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**Coping with speaking anxiety in panel discussions with
10th graders**

TRABAJO DE TITULACIÓN

Para optar al título de Profesor de Inglés y
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Introduction

Teaching English in public and semi-private schools is not an easy task in Chile. The historical data of action research works from the Initial Language Teaching Education Program at PUCV shows that from 2016-2019 trainee teachers are concerned about the lack of speaking in the EFL Chilean classrooms. This has also been underscored by the work of Smith, Connelly and Rebolledo (2014) who acknowledge that poor student motivation to learn English, a great diversity of levels of language proficiency within the same class, and the prevailing use of the outdated grammar-translation method are potential elements that contribute to the poor development of this skill. Furthermore, Syifa, Handayani and Rizkiani (2019) note that the difficulty of developing speaking skills in learners is noteworthy, since, in one hand, they have to learn about grammar, vocabulary, pronunciation, yet, on the other hand, they also have to build aspects such as fluency and confidence to speak in the foreign language. This confidence is at times undermined by Foreign Language Anxiety (FLA) which also influences the lack of speaking skills in Chilean classrooms. In my experience as a trainee teacher and as a school student, I have noticed how some of my students or classmates tend to feel apprehended to participate in class or do not seem confident enough to speak in the target language in front of their peers. Therefore, these different sets of evidence have led me to realize that, Foreign Language Anxiety is an issue to be tackled.

Theoretically, addressing foreign language anxiety is paramount in our context. FLA has a significant impact on students' ability to understand, to remember, and to make connections in the target language, hence affecting their ability to communicate. Quoting the work of MacIntyre (1995), Zhen and Cheng (2018) note that anxiety may interfere with learners' essential language learning processes such as language encoding, storage, and retrieval. FLA can also be an antecedent to another important aspect in speaking such as willingness to communicate (Ortega, 2014), or "a learner's readiness to enter into discourse at a particular time with a specific person or persons using the L2." (MacIntyre, Clement, Dornyei, and Noels, 1998, p.547). At the contextual level, this proposal will target 10th-grade students from ¹CLER school in Quilpue or students with similar characteristics. This course is constituted by 42 students, from which 27 are men and 15 are women. They are 15 years old on average. There are few cases of students with special needs within this group, specifically an undiagnosed

¹ Data has been anonymized to protect the privacy of the school and its members.

student with an Attention Deficit Disorder, and some students with learning difficulties in reading. Also, students show certain apprehension to speaking task, which leads to think that foreign language anxiety is affecting their overall performance on this skill.

This action research proposal seeks to reduce anxiety levels of 10th graders at CLER school during the preparation stages of a panel discussion. To achieve this, I propose a staged intervention where five techniques - reading out loud; scaffolding tasks and activities; using conversation circles; building a sense of community; and active and empathetic listening - will be used. Stated as a guiding question, this proposal seeks to determine the extent to which a set of five techniques - reading out loud; scaffolding tasks and activities, using conversation circles, building a sense of community; and active and empathetic listening - will help students to cope with their anxiety in the preparation stages of a panel discussion.

This action research proposal is structured into four parts: theoretical framework, action plan, data collection instruments, and sample materials. In the theoretical framework, I review the theory that is relevant to understand the problem that drives this proposal and the possible solutions to the issue. In the action plan, I describe the steps and goals of each session of the project, and an assessment plan. In the data collection, I explain the different kinds of elements that will help to obtain data about the validity and efficacy of this proposal. In the reflection section of this proposal, I explore my views on the conceptions of learning, the construction of the action plan, and my opinion on e-learning and its boom due to the pandemic. Finally, I will showcase sample materials for the sessions 1 and 7 of the action plan.

Theoretical framework

This section of the report is divided into three parts. The first part reviews the definition and the types of speaking, and the links of the teaching speaking cycle to the action plan. The second part consists of the definition, scale, and classification of anxiety. This section also describes the triggers and techniques identified for the action plan. The third part explores the main elements of the selected genre to assess the efficacy of the action plan, panel discussions.

1. Speaking

Speaking can be 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, p. 13). Brown (2001) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Goh & Burns (2012) hold that there are three factors involved in speaking: Cognitive, social, and affective factors. Cognitive factors are related to the cognitive process happening in our brain at the moment of speaking such as language encoding or language retrieval. Social factors are related to our knowledge of the pragmatic aspects of oral communication, such as genre knowledge, genre sensitivity, etc. Affective factors refer to people's feelings, emotions, and psychological reactions to particular social situations, such as motivation or foreign language anxiety.

Speaking can be classified into two types: planned and unplanned speech. Crookes (1989) defines planned speech as a kind of discourse that has been planned and organized before its expression. Planned speech can be recognized in debates, oral presentations, and panel discussions, which is the genre that will be used to assess this intervention. Ochs (1979) notes that unplanned speech is the type of discourse that lacks planning and organizational preparation. This kind of speech can be recognized in casual conversations in our daily life.

1.1 Speaking Cycle

The speaking cycle, proposed by Goh & Burns (2012), underscores the importance of preparing students for speaking tasks, providing guidance before and after the task, asking and encouraging them to self-regulate their learning. The authors propose seven stages. In the first

stage *focusing learners' attention on speaking*, students familiarize themselves with the outcomes of the task and the teacher encourages them to reflect on the factors that compose the speaking task. Within the second stage *providing input and/or guide planning*, students are given support and tools which will help them plan their speech. In the third stage *conducting speaking tasks*, students are provided with a context so they can practice their speech. In the fourth stage, *focusing on language/ skills/strategies*, students are provided with skills and strategies that will help them to improve their speech. Within the fifth stage *repeating speaking tasks*, it is suggested to repeat task 3, so students can have more practice applying the new skills and strategies taught in stage 4. In the sixth stage *directing learners' reflection on learning*, the teacher fosters on students the need to monitor their own progress so they can reach a greater autonomy. And, in the seventh final stage, *facilitating feedback on learning*, the teacher or other learners provide feedback on each learners' overall performance, this process is helped by the self-analysis done by students in the previous stage.

For this proposal, I establish specific connections/links between some stages of the speaking cycle and the proposed sessions of this action plan. However, to better adjust to the context where the proposal might be implemented, it is suggested not to follow a linear model, since it is not consistent with the characteristics of the context and the need to embed the final task with the contents. Instead, speaking is going to be addressed as a recursive process, as the stages of this cycle do not follow an order and can be present in multiple sessions within the action plan. The chart below shows the relationship between the different stages of speaking and its representation through sessions of the action plan.

Speaking Cycle Steps	Action plan sessions
1) Focusing learners' attention on speaking	Session 1
2) Providing input and/or guide planning	Sessions 1, 2 & 3
3) Conducting speaking tasks	Session 7
4) Focusing on language/ skills/strategies	Sessions 2, 4, 5 & 6
5) Repeating speaking tasks	Session 8
6) Directing learners' reflection on learning	Sessions 7 & 9
7) Facilitate feedback on learning	Session 9

2. *Foreign Language Anxiety*

Foreign language anxiety is defined as “a distant complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz, 1986, p.31). Traditionally, FLA anxiety has been measured through the Foreign Language Classroom Anxiety Scale (FLCAS), an instrument designed by Horwitz and colleagues in 1986. The FLCAS consists of 33 statements that use a five-point rating scale with a forced-choice, balanced-design format (Ortega, 2014). The statements are related to anxiety at the moment of speaking the target language. The FLCAS provides a classification of foreign language anxiety where Horwitz (1986) distinguishes three factors: *communication apprehension*, this implies learners’ inability to express adequately mature thoughts and ideas; *fear of negative social evaluation*, arising from a learner’s need to make a positive social impression on others; and *test anxiety* which refers to the apprehension over academic assessment.

