voice. After reviewing submissions, the teacher provides feedback (metalinguistic, recasts and explicit correction) in an audio file.

For session four, there is a pair-work task. The teacher sends guidelines, a contextualizing and a modelling video. The task is creating an interview using the guidelines and rubric (Appendix E) provided by the teacher. Students create and send the interview video and get feedback.

In session five, there is a small-group oral task. Students receive guidelines and a rubric for the task. It consists of a role-play of one scenarios given by the teacher (Appendix F). As a group, they can rely on each other to work on the task. They decide who to work with, choosing someone they feel comfortable with.

4. Gantt Chart

Contents/ Dates	June 8 th	June 11 th	June 18 th	June 25 th	July 2 nd	July 9 th	July 16 th
Pre-test							
Topic-specific vocabulary							
Passive Voice							
Intonation Patterns							
Post-test							

5. Reflection:

Having to design this intervention, especially under our current sanitary circumstances, was a challenging task on its own. In my view, speaking is one of the most crucial yet difficult skills to teach, since it involves doing various things simultaneously. Some of these are the correct use of grammar, vocabulary, genres and pronunciation (Johnson, 1996, p. 155). Although I did not have the opportunity to apply this intervention, I am under the impression that I learnt how to better create and sequence speaking tasks. Hence, now I understand how difficult it is to create tasks that are comprehensible, attainable, motivating, challenging and effective. It is even more difficult to do so in this context where everyone has different worries, experiences, and interests.

For that reason, I decided to use Instagram, an app students are familiar with, where I could upload useful explanations as a kind of forum/channel for students to clarify their doubts and get extra material for their speaking tasks. However, if I were to design this intervention again, I would not go with Instagram for speaking development purposes. Unfortunately, Instagram's features can be more useful for writing, reading and listening than for speaking oriented tasks. I

should have thought more carefully about it, but it was only after I started designing this intervention when I realized it was going to be more difficult to plan than expected. Still, I find Instagram a convenient app to use considering these specific students' accessibility to mobile devices and Internet.

In my opinion, the most difficult part was to get out of the reading/writing mind-set I was on while creating oral tasks. There were multiple tasks I had to redo and, now, I am convinced it was due to my little experience creating oral tasks. Besides, I had to ensure the applicability of the intervention and the steps I needed to take to facilitate learning. Another complication might be keeping students' anxiety levels in check through m-learning. Personally, I am good at understanding people's feelings, so I am under the impression it might be easy for me to provide emotional support and comprehension. Nevertheless, it is difficult to do so through a screen.

Evidently, this intervention has many limitations that need to be addressed. Firstly, the amount of data I was able to collect was not enough to triangulate and thoroughly understand students' needs. Secondly, I actually did not meet the students this intervention was designed for. I only knew what I was told about them by both of their teachers of English, so I had to assume many things. For that reason, the rate of success of the intervention remains uncertain until properly applied in a real distance learning context. Another limitation is that I created only a few of the materials needed for the intervention, so it is incomplete.

Moreover, in this specific school, teachers are not allowed to create Instagram accounts for teaching purposes, so it would be difficult to convince the principal to allow a pre-service teacher to do it. Nevertheless, the school might need to adapt to distance learning and be more flexible about the use of social media as a tool for learning. And if not possible, it can be applicable for other contexts as well.

Notwithstanding, there is still further research to do on the effects of MALL, specifically Instagram, on speaking development. Also, on how to promote willingness to communicate through distance learning while lowering levels of anxiety. It is presumable that next year, if not already, research on m-learning may significantly increase, due to the sudden urgency of online teaching. I deem it necessary, as teachers, to learn how to interact with students in these new circumstances and how to provide support and opportunities for them. Because, as a student myself, I was able to experience how complicated it is to study in a pandemic context.

6. Conclusion:

As previously mentioned, teaching speaking is a task that entails doing various things at the same time. For that reason, it can be challenging to teach and learn, especially if it is not properly sequenced and facilitated. Also, it might be even more difficult to do so in a context where anxiety and unwillingness to communicate are present in a high degree.

