Motivation in the EFL classroom: enhancing reading to Secondary Education students through ICTs

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Abstract

One of the most persistent problems that secondary education teachers face in the English as a Foreign Language (EFL) classroom is students' lack of motivation. However, motivation is essential since it "provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process'' (Dörnyei, 1998:117). For this reason, abundant research has focused on the influence of motivation in learners' acquisition of a second language (L2) or Foreign Language (FL) throughout the last few decades. In a technological era that has changed the way we teach and learn, the beneficial effects of incorporating Information and Communication Technologies (ICTs) to boost students' motivation have also been widely recognised by several studies. Nonetheless, these have scarcely explored the relationship between ICTs and students' motivation in specific skills, and even less in the case of reading.

Bearing this in mind, this paper addresses this issue by firstly analysing the effects of ICTs combined with reading strategies on EFL students' motivation; and secondly, by determining whether an increase in such motivation is directly beneficial for students' reading comprehension. A control and an experimental group filled in an initial motivation for reading questionnaire and were later exposed to two different reading lessons within the same Didactic Unit (DU), one being motivational and the other corresponding to the regular teacher's methodology. The results obtained in a reading evaluation, a self-evaluation and the motivation for reading post-questionnaire will allow us to compare both groups' reading motivation and grades in the reading evaluation, thus checking to what extent ICTs influence their reading motivation and if a higher motivation has a direct correlation with a better reading comprehension.

Keywords: English as a Foreign Language (EFL), Foreign Language Learning (FLL), motivation, Information and Communication Technologies (ICTs), reading strategies.

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1. Introduction

In recent times, the role of motivation in the EFL classroom has especially attracted the attention of a large number of researchers (Gardner, 1985; Williams and Burden, 1997; Dörnyei, 1998; Drigas and Charami, 2014; among others), despite being only one of the countless factors which can influence Second Language Acquisition (SLA), or Foreign Language Learning (FLL). However, and according to Dornyëi (2015), even the most high-ability learners cannot attain long-term goals without sufficient motivation. Besides, he affirms that motivation can compensate for deficiencies in the learner's language aptitude and even the learning conditions.

Precisely, a common problem that most EFL teachers encounter in the classroom is students' lack of motivation to learn the language, especially in secondary education. Moreover, teachers tend to foster students' extrinsic motivation (i.e. triggered by external factors such as academic goals) rather than the individuals' pure enjoyment of the activity itself, coined as intrinsic motivation (Ryan and Deci, 2000), which is more effective in the long-term, according to Dörnyei and Ottó (1998). To tackle this issue, many studies have acknowledged the benefits of introducing ICTs to the classroom to make activities more engaging for secondary education students as they adjust to their immediate reality. Besides, Klimova and Pouvlova (2014) emphasised that ICTs foster collaborative learning, break the monotony of the classroom routine and promote learners' autonomy and critical thinking, thus switching from a teacher-centred to a learner-centred approach. Furthermore, they offer students with regular opportunities for success, hence increasing their self-efficacy.

However, although the impact of ICTs on EFL students' motivation has recently been in the spotlight, researchers have generally addressed the topic from a very general perspective, hence rarely focusing on any particular skills of the language. In addition, such limited literature has mainly promoted production skills, especially oral communication. Consequently, this means there is clearly a gap in the literature with respect to the role of motivation and ICTs in the passive skills of the language, which are equally important in the language learning process, such as reading. In fact, Usó-Juan and Martínez-Flor's model (2006) of communicative competence situates the reading skill within the *discourse competence*, which is the component of the whole communicative competence, also highlighted by Celce-Murcia (2007). Reading is, therefore, the textual representation of the various ways in which discourse can be

organised. Indeed, there is a real need to address reading motivation in the EFL classroom since even the most competent readers are less likely to be effective readers if they lack motivation (Lin et al., 2012). This is aggravated by the fact that this is not the typical student profile one finds in the classroom since many learners have serious difficulties in both L1 and L2 reading comprehension. In this way, Wigfield (1997) and Lee (2015) also highlighted the importance of fostering students' interest in EFL reading since the intrinsic motivation for reading seems to benefit reading comprehension more positively in the long-term.

In the light of the above, this study aims to fill the gap in the literature through a twofold approach. Firstly, the objective is to examine the extent to which ICTs, combined with reading strategies, may increase students' reading motivation in the EFL classroom. Secondly, the aim is to observe whether a higher motivation for reading has a direct beneficial effect on students' reading comprehension. Regarding the structure of the study, it is comprised of a theoretical and a practical part. Firstly, a theoretical background will review the concept and types of motivation, focusing on Gardner's socio-educational model. The role of motivation in EFL reading comprehension will also be explored, as well as the strategies that may enhance students' reading motivation, followed by the impact of ICTs on motivation. Secondly, a teaching proposal addressed to 4th of ESO students will be presented in the practical part of the study, which was implemented during my internship. By dividing students into a control and an experimental group, the goal was to compare both groups' reading motivation and comprehension after the implementation of a DU, which incorporated a slight variation concerning the reading lesson: whereas the control group was exposed to the regular teacher's methodology, the experimental group was exposed to a motivational reading lesson which involved ICTs and reading strategies. Within this practical part of the study, the setting and participants will be specified, as well as the methodology followed and the tools for analysis used for data collection. Lastly, the most relevant findings obtained in the study will be presented and discussed thoroughly, making a comparison between these two groups of students.

2. Theoretical background

2.1. The concept of motivation

Over the last few decades, there has been a growing interest in the role of motivation as a key factor for Second Language Acquisition (SLA) and Foreign Language Learning (FLL). Hitherto, an overwhelming majority of researchers have found that motivation is an individual difference that has a meaningful, beneficial effect on language acquisition since it provides with the initial impulse to learn a language and, most importantly, with the driving force to persist over time and keep learning it (Dörnyei, 2005). Accordingly, and as stated by Bellés-Fortuño and Ollero (2015:147), "lack of motivation in the foreign language classroom leads to lack of effort and ultimately lack of learning success". Nevertheless, despite a widespread consensus on the positive influence of motivation in language learning, providing a unique definition that encompasses all the facets that the concept entails appears to be more complicated. Dörnyei and Ottó reflected the complexity of motivation by describing it as:

> the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out. (1988:64)

Similarly, and as cited in Seven (2020), Brown synthesised this view as "the impulse, emotion or desire that moves one to a particular action" (1987: 114). Thereafter, the 1990s became a turning point in motivation studies due to the pioneering work of the social psychologist R. Gardner, who defined motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (1985:21).

It is worth emphasising that Gardner's perspective is particularly relevant because it no longer understood motivation as purely the result of aptitude and effective teaching (Dörnyei & Ryan, 2015). As expressed in the quotation, learners' attitudes towards learning the language, and therefore the target language group, were considered to be determinant. In this way, there was a shift from an individualistic view to an approach that also considers the numerous sociocultural factors involved in motivation, which we will refer to in upcoming sections.

Taking everything into account, motivation is a complex phenomenon which encompasses many different dimensions, and therefore it cannot be measured by asking learners to explain why they think learning a language is important to them (Gardner, 2007). Hence, defining motivation is a challenging task due to the number of features that are embedded within it. However, there is a general agreement among researchers that a motivated individual is goal-directed. This means that motivation is constantly driven by the desire to accomplish certain goals, in this case, to learn the target language. Moreover, and as pointed out by Seven (2020), the attainment of a set of goals will result in the need to attain others, which suggests that motivation is a continuous process.

Hence, because motivation could be regarded as a combination of desire, effort, and goal-oriented behaviour, the following section explores the different types of motivation according to both the self-determination theory and the learner's purpose or orientation.

2.1.1. Types of motivation

Traditionally, the most influential dichotomies in motivational psychology involve the distinction between extrinsic-intrinsic and integrative-instrumental motivation, which will be examined below.

With respect to the extrinsic-intrinsic paradigm, it is included within the so-called self-determination theory suggested by Ryan and Deci (2000), which establishes a continuum between more self-determined (intrinsic) and more controlled (extrinsic) forms of motivation. Regarding extrinsic motivation, the individual is only triggered by external factors such as a final reward (e.g. good grades or finding a job) or even to avoid punishment. On the contrary, individuals with intrinsic motivation behave according to the pleasure and satisfaction that engaging in a particular activity involves or because it satisfies their curiosity (Dörnyei, 2001). In the case of second or foreign language learning, these two types of motivation are not mutually exclusive since learners do not select a single form, but they usually combine both (Dörnyei, 2001). In fact, Noels (2001) suggests that the extrinsic-intrinsic motivational construct could be especially helpful to scan the classroom climate according to the extent to which teachers foster students' autonomy or a controlled approach (as cited in Dörnyei, 2001).

However, it must be emphasised that triggering students' intrinsic motivation is especially challenging. That is because a behaviour is only intrinsically rewarding when it is self-regulating and self-initiating, that is, when it emerges from innate needs (Dörnyei,

1998), which we cannot always control as teachers. Such an innate motivating action has been proved to be more effective in the long-term, as it develops the learner's autonomy (Dörnyei and Ottó, 1998).

Secondly, Gardner (1985) investigated the reasons why individuals have the goal of learning a language or what he defined as their orientation. He distinguished between two different purposes: integrative, which refers to the learner's positive attitude towards the language and the target language community; and instrumental, which is related to some social or economic gain (e.g. increased pay) and thus to a utilitarian value (Carrió-Pastor and Mestre, 2014). According to Gardner (1959), an individual's attitude towards another cultural group will at least partly determine a successful outcome in learning the language. For this reason, there is a broad consensus that integrative motivation is more beneficial in the long-term for language learning (Oroujlou and Vahedi, 2011). In fact, instrumental motivation is rooted in the personality of each individual and appears to be less effective (Gardner and Lambert 1972, as cited in Seven, 2020).