2.1 Anxiety triggers

Anxiety triggers correspond to a series of elements that may provoke anxiety in learners. For the action plan, the anxiety triggers are grouped into 3 categories: Learner-centered, teacher-centered and context-centered triggers.

Learner-centered triggers

These kinds of triggers refer to the personal traits of each learner that propitiate their language anxiety. In the action plan, three potential kinds of learner-centered triggers can derive in language anxiety: Non-comprehension, inhibition and pronunciation. Non-comprehension refers to the “inability for learners to understand what is being said in the classroom” (Young, 1992, p.68). For instance, when teachers or other classmates speak fast, anxious students struggle to keep up the pace during class. Inhibition corresponds to the inability for learners to speak because of their fear of making mistakes, to be laughed at, or their diffidence (Ur,1996). Pronunciation is another important factor in FLA as some students tend to prioritize having a native-like accent over having an extensive linguistic knowledge at the moment of speaking. Thus, learners will likely feel anxious at the moment they realize they cannot display such mastery of sounds (Gynan, 1989).

Teacher-centered triggers

These kinds of triggers refer to the influence of the teacher on students' language anxiety. For this work, I will focus on two potential trigger types: teaching practices and error correction. Our teaching practices influence the performance of learners in the class, however sometimes there are unconscious actions that can be detrimental to the students' learning process. (von Wörde, 2003) "Going too fast", "speaking too fast", or sometimes unintentionally disrespecting our students when giving feedback are common examples of practices that should be suppressed of our teaching practices if we want students to feel at ease in the classroom. Moreover, error correction may develop anxiety in students when teachers do it in an unkindly and negative manner (von Wörde, 2003). There are cases in which learners do not even finish to answer when the teacher is already highlighting their errors. Therefore, praising learners' success and friendly error correction can change students' perceptions about making mistakes and can foster major tolerance to failure and frustration.

Context-centered triggers

These kinds of triggers refer to the setting of a class and its impact on students' language anxiety. Undoubtedly, certain situations are beyond the control of the teacher and the students. A key contextual trigger for FLA is the presence of highly competent students. Having highly competent students is a joy for every teacher, nonetheless, this kind of students can unconsciously foster uneven participation in the classroom, since they will tend to dominate in their interventions throughout the class. This may discourage less competent students, as they will feel limited to participate in the class (Ur, 1996).

2.2 Techniques to address anxiety triggers

Techniques are a set of specific activities, tasks, or exercises used in the classroom to support lesson goals (Brown, 2001). These techniques must be consistent with a method and an approach. Nonetheless, teachers can adopt an eclectic view as an approach to English pedagogy "is not just a set of static principles set in stone" (Brown, 2001, p.40). This implies some elements can be taken from other methodologies and approaches to be implemented in our pedagogical practices. The techniques to address foreign language anxiety in this action are the following:

Reading out aloud is a powerful technique for pronunciation as it “provides learners with a secure framework within which learners can focus on lower-level features of talk, such as pronunciation, without the added pressure of always having to plan the next utterance” (Thornbury, 2007, p. 70).

Scaffolding task and activities is another important technique to take into account at the moment of addressing FLA. Bruner (1976) influenced on Lev Vygotsky's theory of *Zone of proximal development*, defines scaffolding as the teacher support given to learners throughout the learning process. This support is specifically adapted to the needs of a specific group and can be gradually retrieved once students have achieved the expected outcomes. Scaffolding has a key role in this action plan as it is vital to provide students with the necessary tools that will enable them to acquire new knowledge on a subject. For instance, modelling tasks to students. In this action plan, the first lesson students will watch a short video of a panel discussion, this will help students to become familiar with the all the aspects of the genre and the task. As students will know what is expected of them, they will tend to feel comfortable when engaging in the task.

Using conversation circles is a seating arrangement technique commonly used in the Community Language Learning approach. Conversation circles help learners build a sense of community in the classroom since students are immersed in a non-competitive atmosphere that builds a sense of equality on them. (Koba, Ogawa & Wilkinson, 2000)

Building a sense of community is a technique that seeks to build a shared feeling in which collective needs will be met under a cooperative commitment among all its members. To build a successful community within the classroom, it is necessary to foster a "perception of similarity with others, recognition of interdependence with others, willingness to maintain that interdependence by giving or doing for others what one expects of them, and the feeling that you are part of a broader, more stable and reliable structure” (Jariego, 2004, p.3). For instance, creating study groups, providing students with opportunities to share their voice and experiences; and encouraging students to know each other better outside the classroom, or fostering a respectful atmosphere in the classroom may help reduce anxiety on some learners (Koba, Ogawa & Wilkinson, 2000).

Being active and empathetic listeners with our students is key for their learning process. This implies that teachers need to be good listeners to foster security in students in a non-defensive language learning environment. If not, defensive learning can likely prevent students from speaking a foreign language, even though they have the linguistic competence to perform successfully (Rardin, Tranel, Tirone & Green, 1998).

The techniques proposed to cope with the anxiety of the target audience are thought to address one or even two of the potential anxiety triggers of each session. For instance, scaffolding can deal with non-comprehension and pronunciation. These links are explicitly made in the action plan section of this report, where the potential anxiety triggers are displayed per session alongside the techniques to cope with such issues.

3. Panel discussions

Panel discussions, as well as, symposiums “are a derivative of a forum” (Kundrik & Melincavage, 2012, p. 153). The Cambridge Dictionary (2020) defines a forum as a “situation or meeting in which people can talk about a problem, or matter especially of public interest” (The Cambridge Dictionary, 2020). However, the distinction between the three genres is that, firstly, forums generally have one resource person, have a semi-formal tone, and are attended by a large group of at least 25 people. Secondly, symposiums have a more formal tone and have a group of two to five people, who are authorities on a topic, presenting their content and replying to questions from the audience. Thirdly, panel discussions have a group of three to six persons who share expertise and specialized knowledge in an area and have a purposeful conversation with each other on a determined topic (Sisco, 1998).

Panel discussions provide students with an opportunity to hear different opinions and viewpoints about a controversial topic and allow students “to develop a spirit of inquiry with peers and teachers” (Kundrik & Melincavage, 2012, p.154). Besides, although panel discussions may initially trigger anxiety on students as it is unknown for them, this genre can be introduced in the action plan in a staged and scaffolded way using the variety of appealing, entertaining, and friendly techniques described before. In this way, students would “use the language for a communicative purpose, which contributes to developing their abilities, to use English effectively in real-world contexts, and ultimately to building students’ confidence level in English.” (Mayo García, 2018, p.2)

Within panel discussions, there are three kinds of participants. First, there is a moderator, who introduces the topic, guides the conversation, moderates speech turns, and concludes the panel discussion with the main points of the talk. Second, there are experts or expositors, who are a group of people specialized in the topic of the panel discussion. Their role is to expose their views on the issue and to answer the questions from the audience at the end. Third, the audience, who are the attendees of this kind of forum. Their role is to be recipients of the information delivered by the group of experts and to ask questions at the end of the discussion to solve their doubts or to inquire for more information.