This year has been difficult in many aspects of life for all of us, especially, since it has imposed an unprecedented sanitary situation for this generation. In spite of the circumstances, I was able to refine my lesson-planning abilities and learned how to better design and sequence oral tasks.

Now that I am about to graduate, I have no doubt that I will keep paying attention to anxiety and WTC in students and how both affect their learning. Besides, I have learnt that as teachers one should always be flexible and adaptable according to the context one is in. To be prepared to face any changes and challenges, both in the classroom and the world, is part of a teachers' role. That includes monitoring changes in students' mind-sets and feelings towards the English class.

As the intervention has not been tested yet, the effectiveness of the tasks and procedures is uncertain. However, properly implemented, the use of MALL presents an opportunity for distance learning and for teachers as a tool to facilitate language acquisition. This intervention has been designed to be implemented in different types of EFL classrooms, but still needs to be adapted to the specific group of students it is targeted for.

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8. Appendices:

A. Foreign Language Classroom Anxiety Scale

English Anxiety Scale

Simplified version of the Foreign Language Classroom Anxiety Scale (FLCAS) made by Horwitz, [et al.](#) (1986).

Welcome!

The idea of this questionnaire is to know how anxious/nervous do you feel when it comes to speaking English. Everyone has to answer this questionnaire.

Please, feel free to answer truthfully as this is not graded.

1: SA: Strongly Agree 2: Agree 3: Neither agree nor disagree 4: Disagree 5: SD: Strongly Disagree

**Obligatorio*

I never feel very sure of myself when I am speaking in my English class. *

1 2 3 4 5

SA SD

I don't worry about making mistakes in my English class. *

1 2 3 4 5

SA SD

I start trembling/shaking when I know that it is going to be my turn to talk in my English class. *

1 2 3 4 5

SA SD

It scares me when I don't understand what the teacher is saying in English. *

1 2 3 4 5

SA SD

I would like to have more English classes. *

1 2 3 4 5

SA SD

I wouldn't mind to have more English classes. *

1 2 3 4 5

SA SD

During English class, I start thinking things that have nothing to do with the class. *

1 2 3 4 5

SA SD

I think that my classmates are better at English than me. *

1 2 3 4 5

SA SD

Usually, I am calm during my English tests. *

1 2 3 4 5

SA SD

I start to panic when I have to speak without preparation in my English class. *

1 2 3 4 5

SA SD

I worry about the consequences of failing my English class. *

1 2 3 4 5

SA SD

In the English class, I can get so nervous I forget things I know. *

1 2 3 4 5

SA SD

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

1 2 3 4 5

SA SD

Even if I am well prepared for the English class, I feel anxious about it. *

1 2 3 4 5

SA SD

<p>I often feel like not going to my English class. *</p> <p>SA 1 2 3 4 5 SD</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>When I have English classes, I feel very sure and relaxed. *</p> <p>SA 1 2 3 4 5 SD</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
<p>I am scared that my teacher is ready to correct every mistake I make. *</p> <p>SA 1 2 3 4 5 SD</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>I get nervous when I don't understand every word the teacher says. *</p> <p>SA 1 2 3 4 5 SD</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
<p>The more I study for a language test, the more confused I get. *</p> <p>SA 1 2 3 4 5 SD</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>I am afraid/scared that my classmates will laugh at me when I speak English. *</p> <p>SA 1 2 3 4 5 SD</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
<p>English classes move so fast I worry about getting lost or left behind. *</p> <p>SA 1 2 3 4 5 SD</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>I would probably feel comfortable around native speakers of English. *</p> <p>SA 1 2 3 4 5 SD</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
<p>I feel more tense and nervous in my English class than in my other classes. *</p> <p>SA 1 2 3 4 5 SD</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>I get nervous when the English teacher asks questions which I haven't prepared in advance. *</p> <p>SA 1 2 3 4 5 SD</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>

Simplified version

Available at: <https://docs.google.com/forms/d/1cRa2k8fZdsjs-lOa4UAdNz2TTRx2j5dUy - mZ6aAjXQ/edit>

B. Worksheet

Worksheet: First Individual Task

1. **Watch the video** “Endangered and Extinct animals” up until minute 01:56.