Even though this construct is again not mutually exclusive, in a study conducted by Carrió Pastor and Mestre (2014), students showed a tendency to choose instrumental motivation for the study of a specific language. Nonetheless, students with an integrative approach were generally more motivated, and their linguistic outcomes were more successful than the others.

Apart from his orientation dichotomy, Gardner's work mainly focused on his well-known socio-educational model, which is paramount for this literature review.

2.1.2. Gardner's socio-educational model

As mentioned in previous sections, social psychologist R. Gardner (1985) developed a model about the role of attitudes and motivation in second and foreign language learning, which clearly influenced motivation research at the time, and still awakens certain interest today (Dörnyei and Ryan, 2015).

The starting point of his theory is that foreign language learning is a non-neutral social process which completely differs from the learning of other subjects (Dörnyei, 1998). In this way, he considered that language aptitude is not the only individual difference affecting foreign language learning. Gardner understood language as more than a linguistic code, which involves a series of socio-cultural variables affecting its

learning, such as the learner's attitudes towards the language community, towards the language culture or towards speaking it (Gardner, 1985).

For this reason, his socio-educational model proposes the construct of integrative motive, which suggests that students' motivation is influenced by two different types of attitudes: integrativeness and attitudes towards the language learning situation (Gardner and Lalonde, 1983). Integrativeness refers to a set of attitudes towards the target language community, and it is strongly associated with integrative orientation. Regarding the latter, it is more related to the students' attitudes in the language classroom, either towards the teacher or the course itself (Gardner and Lalonde, 1983). These attitudes towards the language learning situation are relevant since it is very likely that students only have contact with the language within an instructional setting. Hence, the teacher, the course or the language materials are linked to the language itself, and students' attitudes towards them are particularly influential (Gardner, 1985). It must be noted that in order to measure the individual's affective variables that could influence their learning process, Gardner also developed the measurement system *Attitude/Motivation Test Battery* (AMTB) (Dörnyei, 1998).

In the light of the above, Gardner's socio-educational model posits that there are two main individual differences in foreign language learning: language aptitude (referring to the learner's ability) and motivation. Nevertheless, motivation is considered as the cornerstone of this process, which, in turn, is influenced by the construct of integrative motive.

Interestingly enough, Gardner's theory received some criticism in the 1990s, emphasising that his approach only considered a social dimension. However, this is a common misconception (Dörnyei, 1998) because Gardner and his colleagues did research not only social but also educational variables, paying especial attention to pedagogical factors such as classroom environment or, precisely, the attitudes towards the learning situation, which constitute a keystone of the integrative motive (Dörnyei, 1998).

2.1.3. Motivation in the EFL classroom

Considering the attention given to attitudes and motivation, particularly attitudes towards the language learning situation, it becomes clear that motivation plays a crucial role in the English as a Foreign Language (EFL) classroom. Gardner himself (2007) analysed studies on the influence of motivation on classroom conduct (Gliksman,

Gardner, & Smythe, 1982), bicultural excursions (Clément, Gardner & Smythe, 1977), and intensive language programmes (Gardner, Moorcroft, & Metford, 1989), thus depicting the many ways in which motivation can significantly affect this process. In fact, a relationship has been found between attitudes, motivation, and the concept of Willingness To Communicate (WTC), which refers to the learner's predisposition to communicate in the target language (Peng and Woodrow, 2010). Regarding EFL contexts, Yashima and associates (2002, as cited in Peng and Woodrow, 2010) suggested the notion *of international posture* to capture the essence of Gardner's integrativeness, this time applied to EFL learners' attitudes towards what English represents. As part of this approach, they discovered that an international posture has a direct effect on motivation and WTC in the target language.

Sadly, one of the major problems that EFL teachers face in the classroom is students' lack of motivation or "demotivation", which may be due to a number of reasons. According to Seven (2020), students learning an EFL may feel especially demotivated when they fear making mistakes, when their achievements go unnoticed, and when they feel pressured to meet certain classroom expectations, which leads to comparisons with their peers. Similarly, and as cited in Sakai and Kikuchi (2008), Rudnai (1998) investigated the reasons why learners of English had lost motivation to study the language. Findings showed that the primary causes for demotivation were related to either learner's level issues, such as lack of confidence and self-esteem due to negative past experiences, or learning environment level problems, namely unbalanced proficiency levels in the classroom or lack of free choice.

Bellés-Fortuño and Ollero (2015) also highlighted the need to analyse the failure in foreign language teaching and learning, with a focus on Spanish institutions, which especially concern us in the present research. Once again, they acknowledged that Spanish learners of English find themselves helpless in a classroom which is far from being homogeneous in terms of English language level. Besides, and according to Bellés-Fortuño and Ollero (2015:142), "language certification has become a compulsory requirement for most academic applications", and "these factors increase the level to which students are subjected to when learning a foreign language". Hence, it is not surprising that these learners eventually develop a negative attitude towards learning the target language, which in turn, constitutes an obstacle for their learning process.

In view of the overall problem, several authors (Dörnyei and Csizér, 1998; Williams and Burden, 1997; Dörnyei, 2001; as cited in Bernaus and Gardner, 2008) have suggested a set of strategies to boost students' motivation in the EFL classroom, which point out the importance of creating a pleasant classroom environment, establishing good relationships with students, and building their self-confidence, among other strategies. Thus, the role of the EFL teacher is paramount to enhance students' motivation, as indicated by Seven (2020), who emphasised the importance of individualised attention, providing motivational feedback, and setting attainable goals for them. In his own words, "students try when they believe they can succeed" (2020:69); therefore, teachers' invaluable support is fundamental to keep students motivated to learn English.

2.2.   The role of motivation in EFL reading comprehension

Although a significant amount of literature has recently examined the role of motivation in EFL contexts from a general point of view, very few studies have paid attention to the effects of motivation in EFL skills. Furthermore, such limited research tends to focus on speaking and writing, which inevitably downplays the importance of the passive skills of the language, such as reading.

Nonetheless, reading is equally crucial for the improvement of readers' communicative competence. An illustrative example is the model proposed by Usó-Juan and Martínez-Flor (2006), which situates the reading skill within the *discourse competence*, the central component in the whole communicative competence. Reading is, therefore, the textual representation of the various ways in which discourse can be organised; it triggers the learner's ability to identify coherence, cohesion, discourse markers, as well as the type of text and its purpose. Thus, it is an essential skill to communicate successfully in a variety of sociocultural contexts where English is the *lingua franca*. Unfortunately, students' reading comprehension difficulties are still abundant, normally regarding both their first and second language. In fact, and as stated by Lin et al. (2012), even the most competent readers will struggle to be effective readers if they lack motivation.

However, not all kinds of motivation seem to have the same effect on reading comprehension. Most studies focused on the extrinsic-intrinsic dichotomy and found that intrinsic motivation influenced reading comprehension positively, whereas extrinsic

motivation could have a negative impact on reading comprehension (Yildiz and Alkyol, 2011, as cited in Karahan, 2017). For their part, Lau and Chan (2003, as cited in Logan et al., 2011) observed that low-ability and high-ability readers only differed significantly in terms of their levels of intrinsic motivation rather than extrinsic motivation. Moreover, in an investigation conducted by Karahan (2017), students who considered themselves skilful readers had high intrinsic motivation, and those having this kind of motivation made a greater effort in reading and sought approval.

Hence, there is a wide consensus that intrinsic motivation is beneficial for reading comprehension, while the role of extrinsic motivation remains unclear. In this way, an important factor in students improving their reading comprehension is the pleasure and curiosity that reading about a particular topic of their interest entails, as well as being exposed to challenging reading materials (Wigfield, 1997, as cited in Lin et al. 2012).

It is interesting to note that, as teachers, we tend to direct our efforts to increase students' extrinsic motivation through rewards or punishment, which may be detrimental in the long term (Seven, 2020). Even if extrinsic motivation can be useful for particular short-term purposes, a greater emphasis should be put on triggering students' intrinsic motivation, especially when it comes to reading, as evidenced by various researchers. The need to foster learners' interest in EFL reading and to use appropriate motivational techniques was also acknowledged by Lee (2015), who also highlighted the importance of adapting to our students' level. This strategy to enhance students' EFL reading motivation, alongside others, will be explored in the following section.

2.3. Strategies to enhance students' reading motivation

As mentioned earlier, the teachers' role in the EFL classroom is paramount in boosting students' reading motivation. According to Seven (2020), building students' intrinsic motivation is a challenging task, which requires more time and skill. However, EFL teachers can make a positive difference in their students' intrinsic reading motivation by implementing an array of strategies, which are presented below.

2.3.1. Accommodating reading to students' reality

Two main elements are involved in adapting reading to our students' reality: reading topic, levelling and authenticity of reading materials.

As suggested by Jiménez-Arias (2007), selecting the reading topic in an EFL teaching context should not be a random process but a thoughtful one. If teachers successfully choose an array of suitable texts, students will find reading appealing and will perceive it as a valuable activity (Jiménez-Arias, 2007). Selecting a suitable topic is of utmost importance since many teaching, and learning elements revolve around it. Firstly, the reading topic will influence the range of vocabulary to which readers will be exposed, and thus the level of the target text might also vary (as will be further explained later). Secondly, Siegel (2014) emphasised that topics which arouse the readers' curiosity and interest may facilitate their engagement, willingness to communicate (WTC), and consequently, reading comprehension. Thirdly, it is crucial to integrate reading topics that are realistic and prepare students for active interaction with the outside world (Siegel, 2014). In this way, students can relate to the text they are reading and their motivation increases.