Although one of the main features of panel discussions is that the audience is allowed to ask questions, I consider that removing this section from my action plan is consistent with the objective that is trying to be achieved. The main purpose of this proposal is that students can feel less anxious at the moment of speaking, not to propitiate additional situations that might eventually trigger anxiety on them.

Action plan

This action plan is designed to address the detected issue of foreign language anxiety within the fourth thematical unit of the national curriculum, Sustainable Development. The main goal of this intervention is that throughout the preparation of a panel discussion, students can participate actively in activities that can help them to reduce their levels of anxiety (see appendix B). This action plan is going to be implemented in 8 sessions of 90 minutes and 1 of 45 minutes. The last session corresponds to a teacher and peer feedback session. A Gantt chart is provided to show the activities or tasks performed in each session of this proposal (see appendix C).

The objectives in the action plan follow Bloom's taxonomy, where objectives range from a low-cognitive demand to high-cognitive demand. Within the first three sessions, students work with tasks and activities that address low cognitive levels, such as identifying, recalling, and using. In the following lessons, the objectives upscale to more cognitively-demanding tasks, such as analysis of information, and the creation of a script that will help students to organize their ideas for their delivery of speech. In this manner, throughout this intervention, students will acquire new information and will transform it to shape their panel discussions.

The materials for this action plan are mostly worksheets and a few audiovisual resources. The worksheets will contain activities that will help students to get new topic vocabulary and to use it. Besides, in the planning stages of the panel discussion, students will be provided with worksheets and outlines that will ease their research on the topic; and the analysis and organization of information. Moreover, students will use checklists in a presentation rehearsal to check which elements are missing in their performance, so they can be improved for the summative assessment.

In this action plan, students will mostly work in pairs and in groups. Within the first three sessions, students will have to do a few activities on their own and with their peers, such as speaking activities. In regards to the modality of the main assessment, the panel discussion requires three persons for each group, where they will have to decide on the roles of each participant and the tasks that each one has to accomplish in this project.

In this intervention, there will be instances of formative assessment, such as exit tickets. In the first three sessions, students are expected to learn new content, so it is necessary to assess if they are on the right track, to reinforce their weaknesses in further lessons. In regards to summative assessments, students will be assessed with a rubric that grades their final performance of the panel discussion (see appendix D). The rubric displays 8 criteria:

- **Pronunciation:** assesses students' mastery of the sounds and the pronunciation of concepts in the English language.
- **Vocabulary:** assesses students' competence of in-class and new concepts included in the panel discussion.
- **Grammar:** assesses students' competence in grammatical features reviewed in class, and the correct use of them in the panel discussion.
- **Fluency:** assesses students' speech rate.
- **Task achievement:** assesses students' successful achievement of all the requirements of the task. In this case, students will be assessed according to their role in the panel discussion.
- **Time management:** assesses students' use of their individual time and its impact on the expected length of the panel discussions.
- **Respectful listening towards other presentation:** assesses students' behavior and attitudes towards their peers when the latter present their panel discussions.
- **Peer assessment:** Students will assess their classmates' performance during the construction process of the panel discussion with a rubric which is based on 3 criteria: Involvement with the project, respect towards others, and responsibility (see appendix E). Peer assessment will take a 5% of the overall score of each rubric.

According to the Planes y Programas (Chilean Education Ministry, 2020), 10th graders in Chile should have already covered grammatical content such as the first and second conditional, and some vocabulary about environmental issues. As pointed out in the theoretical framework, the strategies used for this intervention emphasize the creation of a safe environment so students can feel at ease using the target language. The intervention has a long extension since it will be covered in line with the contents proposed in the national curriculum. Appendix B corresponds to an overall plan of the general and specific objectives for this intervention.

Session 1

Speaking cycle stage	Potential anxiety triggers	Techniques
Stage 1: Focusing learners' attention on speaking Stage 2: Providing input and/or guide planning	<ul style="list-style-type: none"> - Error correction (von Wörde, 2003) - Teaching practices (von Wörde, 2003) - Non-comprehension (Young, 1992) - Inhibition (Ur, 1996) - Pronunciation (Gynan, 1989) - Highly competent students (Ur, 1996) 	<ul style="list-style-type: none"> - Scaffolding (Bruner, 1976) - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Reading aloud (Thornbury, 2007) - Conversation Circle (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Wörde, 2003)

Within the first session of the intervention, students will identify vocabulary about pollution and climate change, and will get familiar with the main elements of panel discussions. First, students will read a text that will help them to get new vocabulary about the different kinds of pollution. This text will be accompanied by activities of matching and reading comprehension. Then, the teacher will pre-teach some vocabulary to understand better a panel discussion video about climate change. Students will form a conversation circle, will watch the video, and answer listening comprehension questions. After that, students will approach the concept of panel discussions by reading altogether about the definition and roles of this genre. Then, the teacher will ask students to go back to the video so they can identify the topic and the roles of each participant of that panel discussion. At the end of this session, students will answer an adapted version of the FLCAS, which will help to determine the initial state of anxiety of each learner.

Session 2

Speaking cycle stage	Potential anxiety triggers	Techniques
Stage2: Providing input and/or guide planning	<ul style="list-style-type: none"> - Non-comprehension (Young, 1992) - Inhibition (Ur, 1996) 	<ul style="list-style-type: none"> - Scaffolding (Bruner, 1976)

<p>Stage 4: Focusing on language/ skills/strategies</p>	<ul style="list-style-type: none"> - Pronunciation (Gynan, 1989) - Highly competent students (Ur, 1996) 	<ul style="list-style-type: none"> - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Wörde, 2003)
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This session is thought to be split into two classes of 90 minutes. In the first lesson, students will use the vocabulary learned in the previous lesson and will recall the uses of the first and second conditional. For that, they will discuss the effects of environmental issues in our society. In this activity, students will gather in groups of 4-5 people and will list the consequences of such issues in our society. Furthermore, students will review the first and second conditional by doing a speaking activity wherein pairs will be giving each other cues to respond accordingly to each statement by using the appropriate tense. In the second lesson, students will identify the structure and specific vocabulary of panel discussions. For that, the teacher will do a guided discovery activity where students will be provided with a transcription of a panel discussion and together will inductively discover the specific vocabulary for each role and the overall structure of this genre.

Session 3

Speaking cycle stage	Potential anxiety triggers	Techniques
<p>Stage 2: Providing input and/or guide planning</p>	<ul style="list-style-type: none"> - Non-comprehension (Young, 1992) - Inhibition (Ur, 1996) - Pronunciation (Gynan, 1989) - Highly competent students (Ur, 1996) 	<ul style="list-style-type: none"> - Scaffolding (Bruner, 1976) - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Conversation Circle (Koba, Ogawa & Wilkinson, 2000) - Reading aloud (Thornbury, 2007) - Sense of community (von Wörde, 2003)

In this session, students will identify vocabulary about different sources of energy and will explore the topics for their panel discussions. For that, students will extract vocabulary about different sources of energy by reading a piece of text. This text is followed by a matching activity and reading comprehension questions. Furthermore, students will form a conversation circle to use the vocabulary learned in the class by discussing whether the sources of energy can be an option to alleviate or to eradicate the environmental issues of our ecosystem. In this activity, it is expected that all students can share their points of view. Finally, the teacher will provide the guidelines for the construction of the panel discussion. In this part, students will form their work groups and will decide on their topic for their panel discussion.