<https://www.youtube.com/watch?v=RBdLF0J1vW8>

2. **Read and answer** the following questions:

- Do you consider yourself an animal lover?
- Is it important to protect these endangered animals and their habitats? Why?
- What can we do to prevent animals from being endangered or becoming extinct?

To help you answer these questions you can use some of the phrases and vocabulary below:

Expressing your opinion	Topic-related vocabulary
I consider myself...	hunting
I think I am...	hunters
I think of myself as...	to hunt
	poaching
In order to prevent...(animals) from (becoming extinct)	poachers
I believe...	wildfires
In my opinion...	deforestation
As I view it...	contamination / pollution
From my point of view...	animal extinction
	endangered species
It is important to...	
It is necessary to...	protect
We must protect...	rescue
We must stop...	care
We should...	be gone forever
We have to...	save animals from...
Because if we don't... (something will happen)	taken/brought to a shelter
	lose their habitat

Examples:

- I think of myself as an animal lover, because I care for them.
- In order to prevent rhinos from becoming extinct, we must protect them from hunters.
- As I view it, it is important to protect these animals from poaching. Because if we don't, they all will die.

3. **Record an audio** of yourself answering these questions. The maximum duration of the audio is 1 minute.

4. **Send your audio via Instagram DM's** to our English account

C. Exit ticket

After watching the video, **record yourself** answering the following questions:

1. What **animals** are mentioned in the video?

Tip! Start with: The animals mentioned in the video are...

2. Tell me **three sentences in passive** voice.

3. Tell me what **word or phrases you did not understand**. I can help you!

D. Language Bank

Places where animals are kept/ Habitats	Wild Animals	Verbs	Reasons animals are endangered	Types of people/objects involved
<p><u>Places:</u></p> <p>Rescue centre Shelter Animal sanctuaries Zoo Vet clinics</p> <p><u>Habitats:</u></p> <p>Arctic Tundra Rainforest Temperate Forest Jungle Rivers/ lakes (freshwater) Ocean / sea Desert Mountain</p>	<p>Polar bears Koala bears Frogs Tigers Penguins Kangaroos Sea turtles Amur leopard Gorillas Rhinos Orangutans Sloth Fox Whales</p>	<p>to raise awareness of to extinguish (fire) to prevent to hunt / to be hunted to feed / to be fed to rescue/to be rescued to protect/ to be protected from ... to adopt/ to be adopted to become extinct to be endangered to be locked in a cage to be wrapped in a blanket to be injured/hurt to be out of harm's way (to be safe) to be shot to be trapped to be killed to be hunted</p>	<p>Hunting Pollution or Contamination Destruction of habitat Wildfires Deforestation Fishing Poaching (furtive hunting/fishing)</p>	<p><u>People who help:</u></p> <p>Volunteers Rescuers Veterinarians/Vet Fire-fighters Animal control officer</p> <p><u>People who hurt:</u></p> <p>Hunters Fishers Poachers</p> <p><u>Objects:</u></p> <p>Sleeping dart Guns Cage Traps Towel / blanket</p>

E.

Rubric for Interview
Pair-work

Name of the student:

Total Pts: ___/18 pts. Grade:

	1-2	3-4	5-6
Pronunciation	There were many errors present, affecting the intelligibility of what was said; more than 5 errors were made. Intonation was used incorrectly in more than 5 utterances	Pronunciation is intelligible; occasional errors are made (3-4 errors). Intonation was used incorrectly in more than 3 utterances.	Almost error-free. Intonation was used correctly in most of the utterances
Vocabulary Use	6 words or more were used incorrectly or were completely missing.	4 words were used incorrectly or were completely missing.	Almost all words from the vocabulary were used correctly in context
Fluency	Speech is slow and hesitant; there is not much continuity in speech; low volume of voice.	Speech is somewhat smooth but some hesitation is present; fluency of speech is irregular due to rephrasing of sentences; volume is inconsistent.	Speech is smooth and fluid. There are few to no hesitations; volume is adequate allowing understanding.
Grammar	Passive Voice was used incorrectly 5 or more times.	Passive Voice was used incorrectly 3 or 4 times	Passive Voice was used correctly most of the time.
Functional Language	Four or more opinions were missing. Language to express opinion was used incorrectly more than four times.	Two or more opinions were missing. Language to express opinion was used incorrectly more than two times.	All six opinions required are present in the interview. Language to express opinion was correctly used most of the times.

Formal Aspects	The video/audio was sent very late after the deadline. It appears that the interview was not practiced before recording it. Students don't know the dialogue	The video/audio was sent a little late. It seems that students were not able to practice a lot before recording the interview. Students know most of their lines.	The video/audio was sent on time. It appears that students practiced the interview before recording it. Students know what they have to say next.
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Observations:

F. Set of scenarios

Scenario 1

One of you is an **animal rescuer**, another one is a **hunter** and the other one is a **police officer**. The animal rescuer finds the hunter sneaking behind a sea turtle. The hunter is armed and ready to attack a sea turtle that is resting by the shore. The animal rescuer stops the hunter and tries to convince him/her to not kill the sea turtle. Then, a police officer arrives after listening to them fighting. Both the hunter and the animal rescuer try to tell what was happening while the police officer asks them questions and tries to find who is wrong and who is right.

Scenario 2

One of you is a **fisher** and the other two is a **Greenpeace volunteer**. The volunteers stopped a fisher who was about to attack a whale. The fisher is angry and wants to continue, because hunting whales is legal. Both of you discuss on why is it right or wrong to hunt whales and about the consequences of hunting whales. Both the fisher and the Greenpeace volunteers must ask questions to each other. One of you wins the argument, whoever wins is up to you.

Scenario 3

One of you is a **poacher**, one is a **veterinarian** and the other one is an **animal control officer**. The officer hears shotgun sounds coming from the forest so she/he goes to investigate what is up. He/she finds the poacher approaching an injured koala bear. The animal control officer calls a veterinarian while stopping the poacher. Then, the officer questions what he/she is doing. The poacher tries to defend him/herself arguing he/she is not a poacher but just a passerby. The veterinarian arrives and asks many questions about the situation. The veterinarian reveals that he/she knows the poacher, and that this is not the first time the poacher has been there.

G. Scope and sequence

	Content	L. Objectives	Activities	Materials	Assessment	Contingency Plan
0	Foreign language classroom anxiety	Students will be able to answer a questionnaire about their language anxiety and feelings about learning a foreign language.	Students have to complete a simplified version of the Foreign language classroom anxiety scale.	Foreign language classroom anxiety scale. (Horwitz, et.al) (Appendix 0)	Results of the Foreign language classroom anxiety scale. (Horwitz, et.al)	The scale will be simplified in order to achieve the highest level of understanding and accuracy.
1	Animal rescue and endangered animals are Vocabulary.	<p>Students will be able to use new vocabulary related to animal rescue/ endangered animals.</p> <p>Students will be able to pronounce the new vocabulary correctly.</p>	<p>In order to contextualize the unit and the vocabulary presented, students watch a video about Koala bears rescued from Australia's recent wildfires.</p> <p>Students are asked to review the set of images with audio uploaded to Instagram.</p> <p>Then, students are given the worksheet for their first oral task, which consists of three questions where they express their opinions about a video of endangered animals.</p> <p>After reviewing student's audio, the</p>	<p>Koala bears' video.</p> <p>Set of images uploaded to Instagram (word, visual representation , synonym or short explanation and pronunciation)</p> <p>Worksheet for first individual task (Appendix B)</p> <p>Uptake sheet</p>	<p>Audio</p> <p>Uptake audio file.</p>	<p>In case students do not send the audio, the teacher prompts them to do so through Direct Messages.</p> <p>Differentiation task:</p> <p>If answering the questions is too challenging, the student can record himself pronouncing the example sentences given in the language bank (Appendix 1)</p>