In relation to the above, although previous research has investigated the effects of prior knowledge and topic interest on EFL reading comprehension, Carrell and Wise (1998) found that the relationship between these factors remains uncertain. Students may have a great personal interest in a topic but may not have much background knowledge about it: likewise, students who have abundant prior knowledge may not be especially interested in the topic. Thus, teachers should always consider these two factors to enhance students' reading motivation. The benefits of activating prior knowledge will be later addressed in the section concerning pre-reading strategies.

In addition to the topic, another aspect to be considered in EFL reading is levelling the materials to the current English reading proficiency of the students. The term *levelling* involves choosing texts according to the competences of foreign language readers (Fry, 2002) by determining which texts are suitable for them in terms of vocabulary and grammatical level, length, text features, as well as topic (Richards, 2015). Asking students to read a text beyond their English level could be counterproductive since they will feel discouraged and incapable of doing the task (Arias, 2007), whereas exceedingly easy materials might bore them and decrease their motivation for learning (Chall and Conrad 1991, as cited in Sung et al., 2015).

An issue that often arises in EFL reading discussions is whether teachers should use authentic texts or adapt them to match the students' reading level. Richards (2015) proposes three ways to use authentic materials and at the same time address the difficulty level of students, thus keeping them motivated to read: (1) by selecting shorter texts; (2)

by selecting texts that include visuals; and (3) by reducing the complexity of the reading tasks. According to Arias (2007), however, simplifying the reading process is more advisable than simplifying the text by providing students with a variety of reading strategies to facilitate their reading comprehension. These are normally classified into pre-, during, and post-reading strategies.

2.3.2. Pre, during, and post-reading strategies

Another way to maximise students' intrinsic motivation for reading as well as their reading comprehension is by implementing reading strategies before, during and after reading the text. According to Saricoban (2002), the three-phase approach is primarily based on students' knowledge of the world and the target language, which is used as a tool for progress, involvement and motivation.

Concerning pre-reading strategies, we previously mentioned the importance of activating students' background knowledge, apart from choosing an appropriate reading topic. The *Schema theory* had an enormous impact on foreign language reading instruction, as it attempts to describe the essential role played by the learners' prior knowledge. In Schema theory terms, L2 learners interact with the text by activating their previous knowledge or content schemata, shaped by their past life experiences, which will serve to decipher the text (Pardede, 2017). An efficient reading comprehension would thus be a result of the ability to link textual material to the readers' own knowledge (Carrell and Eisterhold, 1983). Moreover, thanks to activating background knowledge, teachers may engage students in the reading task and build their interest in the reading topic. A different pre-reading strategy consists of previewing a text by making predictions and building realistic expectations about its contents. Field's (2003) approach to this reading strategy focused on anticipating the information in the text by recognising textual features such as bold letters, graphs, or images. Thus, students will be more motivated to read as this strategy raises their curiosity to check whether their predictions were true or not.

Secondly, reading strategies are normally focused on monitoring students' comprehension. In connection with predicting strategies, readers can check from time to time the information stated in the text compared to what they expect to find (Aebersold and Field, 1997). Some strategies to achieve this aim would involve stopping at the end

of each paragraph to confirm the accuracy of a prediction, asking questions during the reading process, or using verbal reports (Aebersold and Field, 1997). Other during reading strategies provide students with a purpose to read the text, such as skimming or scanning, which motivates them to perform specific reading tasks they would be reluctant to do otherwise (Ediger, 2006).

Lastly, post-reading strategies are aimed at consolidating students' reading comprehension by asking them to represent the content of the text in a meaningful way, such as drawing, creating a poster or writing a letter to the author (Farrell, 2009). By avoiding the ten-question syndrome (Farrell, 2009), which focuses on testing rather than teaching students' comprehension, and fostering more dynamic reading comprehension activities, teachers can contribute to boosting their intrinsic reading motivation.

So far, we have reviewed two motivational reading strategies: accommodating to our students' reality and applying pre-, during, and post-reading strategies. Alongside those strategies, this study also aims to explore the role of ICTs in students' reading motivation, as well as its combination with the aforementioned reading strategies. Hence, an introductory section on the impact of ICTs on motivation can be found below, which will specifically address ICTs and reading motivation in the latter part.

2.4. The impact of ICTs on motivation

Information and Communication Technologies (ICTs) have undoubtedly changed the way we teach and learn. Their integration in the curriculum has resulted in a shift from a teacher-centred approach to a learner-centred one, in which teachers have a double role: to be both educators and facilitators of learning (Drigas and Charami, 2014). It must be noted that the incorporation of ICTs in education is a natural consequence of their influence in our everyday lives, especially because young students cannot imagine being deprived of them, as they constitute their reality (Klimova and Poulova, 2014).

For this reason, a growing number of EFL teachers realised that there is a need to adjust education to such reality and update teaching approaches accordingly in order to keep students motivated. Thus, implementing ICTs as a complement to the textbook in the EFL classroom aims at raising students' motivation and making a positive difference in their learning. Even in higher-education settings, the use of ICTs such as Open Educational Resources (OERs) is considered to be beneficial to ameliorate teaching and

learning skills, as they are free and easily accessible by a universal classroom community (Bellés-Fortuño and Bellés-Calvera, 2017).

The impact of ICTs on students' motivation has been discussed extensively among researchers, who generally agree that they involve a series of benefits if used appropriately. According to Azmi (2017), students are more likely to show more positive attitudes and participate more when ICTs are incorporated into the lesson since they create a learning environment where motivation is boosted and maintained over time. Besides, Kassim et al. (2007, as cited in Azmi, 2017) found that by providing students with authentic materials such as podcasts, blogs or digital newspapers, teachers foster meaningful interaction and facilitate their engagement in the learning task. For their part, Klimova and Poulova (2014) suggest that ICTs are enjoyable for students because they break the monotony of the classroom routine; they offer students with regular opportunities for success, hence increasing their self-efficacy; they promote collaborative learning as well as students' autonomy; they foster their critical thinking, and they enrich learning by providing students with more updated materials. In the study conducted by Pardede (2020), students also reported that ICTs positively influenced their interest and motivation to learn. Most students also showed a high self-efficacy in using new technologies since they felt confident using ICTs in learning activities.

Again, teachers should be aware that ICTs integration needs thorough planning and well-established goals in order to make the most of their effectiveness (Azmi, 2017). Finally, Klimova and Poulova (2014) emphasise that ICTs may have a positive impact on EFL students' motivation; however, these resources must be carefully selected in order to suit the specific needs of students as well as the learning situation, because not all ICTs are relevant to all teaching and learning environments.

Although the role of ICTs in the EFL classroom as a motivational strategy has attracted some interest recently, it must be noted that very few studies have paid attention to how ICTs may enhance students' motivation in EFL skills, such as reading. In order to fill this gap, the aim of this study was precise to boost students' reading motivation through the implementation of ICTs, alongside reading strategies. Although the literature on this topic is scarce, the next section will provide an insight into the main related studies.

2.4.1. Introducing reading through ICTs

Despite living in the 21st century, an era of scientific and technological advances, the incorporation of ITCs to the classroom appears to be a gradual process which is still in a state of development. Although the interest to use ICTs as a tool to make activities more engaging and motivating keeps growing in EFL teaching, their use is sometimes not taken seriously and might not be introduced into the classroom appropriately (Joshi and Poudel, 2019). Nevertheless, the role of ICTs in EFL teaching and learning is increasing, considering that it provides students with opportunities to develop their communicative competence successfully and to develop their literacy skills in a motivating way (Joshi and Poudel, 2019).

Hence, introducing texts and reading comprehension activities through ICTs may be advantageous. In a study conducted by Yunus et al. (2013), the teachers interviewed commented that it was particularly useful for attracting students' attention as a starting point. Secondly, most of them emphasised that ICTs are beneficial for the vocabulary development of EFL learners since they can use online dictionaries to quickly check the meaning of words they might encounter in the text, for instance. Moreover, using the Internet to search for more information about the reading topic can help them to fully understand the text, as well as raise their curiosity to keep learning about such topic. Finally, Yunus et al. (2013) also found that utilising PowerPoint as a media format for texts is helpful to engage them in the reading activity. Thanks to multi-coloured features, students can identify keywords, phrases or structures more easily, which facilitates the reading process.

Similarly, Maduabuchi (2016)'s research concluded that teaching EFL reading through ICTs favoured vocabulary building and use, revealed an excitement for reading expressed by students, and played a crucial role in introducing *realia* to the classroom by presenting students with texts from original online sources (e.g. news articles, blog entries). Furthermore, reading strategies' instruction is even more effective on learners' reading comprehension if offered through an ICT-based approach (Drigas and Charami, 2014).

3. The study

Once the main theoretical aspects have been examined, the next section offers a detailed description of the research conducted for this MA dissertation, including setting, participants, methodology, and tools for analysis. First and foremost, however, it is paramount to clarify the main objective of this study, which is twofold.

On the one hand, the aim is to determine to what extent the use of ICTs, combined with reading strategies, may boost students' reading motivation in the EFL classroom. On the other hand, the aim is to examine whether a higher motivation for reading has a direct beneficial effect on students' reading comprehension. Hence, two main research questions arise:

1. To what extent does the use of ICTs, alongside reading strategies, contribute to enhancing students' motivation in the EFL reading lesson?

2. Does a higher reading motivation have a direct beneficial effect on students' reading comprehension?

To provide reliable answers to these questions, the participants of this study were divided into an experimental and a control group. The goal was to compare both groups' reading motivation and comprehension after the implementation of a Didactic Unit (DU), with a slight yet relevant variation: for the reading lesson, the control group was exposed to the regular teacher's methodology, whereas the experimental group was exposed to a motivational reading lesson which incorporates ICTs and reading strategies.