Session 4

Speaking cycle stage	Potential anxiety triggers	Techniques
Stage 4: Focusing on language/ skills/strategies	<ul style="list-style-type: none"> - Non-comprehension (Young, 1992) - Pronunciation (Gynan, 1989) - Highly competent students (Ur, 1996) 	<ul style="list-style-type: none"> - Scaffolding (Bruner, 1976) - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Wörde, 2003)

In this session, working in groups, students will look for more information on their selected topic. Learners will be provided with a worksheet with questions which will guide them through the process of research for their topic. This session is planned to be carried out in the computer lab, since it is likely that some students do not count with a laptop.

Session 5

Speaking cycle stage	Potential anxiety triggers	Techniques
Stage 4: Focusing on language/ skills/strategies	<ul style="list-style-type: none"> - Inhibition (Ur, 1996) - Pronunciation (Gynan, 1989) 	<ul style="list-style-type: none"> - Scaffolding (Bruner, 1976) - Active and empathetic listening (Koba,

		<p>Ogawa & Wilkinson, 2000)</p> <ul style="list-style-type: none"> - Sense of community (von Würde, 2003)
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In this session, students will summarize their findings on the selected topic. Students will have to fill a chart which outlines the main elements of a panel discussion. Additionally, students will be asked to write consistent arguments and find examples to support their claims. At the end of the class, students will answer the FLCAS in order to assess their progress in coping with their levels of anxiety.

Session 6

Speaking cycle stage	Potential anxiety triggers	Techniques
Stage 4: Focusing on language/ skills/strategies	<ul style="list-style-type: none"> - Inhibition (Ur, 1996) - Pronunciation (Gynan, 1989) 	<ul style="list-style-type: none"> - Scaffolding (Bruner, 1976) - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Würde, 2003)

In this session, students will organize the information they have gathered and synthesized the previous lessons to begin writing their scripts using the written sample of the structure of a panel discussion as a template. The teacher will guide students in their transfer of information to their scripts. Students will have two lessons to finish their scripts.

Session 7

Speaking cycle stage	Potential anxiety triggers	Techniques
<p>Stage 3: Conducting speaking tasks</p> <p>Stage 6: Directing learners' reflection on learning</p>	<ul style="list-style-type: none"> - Inhibition (Ur, 1996) - Pronunciation (Gynan, 1989) - Highly competent students (Ur, 1996) 	<ul style="list-style-type: none"> - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Würde, 2003)

The seventh session corresponds to the rehearsal of the panel discussions. By this session, students have already finished their scripts to begin orally practicing their lines with their scripts. In this session, students are expected to practice the pronunciation of keywords and phrases of panel discussions. The teacher will provide students with a checklist where classmates from other groups will use a checklist to assess the performance of others. This instrument will help students to self-reflect on their delivery of speech, and the aspects they need to improve before the final presentation.

Session 8

Speaking cycle stage	Potential anxiety triggers	Techniques
<u>Stage 5:</u> Repeating speaking tasks	<ul style="list-style-type: none"> - Inhibition (Ur, 1996) - Pronunciation (Gynan, 1989) - Highly competent students (Ur, 1996) 	<ul style="list-style-type: none"> - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Wörde, 2003)

This session corresponds to the final presentations of the panel discussion. Students will demonstrate mastery of the contents learned throughout the unit. This session is planned to take two classes as there will be an approximate total of 12 groups, each of them presenting a 6-minute panel discussion.

Session 9

Speaking cycle stage	Potential anxiety triggers	Techniques
Stage 7: Facilitate feedback on learning	No identified	No identified
<u>Stage 6:</u> Directing learners' reflection on learning		

The last session of this action plan corresponds to an important element of assessment: feedback. This session will only take 45 minutes. Each student receives its grade with some

comments on the strengths and weaknesses of their performance in the final presentation. Furthermore, there will be an instance of peer feedback where the members of each group will have the chance to assess other members' performance and commitment throughout the preparation process of the panel discussion.

Data collection instruments

Two instruments will be used to analyze efficacy of this proposal in the target audience: the assessment rubric for the panel discussion and an adapted version of the FLCAS. First, the results of the rubric designed to assess student’s performance in the panel discussion; can be useful to gather information about the effectiveness of the proposal as it provides the learner with a detailed description of the weaker and stronger elements of their performance. Also, the rubric’s section for observations is expected to offer telling data, since it enables the teacher to annotate specific observations of any particular performance in the speaking task.

Second, the Foreign Language Classroom Anxiety Scale (FLCAS) is “the best well-known instrument to assess language anxiety” in students (Ortega, 2014, p.200). However, as FLCAS proposes a much wider scope to measure foreign language anxiety, this instrument had to be adapted to be consistent with the potential anxiety triggers identified for this action plan. Therefore, from a total of 33 statements on the original scale, the updated version features 22 five-point Likert scale statements (see appendix F). The adapted version of the FLCAS scale will be used to keep track of the progress of students throughout the implementation of the action plan since it will be applied at the beginning (session 1), the middle (session 5), and the end of this intervention (session 9). Figure 1 shows the proposed techniques for the action plan and the number of each of the statements identified to assess the efficacy of the techniques in the adapted FLCAS.

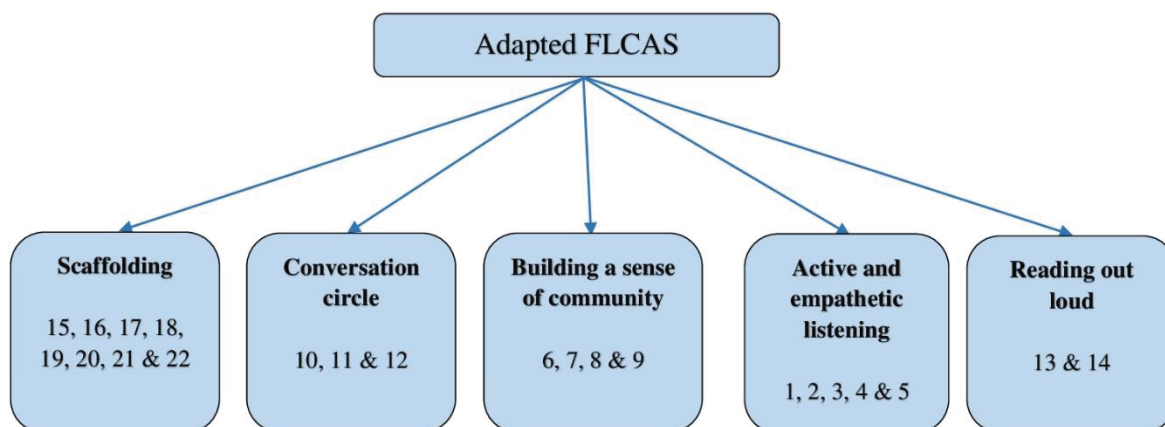


Figure 1: Representation of the statements assessing each technique in the adapted FLCAS.