			teacher sends the uptake sheet, which is aimed towards learners' uptake.			
2	Passive Voice without an agent.	Students will be able to formulate sentences in the Passive.	<p>To contextualize and model the activity for the following session, students watch a news report about Polar bears and how their habitat is being destroyed.</p> <p>In order to know if students understood what the video is about, the teacher sends an exit-ticket containing a set of questions students have to answer via audio. They can use the same vocabulary from the video as the questions.</p>	<p>News report Video.</p> <p>Exit-ticket questions. (Appendix C)</p>	Audio with the answers.	If students do not send their assignments, the teacher prompts them to do so by sending them a private message with encouragement or advices.
3	Passive Voice without an agent.	Students will be able to formulate sentences in the Passive.	<p>Students receive the instructions for the second individual assignment. They have to create a news report related to the topic of animal rescue and endangered animals. The teacher provides examples of topics they can choose from. The news report must be formulated using Passive Voice.</p> <p>Additionally,</p>	<p>Guidelines for the second task.</p> <p>Language Bank (Appendix D)</p>	Video.	<p>If students do not send their assignments, the teacher will prompt them to do so by sending them a private message with encouragement or advices.</p> <p>If students have trouble recording and sending a video, an audio</p>

			<p>students receive a language bank that includes vocabulary about wild and endangered animals, habitats, verbs, people involved in rescuing, etc. This language support must be used for the creation of the news report.</p> <p>They have to record themselves as if they are news anchors reporting a piece of news and send the video to the teacher.</p>			will be accepted.
4	Intonation in series (rising and falling)	Students will be able to properly use rising and falling intonation.	<p>Students work in pairs in the recording of an interview where one of them is a reporter and the other one a rescuer/ fire-fighter/vet/etc. In the recorded interview, students must use intonation patterns correctly and clearly. The interview must be contextualized in the animal rescue/ endangered animals' topic.</p> <p>The teacher encourages students to use the language banks given for previous lessons.</p> <p>The teacher sends</p>	<p>Dialogue audio.</p> <p>Modelling video.</p>	<p>Interview audio or video.</p> <p>Rubric (Appendix E)</p>	<p>If students have problems identifying the difference in intonation patterns, the teacher uploads a complementary video that clearly shows how to use intonation.</p> <p>Differentiation task:</p> <p>The student works by himself, with a set of sentences given by the teacher. The student has to send an audio reading the sentences, using the proper intonation patterns.</p>

			the rubric and upload a modelling video to show students how to do an interview.			
5	<p>Passive Voice without an agent.</p> <p>Intonation in series (rising and falling)</p>	<p>Students will be able to work collaboratively to create a role play that entails both Passive Voice and intonation patterns.</p> <p>Students will be able to communicate using Passive Voice and intonation patterns through a role play.</p>	<p>Students will have to form groups of three or four and pick the scenario they are going to role-play.</p> <p>The teacher shares the rubric of everything that it is going to be evaluated in their role play. Also, a video is uploaded to model and explain the role-play task.</p> <p>Students use any platform they prefer where they are able to record themselves roleplaying.</p>	<p>Set of role play scenarios (Appendix F)</p> <p>Explanatory video.</p> <p>Rubric</p>	<p>Video</p> <p>Rubric</p>	<p>The teacher provides further explanations if the students express confusion.</p> <p>In case students have trouble recording a video, students sending an audio instead of a video will be allowed.</p>
6	Foreign language classroom anxiety	Students will be able to answer a questionnaire about their language anxiety and feelings about learning a foreign language.	Students have to complete a simplified version of the Foreign language classroom anxiety scale again to know if their anxiety has lowered or raised.	Foreign language classroom anxiety scale. (Horwitz et.al) (Appendix A)	Results of the Foreign language classroom anxiety scale. (Horwitz, et.al)	The scale will be simplified in order to achieve the highest level of understanding and accuracy.