3.1. Setting

Such teaching proposal was designed to be implemented at I.E.S. Honori García, a secondary school located in La Vall d'Uixó (Castellón, Spain). There are currently almost 900 students enrolled and a faculty of over 90 teachers in the centre. Students are distributed into 32 groups of Compulsory Secondary Education, four groups of 1st of *Bachillerato*, three groups of 2nd of *Bachillerato* (scientific, social-humanistic, and artistic modalities are offered), and seven groups of Vocational Training courses (two in Basic, two in Intermediate, and three in Advanced). On the other hand, two additional courses for special purposes are offered by the school: *Aula de Comunicación y Lenguaje* (CYL

classroom) and *Programas de Mejora del Aprendizaje y del Rendimiento* (PMAR). The main language of the school is Valencian. Hence a *Programa d'Ensenyament en Valencià* (PEV) is followed.

It must be noted that students always stayed in the same classroom due to COVID-19 measures aimed at minimising social contact; thus, teachers were the ones moving from one classroom to the other. These were properly conditioned with a white blackboard, desktop computer with Internet access, a projector, and a projector screen. However, the computer in the 4th of ESO C classroom was not working properly, as it would take a long time to start running or would not even start. Bearing this in mind, I always tried to arrive at the school half an hour prior to the start of the lesson on the days I taught this group at 8 am in the morning, and I would bring my own laptop in case the computer did not work.

3.2. Participants

The individuals involved in the present study are two groups of 50 students in the fourth year of Compulsory Secondary Education (i.e. 4th of ESO). An experimental and a control group were established to observe the differences in the results between two different procedures. A description of these groups will be given below, based on the information I gathered during my two-week observation period.

The experimental group, in this case, 4th of ESO C, consists of 28 students (8 males and 20 females); hence 22 students (13 males and 9 females) from 4th of ESO B comprise the control group. In this latter group, students belong to four different nationalities, including Spanish (18), Moroccan (2), Argelian (1), and Chinese (1).

None of the participants in this research is known to have any Special Educational Needs (SEN). Nevertheless, there is a remarkable difference between both groups in the proportion of students that did not pass the English subject the previous year (under COVID-19 pandemic circumstances). Regarding 4th of ESO C, only 3 students failed the subject, whilst in 4th ESO B, a total of 7 students did.

On the one hand, the experimental group falls within the social-humanistic branch of the course, whereas the control group belongs to the scientific branch. Curiously enough, 4th ESO B students showed a higher prior knowledge of the vocabulary taught in

the Didactic Unit (DU) and even slightly more complex words (e.g. carbon dioxide), probably because they are naturally more interested in these topics.

On the other hand, the experimental group is more homogeneous than the control group regarding students' cognitive skills. Whilst some students in 4th of ESO B are fast understanding concepts and finishing their work, others struggle with the basics. As for 4th of ESO C students, they can all follow the same work pace in general. However, as my supervisor noted and as I witnessed, both groups have difficulties with vocabulary and reading comprehension.

It is worth noting that the teacher has built a very positive relationship with all students. Moreover, peer-to-peer relationships have been observed to be good, which results in a friendly, comfortable classroom atmosphere. In fact, both the teacher and the classroom atmosphere are factors which have been acknowledged by Gardner (2007) to influence students' learning motivation, in this case, positively. However, this does not seem to be enough to trigger students' intrinsic motivation since I noticed during my period of observation that students truly lacked motivation, especially during reading lessons. Besides, students looked especially tired, stressed and unmotivated regardless of the time of the day because they had exams more regularly (almost every week) due to the COVID-19 new exams calendar. Finally, and according to the Common European Framework of Reference for Languages (CEFR), students' level of English in 4th of ESO is Elementary (A2), although this could vary (A1-B1) depending on the individual.

3.3. Methodology

The steps that I followed in conducting the present study are the following. Firstly, I elaborated a motivation questionnaire, partly based on Gardner's Attitude/Motivation Test Battery (1985) (i.e. *positive attitudes towards learning English, integrative orientation,* and *instrumental orientation*) to determine students' starting point in motivation towards learning English as a Foreign Language. At this same stage, students were also required to fill in a reading motivation pre-questionnaire, adapted from Wigfield and Guthrie's Motivations For Reading questionnaire (MFR) (1997), which measured to what extent students were motivated to read in English and towards the EFL reading lesson (i.e. *positive attitudes towards reading, reading efficacy, intrinsic-extrinsic motivation, positive attitudes towards the EFL reading lesson*). These two types of questionnaires were exactly the same for both the control and the experimental group.

Once students completed them, I proceeded to teach a motivational didactic unit, which consisted of a total of 10 sessions. Initially, the plan was to teach 8 sessions; however, I was later asked by my internship supervisor to extend it to give students some more practice as well as to balance timings and compensate the 30-minute-lesson on Mondays of 4th of ESO B.

The didactic unit I was given the opportunity to teach is Unit 6 from *Way to English 4* Students' Book, which is devoted to reported speech (statements, questions, and orders) in terms of grammar, and the environment and the recycling topic with respect to vocabulary. My lessons were designed to be motivational and dynamic regardless of the language skill being taught, although a special focus was given to the reading lesson due to the purpose of this study, which is to analyse the effectiveness of reading strategies and the use of ICTs to enhance students' reading motivation. To obtain comparable results, I literally reproduced the teacher's methodology for the control group's reading session, whereas the experimental group's reading session followed a totally different methodology to the one they are normally exposed to. This was the fourth session of the unit for the experimental group and the sixth for the control group, and it involved the use of motivational pre-reading and post-reading strategies combined with the use of ICTs. Because one of the main motivational strategies is the selection of a reading topic that attracts students' interest, I conducted a survey through Google Forms during my observation period, and prior to the planning of all the activities in which students had to choose the environmental topic they preferred reading about the most (*See Appendix D.1*).

The huge difference in the timing of the lessons is due to a number of factors that made me rearrange these timings depending on each group's circumstances. To begin with, 4th ESO B had an early break on Mondays (thus, one lesson per week was only 30 minutes long); moreover, my supervisor requested having 20-30 minutes in one of my lessons of each 4th of ESO group to give them grades from the past unit's exam and comment on them. Furthermore, it must be noted that I also had to adapt to students' needs along the way since most of them found reported speech difficult. This is probably because this content was new to them; therefore, I had to slow the work pace and provide them with more grammar practice, as also agreed with my supervisor.

At the end of these reading sessions (fourth and sixth), the next stage in my study was requesting students to fill in a Google Forms self-evaluation questionnaire at home on that same day. The main purpose was to examine how they felt during the lesson and

to observe their thoughts on their own reading comprehension whilst ensuring that results were the most recent, and therefore, the most reliable possible.

At the beginning of the next session, students had to read the text again from the previous day individually (each group had read a different text, depending on the methodology followed) and complete a short reading evaluation, with the main objective of testing their reading comprehension objectively and comparing those marks with their self-evaluation and the post-questionnaire, which will be later addressed. Ideally, this would have been done during the same reading lesson; nevertheless, I had planned in advance to move it to the next lesson to be realistic with time constraints in secondary education (lessons are only 55' long). Such reading evaluation was an instrument to discover whether a higher or lower motivation for reading has a direct beneficial effect on their reading comprehension.

Last but not least, after having taught the whole motivational didactic unit, students were required to fill in a reading motivation post-questionnaire. It must be noted that on this occasion, two different final questionnaires were elaborated according to the students' experience in the lesson; thus, one was tailored to the control group and the other to the experimental group. These included the same categories as the pre-questionnaire since the aim was to compare results between them to check if students' attitude towards the EFL reading lesson had improved and thus if the motivational reading lesson had worked properly.

3.4. Tools for analysis

This section contains a detailed explanation of the different tools for analysis used in the present study, namely the motivation questionnaire, the two motivation for reading questionnaires (pre-and post-), distributed before and after the implementation of the motivational didactic unit, the self-evaluation that students completed after the reading lesson, and the reading evaluation conducted during the fifth (experimental) and sixth session (control).

3.4.1. Motivation questionnaire

As previously mentioned above, both groups of students had to anonymously complete the same two questionnaires before being exposed to the motivational didactic

unit (motivation and motivation for reading pre-questionnaire). It is important to highlight that the items were written in students' first language (i.e. L1; in this case, Spanish) in every questionnaire used for this study to avoid any misunderstandings and obtain the most accurate possible answers. As another common feature, a Likert Scale was used in all questionnaires. Thus, students had to select between five possible answers (i.e. *strongly disagree; disagree; neither agree nor disagree; agree; strongly agree*).

For its part, the motivation questionnaire was aimed at measuring students' motivation towards learning English as a Foreign Language as a point of departure to ascertain their level of motivation at the time. It is based on some of the categories included within Gardner's Attitude/Motivation Test Battery (1985) (i.e. *positive attitudes towards learning English, integrative orientation,* and *instrumental orientation*). The first category includes four items (e.g. *I like learning English*), integrative orientation includes three items (e.g. *Learning English is fundamental to communicate with English-speaking people*), and instrumental orientation also includes three items (e.g. *I work learning English only to pass the subject*). The complete questionnaire can be seen in Appendix A.

3.4.2. Motivation for reading questionnaires

Furthermore, students were also required to fill in two motivation for reading questionnaires before and after the implementation of the motivational didactic unit. These were designed to determine students' reading motivation in English and their motivation in the EFL reading lesson and were adapted from Wigfield and Guthrie's Motivations For Reading (MFR) questionnaire. Some already existing categories were utilised, whereas others were created or adapted for this study (i.e. *positive attitudes towards reading, reading efficacy, intrinsic-extrinsic motivation, positive attitudes towards the EFL reading lesson*). All these categories contain two items each, except for *positive attitudes towards the EFL reading lesson,* which includes a total of eight categories. Although these constructs were maintained in both questionnaires, the items included in the post-questionnaire obviously had to be modified to adjust to the features of the EFL reading lesson that the students had recently been exposed to. The number of items in the post-questionnaire was also maintained except for the category of *reading efficacy*, which contains one instead of two.