Reflection

Becoming a teacher has unquestionably made me critical about the practices I used to acknowledge as pillars for English education. As a high school student, I witnessed a marked behaviorist approach to English teaching that, for many years, made me think it was the most suitable way for students to learn the language. Over time, I have become aware of the limitations of this approach, as now I strongly believe it falls short in the development of the four essential skills in EFL. This has led me to reflect and change my perception of how learning occurs. Currently, I am strongly convinced that scaffolding is the key to facilitate students' learning process as prevents students from embarking on a task not knowing anything about a subject. This can be explained by an active participation of all the member within a classroom, where the teacher, instead of being an instructor, becomes a facilitator that provides students with necessary input/tools for them to gradually achieve independence in tasks. Moreover, I firmly hold that learning has to be meaningful and relatable for students so they can make connections with their background knowledge to further understanding and learning.

In regards to this action research proposal, I initially believed it was going to be a challenging process, which was going to require a lot of research, time, and effort. And in the end, my expectations turned out to be true. However, it is rewarding the fact that, from all the information and sources gathered for this AR project, I managed to shape a proposal that shows certain coherence and that can apply to a real context under the necessary adjustments. This project has allowed me to learn in-depth about Foreign Language Anxiety which is a topic I have always wanted to explore as it is relatable to my experience as an anxious student. Moreover, it has enabled me to learn about techniques to address foreign language anxiety, which may be useful at the moment of facing anxious students in my class. These helpful tools will likely help students to feel more at ease within the class, consequently contributing to the betterment of their learning process.

This year has been chaotic for teachers worldwide since we have had the difficult task to adjust to a way of teaching that is unfamiliar to our daily situation. Personally, online teaching has sparked me a feeling of insecurity because I perceive that teachers lose control over students' learning process. For instance, I deem feedback as essential for learners as it has the potential to help them to improve their performance on a specific task. In face-to-face lessons, we have the chance to quickly and directly approach students, whereas, in e-lessons, teachers encounter

in the challenging position to provide personalized feedback in kind of public situation when all students are online. Besides, I find it harder for students to commit to their learning process in e-lessons because they require a great deal of self-motivation. Therefore, if it is already challenging to foster motivation on learners in a traditional setting, I believe that it might be even harder in an online one because we know there is a lack of knowledge of strategies in such modality.

Despite my current stand and perceptions of e-learning, I am utterly convinced it can be a valuable tool for the future of education. That is why I hold that is urgent for, us, Chilean teachers to learn about new strategies and ways in which e-learning can be compatibilized with our teaching practices and beliefs about education.

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Appendix

Appendix A: Sample materials


Session 1

In the materials of session 1, there are two sections: a) Pollution and b) Climate change. In section A, there is a piece of text about the types of pollution which presents new vocabulary and information. The text is followed by different activities to reinforce the new content. In section B, there are listening comprehension activities that seek to help with the identification of the main elements of a panel discussion.

Session 1: Are you aware?

Objectives:

- Identify key vocabulary about environmental issues
- identify the main elements that compose a panel discussion



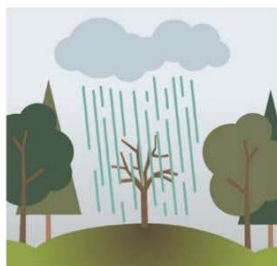
A. Pollution

1. Pre-reading. In pairs, match the concepts below with the image that suits the best for its meaning.

Starvation

Acid rain

Dumping sewage



2. Reading activity - Read the following text and highlight the main ideas of each paragraph.

Water, Air and Soil Contamination

Pollution is an environmental concern for people throughout the world. One university study suggests that pollutants in the water, air, and soil cause up to 40% of the premature deaths in the world's population. The majority of these deaths occur in developing countries.

Water in many developing countries is contaminated with toxic chemicals, also known as toxins. The World Health Organization (WHO) estimates that 1.1 billion people have little or no access to clean water. In many of these regions the water that is used for drinking, cooking, and washing is the same water that is used for dumping sewage and hazardous waste. Most developing countries cannot afford water treatment *facilities*. Approximately 80% of infectious diseases in the world are caused by contaminated water.

Air pollution is a growing problem throughout the world. Indoor air pollution is one of the leading causes of lung cancer. Families in developing countries use open stoves for cooking and heating their homes. These homes do not have proper ventilation. The smoke, which is full of chemicals and carcinogens, gets trapped inside where families eat and sleep. Outdoor pollution also causes disease and illness, especially in industrial cities such as Beijing, China, where cancer is the leading cause of death. China relies heavily on coal, which is considered the dirtiest source of energy. According to the European Union, only 1% of urban dwellers in China breathe clean air on an average day. Neighboring countries including Japan and Korea receive much of China's pollution in the form of acid rain.

This pollution results mainly from the coal powered factories, which produce inexpensive goods for North American and European consumers. Outdoor air pollution is also a concern in many wealthy countries. Those who live and work in urban centers such as Los Angeles or Toronto experience many warm days beneath a layer of smog.

Soil pollution is also a major concern, both in industrial and developing countries. Pollutants such as metals and pesticides *seep into* the earth's soil and contaminate the food supply. Soil pollution causes major health risks to entire ecosystems. This type of pollution reduces the amount of land suitable for agricultural production

Dumping of industrial and domestic waste products produces much of the world's soil pollution, though natural disasters can also add to the problem. In wealthy countries such as the US, protection agencies monitor the food supply. The public is generally warned before major disease outbreaks occur. Developing countries do not have this luxury. Farmers in poor nations grow food in contaminated soil both to earn a living and to avoid starvation.

As more people move to urban centers, premature deaths caused by pollution are expected to increase worldwide. Today, the developed nations who achieved their wealth at the expense of the environment will be held accountable for protecting the earth's resources for future generations.

3. Match the concepts with its corresponding meaning.

- 1) Carcinogens
- 2) Dwellers
- 3) Shortage
- 4) Smog
- 5) Pesticides
- 6) Seep into
- 7) Pollutants

___ To flow or leak in (to something) gradually but steadily.

___ Type of air pollutant. Combination of smoke and fog.

___ A person or animal that lives in or at a specified place.

___ A substance used for destroying insects or other organisms harmful to cultivated plants or to animals.

___ A substance that pollutes something, especially water or the atmosphere.

___ A substance capable of causing cancer in living tissue.

___ A state or situation in which something needed cannot be obtained in sufficient amounts.

Individual work - answer the following questions about the important ideas of the text. Then, share your answers with your classmates.

1. The damage caused by pollution might be irreversible:

- A. True
- B. False

3. Pollution

- A. Is always caused by humans.
- B. May sometimes be caused by natural disasters.

5. Which of these types of pollution can you see where you live?

2. The ecosystem

- A. Can always cope with pollutants
- B. May not always be able to cope with pollution.

4. An ideal solution to prevent pollution would be to

- A. Refrain the development of some countries.
- B. Continue developmental projects.
- C. Take into consideration the future generations need to live in a healthy environment.

6. Do you think these kinds of problems contribute to climate change? Why?

5. Pair work - Choose 1 type of pollution and try to come up with *3 possible solutions* to overcome that issue. Then, share your ideas with the class.

Pollution type:

Solution 1

Solution 2

Solution 3

B. Climate change

1. Pre- listening. Choose the alternative that, in your opinion, defines the concepts below.

- | | |
|--|--|
| 2. Tainted | 1. Ice caps |
| a) Dirty | a) a mass of ice of less than 50,000 km ² |
| b) Polluted | b) a large mass of ice of more than 50,000 km ² |
| c) Ripe | c) Glacier |
| 3. Greenhouse gas | 4. Skepticism |
| a) gas that absorbs and emits radiant energy | a) To doubt as to the truth of something. |
| b) Natural gas | b) To accept everything as the truth. |
| c) Eco-friendly gas | c) To be indifferent to something/ someone |

2. Listening - Watch the following video and answer the questions below.



Link: https://www.youtube.com/watch?v=Il_KjplCNqs

- 1) What is the video about?
- 2) What health issues do the expositors mention in the video?
- 3) What is the report, mentioned in the video, about?
- 4) Why is it mentioned Barack Obama in the video?
- 5) Do you think Americans are aware of these issues? Justify your answers.
- 6) What is the kind of genre present in this video? Discuss with in pairs.
- 7) Share your answers with the class.

Post-listening. Read the chart box about panel discussion, and answer the following questions.

- a) Having read about panel discussions, do you think that the panel discussion of the video is a good representation of its genre? Justify your answer.

Watch the video again and identify:

- a) the topic of the panel discussion of the video.

- b) the role of each participant of the panel discussion.

Speaker 1:

Speaker 2:

Speaker 3:

Speaker 4:

Panel discussions

A panel discussion involves a group of people who gather to discuss a topic in front of an audience, typically at scientific, business, or academic conferences, fan conventions, and on television shows. Panel discussions have a formal character.

Panels usually include a:

Moderator: The person who guides the discussion and sometimes elicits audience questions, with the goal of being informative and entertaining.

Expositors: The people who present their opinion or point of view about a determined topic or problematic.



Before you go...

Fill the following exit slip with the elements required. Cut the slip with a scissor and hand it in to the teacher.

EXIT SLIP: 3, 2, 1	Name: _____
<hr style="border-top: 1px dashed #000;"/>	
3	>>> Name three things you learned today:
<hr style="border-top: 1px dashed #000;"/>	
2	>>> List two things you want to learn more about:
<hr style="border-top: 1px dashed #000;"/>	
1	>>> Ask one question about today's lesson:

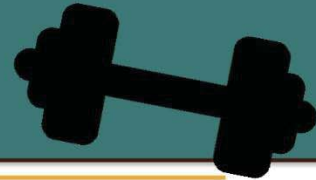
Session 7

As for the materials of session 7, there is only a checklist for students to assess their performance prior to the final presentation of their panel discussion

Session 7: Let's practice!!!

Objective

- Pronounce key words and phrases used in panel discussions



Good job! You have already finished the creation of the script with interesting ideas and strong arguments to support your claims in your panel discussion. Now, you will have the chance to practice with your script before the final presentation.

Below you will find a *checklist*. This instrument displays different criteria which are necessary to have a good performance on your panel discussion. Checklists are simple instruments as they only evidence the presence (YES), and the absence (NO) of an item in the process of assessment.

Activity 1: Ask a classmate to assess your performance marking YES or NO according to the criteria displayed in the following checklist. Once you finish, ask them the sheet back and check the aspects you need to improve.

Criteria	Yes	No
My classmate takes about two minutes to deliver his/her speech		
My classmate clearly connects his ideas using connectors appropriately		
My classmate uses different connectors to add ideas		
My classmate uses different connectors to contrast ideas		
My classmate uses different connectors of cause and effect		
My classmate uses different connectors to introduce examples		
My classmate shows good eye contact with the audience		
My classmate uses pauses for emphasis		
My classmate has an overall clear pronunciation		
My classmate introduces new concepts		
My classmate explains new concepts		
My classmate uses the first conditional correctly		
My classmate uses the second conditional correctly		
My classmate uses other grammatical structures to express his/ her ideas		
My classmate gets stuck in some parts of the panel discussion		
My classmate presents a moderate speech rate		
My classmates presents an adequate volume in their speech		

2. Now, practice on your own applying those elements. Make sure to make the changes necessary to your script in order to comply with all the criteria of the checklist.

3. Finally, ask to another classmate to assess your performance again, in order to see if there have been improvements on your delivery of speech.

Appendix B: Action plan

Coping with speaking anxiety in panel discussions with 10th graders at CREP	
<p>Objective: By the end of intervention, students will be able to participate actively during preparation stages of a panel discussion.</p> <p>Grade level: 10th grade</p>	
<p>Unit 4: Sustainable development</p> <p>Lessons: 1-3</p> <p>Genre/ Task: Panel discussions</p> <p>Grammar focus: First and second conditional</p> <p>Vocabulary focus: Global warming, Pollution, Sustainable development.</p> <p>Construct 1: Anxiety-strategies to overcome-</p> <p>Construct 2: Speaking</p>	
<p><u>Session 1: Are you aware?</u></p> <p>Time: 90 minutes</p> <p>Grammar focus: First conditional and second conditional</p> <p>Vocabulary focus: Environmental issues</p> <p>Task step: Familiarizing with panel discussions (Presentation of topic vocabulary/ Presentation of the genre / Practice pronunciation)</p> <p>Objectives:</p> <p><i>Conceptual</i></p> <ul style="list-style-type: none"> - Students will identify key vocabulary related to environmental issues. - Students will identify the main elements of a panel discussion. <p><i>Procedural</i></p> <ul style="list-style-type: none"> - Students will read a piece of text to identify to identify vocabulary related to environmental issues. - Students will watch videos and listen to short samples of panel discussion to identify the main elements that compose a panel discussion. <p><i>Attitudinal</i></p> <ul style="list-style-type: none"> - Students will be respectful towards their classmates' preferences and opinions. <p>Speaking: Individual/ Pair work</p> <p>Anxiety triggers: <i>Teacher- centered</i></p>	<p><u>Session 2: The problems that surround us</u></p> <p>Time: Two 90-minute lesson</p> <p>Grammar focus: First conditional and second conditional</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> - Environmental issues. - Language of panel discussions - Connectors <p>Task step: Language used in panel discussions (Presentation of topic and genre vocabulary/ Practice pronunciation)</p> <p>Objectives:</p> <p><i>Conceptual</i></p> <ul style="list-style-type: none"> - Students will use vocabulary related to environmental issues (C1) - Students will remember the uses of the first and second conditional. (C1) - Students will identify the structure and vocabulary related to the participants of a panel discussion. (C2) <p><i>Procedural</i></p> <ul style="list-style-type: none"> - Students will list the harmful effects of environmental issues in order to classify vocabulary related to environmental issues. - Students will complete a speaking activity in order to remember the uses of the first and second conditional. - Students will analyze a written sample of a panel discussion in order to identify the