Some examples of statements in the pre-questionnaire (*See Appendix B)* are the following: positive attitudes towards reading (i.e. *I think reading is as important as writing, speaking or listening in English*), reading efficacy (i.e. *I am good at reading in English, I usually understand the texts well*), intrinsic-extrinsic motivation (i.e. *I enjoy it when I read texts in English because I like doing this kind of activity*), and positive attitudes towards the EFL reading lesson (i.e. *The teacher incorporates new technologies in the classroom which make reading in English more attractive to me*).

Regarding the post-questionnaire, the experimental group's version (*See Appendix D)* included some of the following items: positive attitudes towards reading (i.e. *I have been more aware of the importance of reading in English to learn the language*), reading efficacy (i.e. *I could understand the text better than on other occasions*), intrinsic-extrinsic motivation (i.e. *The text that we read was more useful than other times to learn interesting vocabulary and improve my grammar*), and positive attitudes towards the EFL reading lesson (i.e. *The use of Mentimeter really helped me before reading the text and motivated me for the reading topic*).

Both post-questionnaires share the exact same items for the first three categories; however, the items in the last category (i.e. *positive attitudes towards the reading lesson*) had to be modified for the control group's version (*See Appendix D).*

3.4.3. Self-evaluation

After the reading lesson, students were asked to complete a self-evaluation at home through Google forms to reflect on their own reading comprehension and motivation during the lesson. This consisted of six questions in which students could select five possible answers, also based on the Likert Scale (i.e. *strongly disagree; disagree; neither agree nor disagree; agree; strongly agree*).

3.4.4. Reading evaluation

Once students had been exposed to either the routine or motivational reading lesson and had completed the self-evaluation at home, part of the next session was devoted to the completion of a reading evaluation which was tailored to the text each group had read. Before that, they had to read the corresponding text again to refresh their

memories and proceed to answer the questions. As mentioned previously, this could not be conducted during the same reading lesson due to time constraints.

Both reading evaluations were elaborated following the same pattern: two multiple-choice questions, two True or False questions, and two open-ended questions. These were formulated in English because the goal was to test students objectively to determine if they had truly understood the text they had read, regardless of their thoughts in the self-evaluation questionnaire. I myself have elaborated this reading evaluation from scratch, and thus it is not based on any existing models.

There are two main premises that I considered for designing this evaluation. Firstly, it needed to be short and concise to facilitate results analysis and avoid students spending a long time doing it (20 minutes in total) during their lesson time. Secondly, questions had to vary in terms of typology as well as cover the main points of the text. Bearing these two premises in mind, the final result was a brief yet detailed evaluation, which allowed students to express their answers in different ways and thus have different opportunities to show their reading comprehension. As made explicit at the beginning of the reading evaluation worksheet (*see Appendix E and F*), students were not tested on grammar or vocabulary but on their reading comprehension only. However, they were reminded about the importance of writing complete answers and watch their use of English.

As aforementioned, this reading evaluation also served to compare their marks with the self-evaluation and the reading motivation post-questionnaire results, which would reveal whether higher or lower levels of motivation for reading have a direct beneficial effect on their reading comprehension.

3.4.4.1. Rubric for reading evaluation

To assess students' performance in such reading evaluation objectively, a rubric was elaborated and structured into three differentiated parts, corresponding to each part of the evaluation (i.e. *multiple-choice questions, True/False questions, and open-ended questions*). The rubric is based on a numerical scale of 10, and thus the sum of all the values gives 10 as a result. As can be seen in *Table 1,* not all the questions were assigned the same numerical value since some may be more reliable than others to show reading comprehension because they are more cognitively demanding. Regarding the two

multiple-choice questions, each right answer is awarded one point; hence they can add a maximum of two points in the final grade.

In the second part of the rubric, the two True/False questions can sum a total of three points. Note that the reading evaluation includes one true and one false statement, which has to be justified appropriately (they do not have to correct it, but explain why it is false). Here several possibilities have been specified: if the student identifies the true statement as true, they are assigned one point. In the event the student identifies the false statement as false but provides none or an incoherent justification, they would also obtain one point. Finally, if the false statement is identified and justified adequately, a total of two points are given.

Thirdly, the two open-ended questions have a major weight in the reading evaluation because they allow for students to express themselves by writing their answer using their own words, clearly reflecting whether they understood what they are being asked or not. As *Table 1* depicts, three levels of achievement with their corresponding descriptors have been established, namely *Not achieved*, *Partially achieved*, and *Achieved*. *Not Achieved* level refers to when the student does not reflect any kind of reading comprehension when answering the questions; *Partially achieved* level means that the student shows some reading comprehension, although not entirely; and *Achieved* level corresponds to those students who demonstrate a complete understanding of the text they have read by answering those open-ended questions.

RUBRIC FOR READING COMPREHENSION EVALUATION		TOTAL 10
PART 1: 2 Multiple-choice questions		**Value: 2/10 points**
Wrong answer		0 points
Right answer		1 point each
PART 2: 2 True/False questions		**Value: 3/10 points**
(Full) Wrong answer		0 points
Identifies true statement		1 point
Identifies false statement, but there is no justification, or the justification does not show full comprehension.		1 point
Identifies false statement and justifies it properly.		2 points
PART 3: 2 Open-ended questions		**Value: 5/10 points**
Not achieved	The student's answer is incoherent or shows poor comprehension. The student does not answer the question.	0 points

Partially achieved	The student's answer reflects some reading comprehension but does not fully depict an understanding of the details, nuances, or specific reasons for their answer.	1.25 points each
Achieved	The student's answer shows excellent reading comprehension. The student successfully answers the question.	2.5 points each

Table 1. Rubric for reading comprehension evaluation

4. The Didactic Unit

Taking into account some of the motivational reading strategies acknowledged by various researchers, previously mentioned in sections *2.3. Strategies to enhance students' reading motivation* and *2.4.1. Introducing reading through ICTs,* a motivational reading session was included within the didactic unit that I designed, this latter focusing on the teaching of reported speech and environment vocabulary.

This didactic unit had a duration of ten sessions of 55 minutes (eleven sessions for B group), the reading session being the fourth or sixth, depending on the group, due to timing adjustments aforementioned in other sections. It is crucial to bear in mind that, although the reading lesson was specifically based on motivational strategies (except the reading lesson in the control group), the whole didactic unit surrounding it was also designed to be motivational and dynamic, maintaining the use of ICTs when suitable and implementing various activities which are different to what students are accustomed to in the EFL classroom. Sessions involved the teaching of grammar and vocabulary, together with the practice of the four language skills (listening, reading, speaking and writing), which addressed these grammar and vocabulary points.

Taking 4th of ESO C as a reference (since group B's didactic unit had to be modified), the first session was devoted to initial questionnaires and environment vocabulary; the next two sessions were devoted to grammar; the fourth session corresponded to the motivational reading lesson; the fifth session was devoted to the reading evaluation, a remaining grammar activity, and time for my supervisor to give them exams' grades and feedback; the sixth session was devoted to speaking and listening; the seventh session was devoted to recycling vocabulary; the eighth session was focused on writing and some grammar and vocabulary revision; and the ninth and tenth

sessions were also devoted to contents revision, this latter involving some time for the final questionnaires.

Another remarkable point is that I have myself created all the activities for the motivational reading lesson and have adapted the text to students' level (A2). Nevertheless, it must also be emphasised that not all the activities outside of the reading lesson were designed by myself from scratch; sometimes, these were combined with a few activities from the textbook. Personally, I consider that the use of textbooks or should not be condemned, since they can be a support to suit the students' and teacher's needs (such as providing them with further vocabulary practice). However, this should always be combined with more engaging and motivational activities that allow students to learn in a different and more appealing way. In other words, I feel identified with a hybrid methodology that combines traditional with innovative teaching and finds equilibrium between them. Therefore, the motivational didactic unit that I elaborated is the reflection of my teaching style and incorporates some of the motivational strategies proposed by several researchers, as referred to in other sections.

The first 5 minutes of most sessions were devoted to a quick recap of the contents seen in the previous lesson to refresh students' memory. Such recap also served as a warm-up before starting the lesson, especially considering that most lessons were early in the morning and students were sleepy. Another key issue to address is that recaps, explanations and instructions during lessons were given in English whenever possible, or alternatively in Spanish since many students struggled to understand me when I addressed them in English. However, all the worksheets and materials that I provided students with were entirely in English.

Because of COVID-19 social distancing rules, I could only design either individual or whole-group activities. Lastly, since many lessons in my DU involved the use of ICTs, parents were notified every time students were required to bring their mobile phones to class. This was done by my supervisor through ITACA.

The activities of this motivational didactic unit are presented in *Table 2* below, which includes each session's structure and timing.

SESSION 1: Environment vocabulary

Activities and timing

(Initial questionnaires: 10 min)   **10 min** ⏰

Warm up: Tik Tok videos

To break the ice, students watched two Tik Tok videos that introduced the topic of the environment (*See Appendix A*). The first one showed a man dumping rubbish on the ground and the other showed a scuba diver collecting plastics. Students had to share their thoughts on the videos and answer the questions that I posed:

> - Have you ever seen anyone do what the man did in the first video?
> - What are the similarities between the videos? And the differences?
> - What environmental issue do you think they are they showing?
> - Are you worried about the environment? Why/Why not?

I was meanwhile writing keywords mentioned by students on the board to link their previous knowledge to the words they were about to learn.

1.1. Vocabulary in context   **20 min** ⏰

Students listened to a recording on page 74 in their Students' Book *Way to English 4* (*See Appendix A.1*) that pronounced the new vocabulary items and repeated them. Later, they read aloud the opinions of environmental experts on the Earth Day, which included these key concepts in bold. Students had to firstly infer the meaning of the words from the context, before receiving the correct explanation. Finally, I asked them to complete the exercises 2, 3 and 4 of the same page to put their knowledge into practice, which was later checked in class.