<ul style="list-style-type: none"> - Error correction (von Wörde, 2003) - Teaching practices (von Wörde, 2003) <p><i>Learner- centered</i></p> <ul style="list-style-type: none"> - Non-comprehension (Young, 1992) - Inhibition (Ur, 1996) - Pronunciation (Gynan, 1989) <p><i>Context- centered</i></p> <ul style="list-style-type: none"> - Highly competent students (Ur, 1996) <p>Anxiety strategy used per lesson:</p> <ul style="list-style-type: none"> - Scaffolding (Bruner, 1976) - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Reading aloud (Thornbury, 2007) - Conversation Circle (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Wörde, 2003) 	<p>structure and vocabulary related to the participants of a panel discussion.</p> <p><i>Attitudinal</i></p> <ul style="list-style-type: none"> - Students will be respectful towards their classmates' preferences and opinions. <p>Speaking: Individual /Pair work / Group Work</p> <p>Anxiety triggers:</p> <p><i>Learner- centered</i></p> <ul style="list-style-type: none"> - Non-comprehension (Young, 1992) - Inhibition (Ur, 1996) - Pronunciation (Gynan, 1989) <p><i>Context- centered</i></p> <ul style="list-style-type: none"> - Highly competent students (Ur, 1996) <p>Anxiety strategy used per lesson:</p> <ul style="list-style-type: none"> - Scaffolding (Bruner, 1976) - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Wörde, 2003)
<p><u>Session 3: A bright future</u></p> <p>Time: 90-minute lesson</p> <p>Grammar focus: First and second conditional</p> <p>Vocabulary focus: Sources of energy</p> <p>Task step: Exploring topics for panel discussions (Decide on topic/ Practice pronunciation)</p> <p>Objectives:</p> <p><i>Conceptual</i></p> <ul style="list-style-type: none"> - Students will identify vocabulary related to sources of energy. - Students will explore topics for a panel discussion <p><i>Procedural</i></p> <ul style="list-style-type: none"> - Students will read a piece of text to identify vocabulary related to sources of energy - Students will discuss the effectiveness of new sources of energy to stop environmental issues in order to use vocabulary related to that topic. <p><i>Attitudinal</i></p>	<p><u>Session 4: Research time!</u></p> <p>Time: 90-minute lesson</p> <p>Grammar focus: First and second conditional</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> - Environmental issues - Sources of energy <p>Task step: Researching the topic</p> <p>Objectives:</p> <p><i>Conceptual</i></p> <ul style="list-style-type: none"> - Students will research on the topic selected for their panel discussions. <p><i>Procedural</i></p> <ul style="list-style-type: none"> - Students will search for extra information to investigate on the topic selected for their panel discussions. <p><i>Attitudinal</i></p> <ul style="list-style-type: none"> - Students will be respectful towards their classmates' preferences and opinions. <p>Speaking: Group work (3 students)</p>

<ul style="list-style-type: none"> - Students will be respectful towards their classmates' preferences and opinions. <p>Speaking: Individual/Pair work/ Group work</p> <p>Anxiety triggers: <i>Learner- centered</i></p> <ul style="list-style-type: none"> - Non-comprehension (Young, 1992) - Inhibition (Ur, 1996) - Pronunciation (Gynan, 1989) <p><i>Context- centered</i></p> <ul style="list-style-type: none"> - Highly competent students (Ur, 1996) <p>Anxiety strategy used per lesson:</p> <ul style="list-style-type: none"> - Scaffolding (Bruner, 1976) - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Conversation Circle (Koba, Ogawa & Wilkinson, 2000) - Reading aloud (Thornbury, 2007) - Sense of community (von Wörde, 2003) 	<p>Anxiety triggers: <i>Learner- centered</i></p> <ul style="list-style-type: none"> - Non-comprehension (Young, 1992) - Pronunciation (Gynan, 1989) <p><i>Context- centered</i></p> <ul style="list-style-type: none"> - Highly competent students (Ur, 1996) <p>Anxiety strategy used per lesson:</p> <ul style="list-style-type: none"> - Scaffolding (Bruner, 1976) - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Wörde, 2003)
<p>Session 5: Time: 90-minute lesson Grammar focus: First and second conditional Vocabulary focus: All of the above Task step: Synthesis of information Objectives: Conceptual</p> <ul style="list-style-type: none"> - Students will synthesize the information gathered in the research session. - Students will integrate the vocabulary about environmental use to their synthesis. <p>Procedural</p> <ul style="list-style-type: none"> - Students will summarize the ideas of their topic to synthesize the information gathered in the previous lesson. <p>Attitudinal</p> <ul style="list-style-type: none"> - Students will be respectful towards their classmates' preferences and opinions. <p>Speaking: Group work (3 students)</p> <p>Anxiety triggers: <i>Learner- centered</i></p> <ul style="list-style-type: none"> - Inhibition (Ur, 1996) 	<p>Session 6: Planning our speech Time: 2 90-minute lessons Grammar focus: First and second conditional Vocabulary focus: All of the above Task step: Organization of the information and creation of the script / Role assignment Objectives: Conceptual</p> <ul style="list-style-type: none"> - Students will create a script for their panel discussions. - Students will use the expressions about panel discussion and vocabulary related to the environmental issues on their script. <p>Procedural</p> <ul style="list-style-type: none"> - Students will organize the synthesized information gathered in previous classes to create a script for their panel discussions. <p>Attitudinal</p> <ul style="list-style-type: none"> - Students will be respectful towards their classmates' preferences and opinions. <p>Speaking: Group work (3 students)</p> <p>Anxiety triggers:</p>

<ul style="list-style-type: none"> - Pronunciation (Gynan, 1989) <p>Anxiety strategy used per lesson:</p> <ul style="list-style-type: none"> - Scaffolding (Bruner, 1976) - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Wörde, 2003) 	<p><i>Learner- centered</i></p> <ul style="list-style-type: none"> - Inhibition (Ur, 1996) - Pronunciation (Gynan, 1989) <p>Anxiety strategy used per lesson:</p> <ul style="list-style-type: none"> - Scaffolding (Bruner, 1976) - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Wörde, 2003)
<p>Session 7: Let’s practice! Time: 90-minute lesson Grammar focus: First and second conditional Vocabulary focus: All of the above Task step: Rehearsal of panel discussions. Objectives: Conceptual.</p> <ul style="list-style-type: none"> - Students will pronounce key words and phrases used in panel discussions. <p>Procedural</p> <ul style="list-style-type: none"> - Students will present their panel discussions to receive feedback on their panel discussions. <p>Attitudinal</p> <ul style="list-style-type: none"> - Students will be respectful towards their classmates’ preferences and opinions. <p>Speaking: Group work (3 students)</p> <p>Anxiety triggers: <i>Learner- centered</i></p> <ul style="list-style-type: none"> - Inhibition (Ur, 1996) - Pronunciation (Gynan, 1989) <p><i>Context- centered</i></p> <ul style="list-style-type: none"> - Highly competent students (Ur, 1996) <p>Anxiety strategy used per lesson:</p> <ul style="list-style-type: none"> - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000) - Sense of community (von Wörde, 2003) 	<p>Session 8: Saving the world Time: 2 90-minute lessons Grammar focus: First and second conditional Vocabulary focus: All of the above Task step: Delivery of speech Objectives: Conceptual</p> <ul style="list-style-type: none"> - Students will use topic vocabulary of environmental issues and the language used in panel discussions. <p>Procedural</p> <ul style="list-style-type: none"> - Students will present a panel discussion to use all the elements reviewed throughout the unit. <p>Attitudinal</p> <ul style="list-style-type: none"> - Students will be respectful towards their classmates’ preferences and opinions. <p>Speaking: Group work (3 students)</p> <p>Anxiety triggers: <i>Learner- centered</i></p> <ul style="list-style-type: none"> - Inhibition (Ur, 1996) <p><i>Context- centered</i></p> <ul style="list-style-type: none"> - Highly competent students (Ur, 1996) <p>Anxiety strategy used per lesson:</p> <ul style="list-style-type: none"> - Sense of community (von Wörde, 2003) - Active and empathetic listening (Koba, Ogawa & Wilkinson, 2000)
<p>Session 9: Teacher and peer feedback Time: 45 minutes Task step: Feedback</p>	

Objectives:

Conceptual

- Students will assess their classmate's performance throughout the preparation stages of the panel discussion.