Introduction to Flipped Classroom   **5 min** ⏰

Before leaving, I briefly explained they had to watch a short grammar video (*See Appendix A.3*) and showed them where they could find it on my supervisor's blog (http://passwithflyingcolours.blogspot.com.es). I myself created this video using *Powtoon* and inserted questions on it with *Edpuzzle* to check students' understanding and know what to focus on during the next lesson. The idea was to teach grammar with a Flipped Classroom methodology.

Homework: Exercises 1, 2, 3, and 4 from the Workbook (*see Appendix A.2*) and watch the grammar video for next lesson.

SESSION 2: Grammar
Activities and timing

2.1. Vocabulary recap
5 min ⏰

As a recap, I asked students to translate a few of the words they learnt the previous day from Spanish to English and helped them with clues and examples in English in case they did not remember.

2.2. Homework check
10 min ⏰

After that, we corrected the vocabulary exercises they had to do at home, stopping when necessary to solve any doubts[1].

2.3. Grammar instruction
25 min ⏰

Because some students had had technical problems to watch the video at home, I played it in class as it was only 3 minutes long. Since they also found Reported Speech (RS) difficult and it was their first contact with it, I decided they needed some more instruction; hence I challenged them to infer the rules following an inductive methodology. I wrote a sentence in Direct Speech on the board and transformed it into RS. After students explained what RS was with their own words, they had to identify the changes that had been produced in the two sentences and why. I added or removed elements in the original sentence to make them guess the aspects they had to bear in mind for sentence transformations (e.g. reporting verb, tense, personal pronoun, time expressions), and reminded them about the three main types of sentences they can report (i.e. statements, questions, and orders) and the reporting verbs (i.e. say, ask, tell). At the end, I provided students with a summary worksheet (*see Appendix B*) that we commented in class, which included a *Canva* poster depicting tense changes. Both the worksheet's explanations and the poster were elaborated by myself.

2.4. Grammar practice
15 min ⏰

Once students understood how RS works, I provided them with two worksheets of my own creation which contained a variety of grammar exercises (from easier to more difficult). We started doing two exercises of the first worksheet in class all together, to give them some initial guidance. In a *Whatsapp* conversation, they had to indicate whether the messages were statements, questions or orders, and then circle the right answer to transform these into RS (*See Appendix B.1*). They were allowed to start doing the third exercise before the end of the lesson (statements transformation).

Homework: finish exercise 3 and complete number 4 (mixed sentences transformation).

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[1] As a general rule during my DU teaching, I asked for volunteers as well as used a nominalisation technique to involve different students each time.

SESSION 3: GRAMMAR
Activities and timing

3.1. Grammar recap	**5 min** ⏰

This lesson was aimed at consolidating students' knowledge on RS. Before checking their homework, I asked the whole group of students several questions to revise what they learnt the previous day.

3.2. Homework check	**25 min** ⏰

Afterwards, I asked students to take the first worksheet out to correct homework. This required a long time because students were making all kinds of mistakes, they even confused orders with statements. For this reason, I had to move backwards and explain the difference again, as well as answer other questions they had.

3.3. Further grammar practice	**25 min** ⏰

Thirdly, students completed the first exercise of the second worksheet with my support (since the reporting verb was not given in this one) which was checked in class (*See Appendix C*).

SESSION 4: READING (Motivational lesson – Experimental group)
Activities and timing

4.1. Mentimeter	**15 min** ⏰

Before reading the text, students logged into *menti.com* from their mobile phones to fill in a survey (*See Appendix D*). They had to choose between "Positive", "Negative" or "I don't know" to answer the question "Do you think COVID-19 has had a positive or negative impact on the environment and climate change?". This was followed by a small class debate on the topic.

4.2. Reading	**25 min** ⏰

After that, students were provided with a real article from National Geographic that I had myself adapted, entitled "Why COVID-19 will end up harming the environment" (*See Appendix D.2*). I chose the topic according to students' preferences, since they had completed a Google Forms survey beforehand (*See Appendix D.1*). We followed several steps: (1) Individual silent reading; (2) Aloud group reading (in which they had to infer meanings from context); and (3) During step 2, I requested students to orally explain the main idea of each paragraph.

4.3. Kahoot!	**25 min** ⏰

As a post-reading activity, students played a *Kahoot* with 8 reading comprehension questions on the text they had just read (*See Appendix D.3*).

SESSION 5: READING EVALUATION

Activities and timing

5.1. Reading evaluation

20 min

As part of my Master's Final Dissertation, I conducted an evaluation of students' reading comprehension (I also asked them to complete a self-evaluation form the previous day). I provided the instructions for each question, and under exam conditions (i.e. silence, no clues), they completed it (*See Appendix E*).

5.2. Correct the mistakes!

10 min

Afterwards, I asked students to take the second worksheet from lesson 3 to do exercise 3 as a group, which showed several Reported Speech sentences with mistakes in all of them (*See Appendix E.2*). Going back to grammar or vocabulary practice every once in a while was aimed at students consolidating such knowledge over time.

(The last 20-25 minutes of the lesson were used by my supervisor to give Unit 5 exam grades and feedback to students).

SESSION 6: LISTENING AND SPEAKING

Activities and timing

6.1. Listening & Speaking: Do people need nature?

15 min

This activity took longer than expected due to technical problems with the classroom's computer and computer screen. First, students watched and listened to a two-minute video entitled "Julia Roberts is Mother Nature" (https://www.youtube.com/watch?v=WmVLcj-XKnM) with English subtitles. Later, they reflected on the final message "Nature doesn't need people, but people need nature", whilst discussing the other main ideas in the video. They had to give their own arguments, using the expressions that I wrote on the board as a guidance (i.e. *I strongly agree/disagree, In my view, In my opinion*).

6.2. Speaking: Raising students' awareness on the environment

20 min

Secondly, students shared their thoughts on awareness-raising posters and pictures which I displayed in a *PowerPoint* presentation (*See Appendix F*). After describing them, they explained the message conveyed and the environmental issue addressed (i.e. *global warming, deforestation, pollution*). It must be noted that in both speaking activities, I guided students so that they used vocabulary from the unit as well as their own, and pointed out any relevant grammar or pronunciation mistakes.

<div align="center">**6.3. Pre-listening**   **10 min** ⏰</div>

Before the listening, I asked students to guess which country in the world is the most and least pollutant and explain why. Then, they had to do a quick search on their phones and give me the right answers by paying attention to reliable and updated sources.

<div align="center">**6.4. Listening**   **10 min** ⏰</div>

Once the topic had been introduced, students listened to a radio interview about Iceland and the environment from their Students' Book *Way to English 4* and completed exercises 5 and 6 on page 77 (*See Appendix F.1*). In number 5, they had to answer the question, "What type of energy do they want to use to power cars in Iceland?". For its part, exercise 6 consisted in filling the gaps with keywords.

SESSION 7: RECYCLING VOCABULARY

Activities and timing

<div align="center">**7.1. Brainstorming**   **15 min** ⏰</div>

This lesson was initially devoted to recycling vocabulary, connectors of addition and a *Kahoot*. Again, due to technical problems, I could not teach the last two parts because they involved using ICTs, so I improvised and made activities last longer by going more into detail. First, I asked students to close their textbooks and started the lesson with a brainstorming of materials that can be recycled to activate their previous knowledge on the topic. I draw a semantic map on the board with students' ideas (e.g. paper, metal), which was later completed with related words from the textbook (e.g. cardboard/carton, tin/can), after they were allowed to open it. Within each category, students continued brainstorming examples that described them to ease their understanding of the concepts (e.g. tin of tuna).

<div align="center">**7.2. Speaking: Recycling at home, in your town, and in the world**   **15 min** ⏰</div>

To put this vocabulary into practice, students shared their views in a class discussion about the following topic questions. Some of them were suggested in the book, although I added others:

1. Do you recycle? What kinds of things do you recycle? What do you do with your old clothes?
2. How far do you need to go to the nearest recycling bin? Does La Vall d'Uixó promote recycling?
3. Do you think recycling is important for the environment? Are there any other ways to reduce our waste?

<div align="center">**7.3. Vocabulary further practice**   **25 min** ⏰</div>

Lastly, students completed exercises 2, 3 and 4 on page 80 of the Students' Book (*See Appendix G*). Meanwhile, I went round the tables to support them in their work, and we corrected in class.

<div align="right">30</div>

SESSION 8: WRITING & START OF UNIT REVIEW

Activities and timing

8.1. Writing recap

10 min ⏰

As agreed with my supervisor, the writing of the unit would be an opinion essay (even if they had done one in Unit 5) since they needed to improve their performance on these. For this reason, I started the lesson with a quick recap of the structure of the opinion essay and the connectors expressing opinion, thus activating their prior knowledge. After students had helped me gather all the information on the board, they took notes of it, as they would have to bear it in mind for their next assignment.

8.2. Connectors of addition

20 min ⏰

Secondly, before explaining the assignment, I had prepared a *PowerPoint* presentation with a summary of the main connectors of addition (*See Appendix H*). In the past, students had been studying a different type of connectors in each unit (i.e. sequence, contrast, expression of opinion) hence myself only teaching these. Whilst I was explaining theory and examples, I frequently monitored students' understanding by asking them related questions (e.g. In which sentence is *besides* followed by a noun and in which is followed by an *–ing* verb?). After that, students opened their textbooks on page 80 (*See Appendix H.1*), and completed exercise 1 first, which consisted in filling the gaps of the sentences with the correct connector of addition (i.e. furthermore, moreover, in addition, also, besides, as well as). Students seemed to quickly understand, and we moved to the second exercise, in which they had to identify these connectors in a text. Because it was probably too easy, I asked them to tell me why each connector had been used in each context.

Writing assignment: (Activity 8.3)

Before continuing with my DU, I gave students the writing homework for the following week. I negotiated with them which day suited them best to hand it in, since they had plenty of exams, and set the date for the following Thursday (one week's time). The assignment was the following:

> **"Human activity has a negative impact on the environment". Do you agree or disagree?**
>
> **(100-120 words)**

8.4. Kahoot!

Before the end of the lesson, students played a *Kahoot* to start revising the vocabulary and grammar of the unit (*See Appendix H.2*).

SESSION 9: GRAMMAR AND VOCABULARY REVIEW

Activities and timing

9.1. Recycling vocabulary recap

10 min

As can be seen, and as agreed with my supervisor, I taught many review lessons with this group (C) to compensate that group B was running behind schedule. They had less class hours (2.5 instead of 3 per week) due to a Monday early break for COVID-19 reasons. With respect to lesson 9, I started by asking students examples of recyclable materials to refresh their memories on last day's contents.

9.2. Review exercices

20 min

Later, some time was devoted to students completing review exercises on page 52 from the Workbook (*See Appendix I*). As always, this was a perfect chance for them to ask me any questions or doubts since I would go round the tables supporting them individually in their work and making sure they all understood the concepts.

9.3. Grammar and vocabulary Pickerwheels

20 min

To finish the lesson with a more engaging review activity, I showed students a grammar *Pickerwheel* with sentences in Direct Speech, which they had to transform into Reported Speech on the go (*See Appendix I.1*). The first step was to spin the wheel, which would select an option randomly. Then, I asked a different student each time to give me the right answer. In the case the student made a mistake, I would ask the class, "Do you agree with him/her?" so that they would give them some feedback too. They also received my feedback eventually, but I tried to let the whole class reflect on each example first. After 10 minutes, the process was repeated with a vocabulary *Pickerwheel* (*See Appendix I.2*).

SESSION 10: EMOJISTORY

Activities and timing

10.1. Emojistory

55 min ⏰

For the last session, I had prepared an activity entitled "Emojistory", which was aimed at revising the unit's contents in context through writing whilst promoting students' creative freedom. Each student picked one of the 28 emoji flashcards (*See Image 1*) that I had previously mixed up in a box, and they kept it. Then, I displayed on the screen a *Padlet* (i.e. a virtual wall) with instructions for the activity (*See Appendix J*). Students had to free their imagination and write a short story between 3-4 lines where they included something related to their emoji and either a reported speech sentence (statements, questions or orders) or a vocabulary item from the unit. If they found it too easy, they could even include the three elements all together in the same story. Before starting the activity, I showed them my example for the pizza emoji, which nobody had so that they could have an idea of what they needed to do. This was already posted on the *Padlet* (*See Image 2*).

During the writing process in class, my role was to help them with vocabulary doubts and to check major grammatical mistakes only, since the main aim was to foster writing and creativity. When they finished their story, they had to post it on the Padlet, which was embedded in my supervisor's blog (alternatively, a QR code could have been displayed on the screen for students to access it). Finally, some volunteers read their stories aloud, and I gave them individual as well as general feedback.

Image 1. Emoji flashcards

Image 2. The teacher's example

Table 2. DU Activities and timing

READING SESSION
(Regular teacher's methodology – Control group)
Activities and timing

This lesson reproduced my supervisor's methodology during reading lessons, which I observed for two weeks.

A) <u>Text recording and aloud reading</u>   **10 min** ⏰

Without any background knowledge activation, students listened to the textbook's recording of the text while they read it in silence. Then, they were asked to read aloud (*See Appendix L*).

B) <u>Oral translation of the text into Spanish</u>   **20 min** ⏰

Each student translated one paragraph into Spanish. At the same time, they asked about any unknown words or expressions from the text, and the teacher clarified their meaning.

C) <u>Reading comprehension activities</u>   **25 min** ⏰

On page 76 from Way to English 4 (*See Appendix L*), students completed all the reading comprehension activities

Table 3. Reading lesson in the control group

EXPERIMENTAL GROUP	CONTROL GROUP
• Reading topic of their choice. • Real and updated text (adapted to their level). <u>Pre-reading</u>: previous knowledge activation through ICTs (*Mentimeter)*. <u>During reading:</u> • No translation into Spanish. • Students inferred meaning from context instead and reflected on the main ideas of every paragraph <u>Post-reading</u>: Use of ICTs for reading comprehension (*Kahoot*).	• Given reading topic. • No use of *realia* • No activation of previous knowledge • Students translate the whole text into Spanish • Reading comprehension activities from the textbook • No use of ICTs other than to play the recording of the text.

Table 4. Key differences between both reading lessons

4.1. Materials and resources

As for the teaching materials and digital resources that were used for this Didactic Unit, a summary can be found in the table below. I always used the computer and projector screen, even if it was only to display the digital book or worksheets, as well as for using ICT tools. Note that the materials used for the reading lesson vary depending on the group due to the different methodology implemented.

SESSION 1 Environment vocabulary	- Computer and projector screen to display digital book. - Tik Tok MP4 videos. - *Way to English 4* Students' Book.
SESSION 2 Grammar	- Computer and projector screen. - Internet access to play the *Edpuzzle* video. - Reported speech summary worksheets. - Reported speech practice worksheets 1 & 2.
SESSION 3 Grammar	- Computer and projector screen. - Reported speech practice worksheets 2.
SESSION 4 Reading	**Experimental group (4th ESO C)** - Computer and projector screen. - Internet access to log into *Mentimeter* and *Kahoot*. - National Geographic article worksheets. **Control group (4th ESO B)** - Computer and projector screen. - *Way to English 4* Students' Book.
SESSION 5 Reading evaluation	- Reading evaluation worksheets. - Reported speech practice worksheet 2.
SESSION 6 Listening and speaking	- Computer and projector screen. - Internet access to play the *Youtube* video. - *Powerpoint* presentation for speaking. - *Way to English 4* Students' Book.
SESSION 7 Recycling vocabulary	- Computer and projector screen. - *Way to English 4* Students' Book.

SESSION 8 **Writing and start of unit review**	- Computer and projector screen. - *PowerPoint* presentation (connectors of addition). - *Way to English 4* Students' Book.
SESSION 9 **Grammar and vocabulary review**	- Computer and projector screen. - Internet access to display grammar and vocabulary Pickerwheels. - *Way to English 4* Workbook.
SESSION 10 **Emojistory**	- Computer and projector screen. - Internet access to display the emojistory *Padlet*. - 28 laminated emoji flashcards. - Small box to keep flashcards. - Hand sanitizer.

Table 5. Didactic Unit materials and resources

4.2. Curriculum LOMLOE

This section contains the curricular concretion upon which this Didactic Unit is based. *Table 5* below presents the curriculum elements established by the new Organic Law Amending the Organic Law of Education (LOMLOE) for 4th of ESO students, divided into contents, assessment criteria, achievement standards, and competences. These elements served as guidelines for an appropriate design of the activities within the Didactic Unit presented above. Hence, such curricular concretion must be provided to justify that all the activities are relevant according to the specifications of the LOMLOE.

Please note that although the evaluation criteria which adjust to this DU have been included in the four skills, only reading comprehension was evaluated due to the nature of this study. The reading evaluation and rubric used for this purpose have previously been addressed in section *3.4. Tools for analysis.*

CURRICULAR CONCRETION OF THE DIDACTIC UNIT				
CONTENTS (Decree 87/2015, of June 5th)	**ASSESSMENT CRITERIA**	**ACHIEVEMENT STANDARDS**	**CCLV**	**ACTIVITIES**
BLOCK 1: Comprehension of oral texts • Movilización de información previa sobre tipo de tarea y tema. Intercambio de ideas sobre el tema. • Distinción de tipos de comprensión. Sentido general, información esencial, puntos principales, detalles relevantes en una variedad mayor de textos más complejos. • Aspectos socioculturales y sociolingüísticos • Medio ambiente, clima y entorno natural.	**BL1.1.** Identificar, aplicando estrategias de comprensión oral, la información esencial, las ideas principales y los detalles más relevantes en textos orales de longitud media y estructurados, en diferentes soportes, y articulados a velocidad media, sobre temas generales o menos habituales, en los ámbitos personal, público, educativo y ocupacional y en sus correspondientes registros, en condiciones acústicas que no distorsionen el mensaje. **BL1.2.** Detectar, con actitud crítica, en textos orales, los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana, las relaciones interpersonales e interculturales, a los registros formales e informales y a las costumbres, celebraciones y manifestaciones culturales y artísticas, considerando la diversidad y las diferen -cias en el aula desde una perspectiva inclusiva, como elemento enriquecedor.	**4ºLE.BL1.1.2.** Identifica la información esencial, las ideas principales en textos sobre temas generales o menos habituales, en los ámbitos personal, público, educativo y ocupacional. **4ºLE.BL1.2.2.** Detecta, con sentido crítico, los aspectos y los contrastes socioculturales y sociolingüísticos en los medios de comunicación y acontecimientos históricos, considerando la diversidad y las diferencias en el grupo desde una perspectiva inclusiva como elemento enriquecedor.	**CCLI** **CAA** **CCLI** **CEC**	➢ Activities 6.3 and 6.4 (Session 6) ➢ Activity 6.1 (Session 6)