Procedural

- Students will fill in a rubric to assess their classmate's performance throughout the preparation stages of the panel discussion.

Attitudinal

- Students will be respectful towards their classmates' preferences and opinions.

Appendix C: Gantt Chart

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9
Topic-specific vocabulary	■		■						
Functional language for panel discussions		■							
Pronunciation of topic-specific vocabulary	■		■				■		
Pronunciation of functional language for panel discussions		■					■		
Review of grammatical content		■							
Pronunciation of grammatical content		■					■		
Research on the topic				■					
Analysis of information					■				
Organization and creation of the script						■			
Rehearsal of panel discussions							■		
Presentation of panel discussion								■	
Teacher assessment								■	
Peer assessment							■		■
Adapted FLCAS	■				■				■

Appendix D: Rubric for panel discussions

Level of achievement Criteria	Weak (1 point)	Average(3 points)	Excellent(5 points)
Pronunciation (15%)	The student presents a pronunciation difficult to understand, quiet in speaking, unclear in pronunciation, and poor intonation. He/she presents a poor mastery of all the sound and articulations practiced throughout the lessons.	The student had slightly unclear pronunciation at times, but generally is fair. Intonation is fair. He/she presents an standard mastery of all the sound and articulations practiced throughout the lessons.	The student presents a very clear and easy to follow pronunciation. Intonation is good. He/she presents a mastery of all the sound and articulations practiced throughout the lessons.
Grammar (15%)	The student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes. The student does not self-correct his/her mistakes.	The student was able to express their ideas and responses adequately, but often displayed inconsistencies with their sentence structure and tenses. The student fails to self-correct his/her mistakes.	The student was able to express their ideas and responses with ease in proper sentence structure and tenses. The student may have displayed few mistakes. However, he/she is able to self-correct to continue with the speech.
Vocabulary (15%)	The student had inadequate vocabulary words to express his/her ideas properly. The student include some terms seen in class, but does not include or define new ones in the panel discussion.	The student was able to use broad vocabulary words seen throughout the lessons. The student introduces new concepts, but only mentions and not defines them, so the audience has a clear idea of the introduced concept.	The student presents a rich, precise and impressive usage of vocabulary words learned in throughout the lesson. The student introduces new concepts, defines them, and explains throughout the panel discussion.
Fluency (15%)	The student presents a slow, stumbling, and often hesitant speech, except for short or memorized expressions. His/her speech is difficult for listeners to understand.	The student presents a mostly smooth speech, but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is mostly effortless and smooth with a moderate speed that comes close to the expectations of the students' level.
Task achievement (20%)	Moderator: The student poorly achieves the moves of his/her role. The student: provides a poor introduction not engaging the audience, struggles to moderate speech turns affecting the transition of the presentation, and provides a poor conclusion. Expert: The student poorly achieves the moves of his/her role. The student: provides weak and unclear arguments, does not provide any new and engaging information on the topic; struggles to connect his/her arguments.	Shares features of both levels (2 points)	Shares features of both levels (4 points)
Time management (10%)	The student organizes his/her speech, resulting in a very short intervention of less of a minute overall. The presentation lasts less than 5 minutes. The student exceeds the two minutes in the delivery of the speech, affecting the other speakers speech turns. The presentation exceeds 8 minutes.	The student organizes his/her speech, resulting in an intervention of about 1,5 minutes. The presentations lasts around 5 minutes. The student exceeds in 1 minute his/ her delivery of the speech, affecting the other speakers speech turns. The presentations exceeds 7,5 minutes.	Moderator: The student successfully achieves the moves of his/her role. The student: provides an engaging introduction, succeeds to moderate speech turns; finally, provides an adequate conclusion summarizing all the aspects of the panel discussion. Expert: The students successfully achieves the moves of his/her role. The student: provides strong and complete arguments, provide new and relevant information.Succeeds in connecting his arguments.
Respectful listening towards other presentations (5%)	The student interrupts the panel discussions of his/her classmates. Student talks to other students during presentation despite warnings of the teacher.	Student focuses their attention on other things in the classroom during the lesson, but is not interrupting other student's learning.	Student stays focused on the presentation, and does not interrupt other students in the delivery of the panel discussions.
Peer assessment (5%)	The average final score of the peer assessment rubric.		
Final score			
Comments			

Appendix E: Peer assessment rubric

Level of achievement Criteria	Weak (1 point)	Average(3 points)	Excellent(5 points)
Involvement with the project	My classmate was poorly involved in the project, and contributed very little to the different parts of the process of construction of the panel discussion. He/ she did not contributed with ideas and helpful comments for the construction of a more cohesive presentation.	My classmate was generally involved in the overall work. He/ she participated and submitted his own part, but otherwise he/ she was not actively connected to the collaborative work in our group. He/ she contributed with ideas and helpful comments for the construction of a more cohesive presentation.	My classmate was completely involved in the project, and contributed to the different parts of the process of construction of the panel discussion. review of the overall project making few comments and recommendations. He/ she shared made helpful comments for the construction of a more cohesive presentation.
Respect towards others	My classmate constantly ignored or disregarded other group members' opinions. He/ she did not totally contribute to a friendly atmosphere in the group.	My classmate occasionally responded to other group members' opinions. He/ she accepted them and made modifications or agreed to modifications based on the group opinions.	My classmate actively sought group members' opinions and ensured that input was incorporated into project. He/ she gave positive feedback and/or encouragement to all the members of the group.
Responsibility	My classmate did not fully complete his/her part of the task. Instead other members of the group had to finish it.	My classmate completed his/her part the task out of the deadlines established by the group and by the teacher.	My classmate completed his/her part of the task on deadlines established by the group and the teacher.
Final score			
Comments			

Appendix F: Adapted FLCAS

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	I feel that my opinions and interventions are relevant for the teacher and the class.					
2	The teacher provides feedback in a non-threatening way, being kind with me.					
3	I feel comfortable with the way the teacher provides feedback.					
4	I am afraid that my language teacher is ready to correct every mistake I make					
5	I worry about making mistakes in language class, because of the way the teachers corrects my erros.					
6	I worry about the consequences of making mistakes my foreign language class.					
7	It embarrasses me to volunteer answers in my language class.					
8	I am afraid that the other students will laugh at me when I speak the foreign language					
9	I feel supported by classmates when I make mistake.					
10	When I listen to other classmates speak, I feel embarrassed to talk because they do it better than me.					
11	I feel comfortable when the seating arrangement changes in the classroom.					
12	I think that classes are more dynamic when the seating arrangement is different.					
13	I feel that reading out loud helps me to feel more confident of my pronunciation					
14	I feel that reading out loud helps me to improve my pronunciation.					
15	I don't feel anxious speaking when I have practiced in the class.					
16	I feel that my pronunciation is better when I have practiced in the class.					
17	I get nervous when I don't understand every word the language teacher says.					
18	I get confused when I am speaking in my language class.					
19	Language class moves so quickly I worry about getting left behind.					
20	I start to panic when I have to speak without preparation in language class.					
21	I get upset when I don't understand what the teacher is correcting					
22	It frightens me when I don't understand what the teacher is saying in the foreign language.					