BLOCK 2: Production of oral texts: Expression and interaction	BL2.1. Producir, aplicando estrategias de expresión oral, textos monológicos o dialógicos de longitud media, comprensibles y estructurados, en diferentes soportes, sobre temas generales o más específicos, en los ámbitos personal, público, educativo y ocupacional, en un registro formal, informal o neutro, aunque a veces haya pausas, vacilaciones y rectificaciones.	4ºLE.BL2.1.2 Produce o coproduce textos monológicos o dialógicos utilizando un registro adecuado a la situación comunicativa con las estructuras morfosintácticas, léxico y patrones sonoros del nivel.	CCLI SIEE	➢ Activities 1.1 (Session 1), 6.1 and 6.2 (Session 6) and 7.2 (Session 7)
• Estrategias de producción e interacción oral. • Producción del mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica • Confianza en sí mismo y asertividad en la presentación de ideas y opiniones en debates o discusiones • Facilitación, compensación y corrección de las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos y paratextuales.	BL2.4. Utilizar en situaciones de comunicación habituales o menos habituales, claramente estructuradas y en diferentes soportes, con la ayuda de modelos, las estrategias y los recursos lingüísticos y paralingüísticos propios de la interacción oral, aunque se dependa en gran medida de la actuación del interlocutor.	4ºLE.BL2.4.1. Utiliza, de forma autónoma, técnicas lingüísticas como la definición o reformulación de un término o expresión o paratextuales y paralingüísticas tales como los recursos audiovisuales o la proxémica.	CCLI CAA CSC	➢ Activity 7.2 (Session 7)
	BL2.5. Pronunciar enunciados de forma clara, empleando los patrones sonoros, acentuales, rítmicos y de entonación del nivel, aunque a veces se cometan errores que no interfieran en la comunicación.	4ºLE.BL2.5.1. Produce un repertorio más amplio de textos orales, con una pronunciación clara y fluida, usando con naturalidad patrones de ritmo, entonación y acentuación de palabras y frases adecuados a las	CCLI	➢ Activities 6.1 and 6.2 (Session 6)

		funciones comunicativas del nivel, aunque a veces se cometan errores que no interfieran en la comunicación.		
BLOCK 3: Comprehension of written texts • Movilización previa sobre tipo de tarea y tema. Intercambio de ideas sobre el tema y formulación de una interpretación razonable. • Distinción de tipos de comprensión. Sentido general, información esencial, puntos principales, detalles relevantes en una variedad mayor de textos más complejos.	**BL3.1.** Identificar, aplicando estrategias de comprensión escrita, la información esencial, las ideas principales y los detalles más relevantes en textos de longitud media, continuos y discontinuos, en diferentes soportes, en un registro formal, informal o neutro, sobre temas generales o más específicos en los ámbitos personal, público, educativo y ocupacional.	**4ºLE.BL3.1.2**. Distingue la información esencial, las ideas principales en textos sobre temas generales o menos habituales, en los ámbitos personal, público, educativo y ocupacional.	**CCLI**	➢ Activities 4.1, 4.2 and 4.3 (Session 4).
• Lectura expresiva en voz alta para mejorar la pronunciación, la entonación y el ritmo necesarios para la comprensión del texto.	**BL3.2.** Leer en voz alta textos literarios y no literarios de longitud media con precisión, fluidez y expresividad.	**4ºLE.BL3.2.1.** Lee en voz alta textos de longitud media con precisión, fluidez y expresividad.	**CCLI**	➢ Activity 4.2 (Session 4).
• Aspectos socioculturales y sociolingüísticos	**BL3.3.** Detectar, con actitud crítica, en textos escritos, los aspectos socioculturales y sociolingüísticos relativos a la vida	**4ºLE.BL3.3.2.** Detecta, con sentido crítico, los aspectos socioculturales y	**CCLI** **CEC**	➢ Activity 4.2. (Session 4).

• Capacidad para deducir y sacar conclusiones acerca de lo que no está explícito en el texto. • Inferir del contexto y del cotexto los significados de palabras y expresiones de uso menos frecuente o más específico.	cotidiana, las relaciones interpersonales e interculturales, a las costumbres, celebraciones y manifestaciones culturales y artísticas, considerando la diversidad y las diferencias en el aula desde una perspectiva inclusiva, como elemento enriquecedor. **BL3.5.** Inferir el significado de palabras y expresiones de uso menos frecuente y más específico en textos escritos de longitud media, en diferente soportes, con apoyo del contexto y del cotexto.	sociolingüísticos en los medios de comunicación, acontecimientos históricos y contrastes socioculturales, considerando la diversidad y las diferencias en el grupo desde una perspectiva inclusiva como elemento enriquecedor. **4ºLE.BL3.5.1.** Infiere el significado de palabras y expresiones de uso menos frecuente y más específico en textos escritos de longitud media, en diferentes soportes, con apoyo del contexto y el cotexto.	**CCLI** **CAA**	➢ Activity 4.2. (Session 4).
BLOCK 4: Production of written texts: Expression and interaction. • Estrategias de producción e interacción escrita. • Expresión del mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto: cuestionarios, textos informativos, descriptivos y argumentativos; correspondencia personal; correspondencia formal.	**BL4.1.** Producir o coproducir textos escritos de longitud media, continuos o discontinuos, coherentes y estructurados, en diferentes soportes, en un registro formal, informal o neutro, sobre temas generales o más específicos, en los ámbitos personal, público, educativo y ocupacional, aplicando estrategias de planificación, ejecución y revisión con creatividad y sentido estético.	**BL4.1.1.** Produce o coproduce de forma autónoma textos continuos o discontinuos de varias tipologías, coherentes y estructurados, en diferentes soportes, aunque cometa algunos errores gramaticales, utilizando las estrategias de producción escrita. **BL4.1.2.** Produce o coproduce, de forma autónoma, textos narrativos,	**CCLI** **CMCT** **CAA** **CCLI** **SIEE**	➢ Activities 8.1, 8.2 and 8.3 (Session 8) and Activity 10.1 (Session 10). ➢ Activity 8.3 (Session 8)

		descriptivos y argumentativos sobre temas generales y menos habituales, en los ámbitos personal, público, educativo y ocupacional, utilizando un registro adecuado a la situación comunicativa con las estructuras morfosintácticas y el léxico del nivel, con creatividad y sentido estético.		
• Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Relación de acciones en el tiempo. • Uso del lenguaje como herramienta para aprender y reflexionar sobre su propio aprendizaje. • Estructuras morfosintácticas y discursivas.	**BL4.3.** Producir o coproducir textos escritos de longitud media en diferentes soportes, coherentes y adecuados al propósito comunicativo, utilizando los conocimientos sobre funciones, patrones discursivos, organización textual, estructuras morfosintácticas, convenciones ortográficas, tipográficas y de puntuación, así como el léxico, expresiones y modismos de uso frecuente y más específicos, en las diferentes situaciones comunicativas con sentido estético y creatividad.	**4ºLE.BL4.3.2.** Produce o coproduce textos escritos utilizando un repertorio amplio de palabras y expresiones de uso frecuente y más específico así como colocaciones complejas relacionadas con el tema con apenas errores o repeticiones.	**CCLI** **SIEE**	➢ Activity 8.3 (Session 8) and 10.1 (Session 10).
		4ºLE.BL4.3.3. Produce o coproduce textos escritos de longitud media utilizando las estructuras morfo-sintácticas y discursivas adecuadas al nivel de forma que resulte un texto correcto y claro.	**CCLI**	➢ Activity 8.3 (Session 8) and 10.1 (Session 10).

BLOCK 5: Cross-curricular elements in the subject				
• Uso de las herramientas más comunes de las TIC y de las audiovisuales para comunicarse con el resto del grupo con la finalidad de planificar el trabajo, aportar ideas constructivas propias y comprender las ideas ajenas, etc. Compartir información y recursos y construir un producto o meta común.	**BL5.1**. Buscar y seleccionar información, documentos de texto, imágenes, bandas sonoras y vídeos a partir de una estrategia de filtrado y de forma contrastada en medios digitales como banco de sonidos, páginas web especializadas, diccionarios y enciclopedias virtuales o bases de datos especializadas, registrándola en papel de forma cuidadosa o almacenándola digitalmente en dispositivos informáticos y servicios de la red.	**4ºLE.BL5.1.1.** Busca y selecciona información en medios digitales diversos, adecuada al nivel educativo, utilizando estrategias de filtrado y contrastándola en diferentes medios digitales.	**CD**	➢ Activity 6.3
	BL5.2. Colaborar y comunicarse para construir un producto o tarea colectiva filtrando y compartiendo información y contenidos digitales y utilizando las herramientas de comunicación TIC, servicios de la web social y entornos virtuales de aprendizaje.	**4ºLE.BL5.2.1**. Colabora y se comunica para construir un producto o tarea colectiva del nivel educativo, filtrando y compartiendo información y contenidos digitales y utilizando las herramientas de comunicación TIC, servicios de la web social y entornos virtuales de aprendizaje.	**CD** **CSC**	➢ Activities 4.1 (Session 4) and 10.1 (Session 10)
• Estrategias de filtrado en la búsqueda de la información.				➢ Activities 1.1 (Session 1), 4.1 (Session 4), 6.1, 6.2 (Session 6), and 7.2 (Session 7).
• Sentido crítico.				
	BL5.8. Reconocer la terminología conceptual de la asignatura y del nivel educativo y utilizarla correctamente en actividades orales y escritas del ámbito personal, académico, social o profesional.	**4ºLE.BL5.8.1.** Reconoce la terminología conceptual de la asignatura de inglés adecuada al nivel educativo.	**CCLI**	
• Uso del vocabulario específico de la asignatura.		**4ºLE.BL5.8.2.** Expresa oralmente y por escrito sus conocimientos utilizando correctamente la terminología conceptual de la asignatura de inglés adecuada al nivel educativo.	**CCLI**	➢ Activities 1.2 (Session 1), 2.1 (Session 2), 6.1, 6.2 and 6.3 (Session 6), 7.2 and 7.3 (Session 7), 8.3 and 8.4 (Session 8), 9.1, 9.2 and 9.3 (Session 9), and 10.1 (Session 10).

Table 6: Curricular concretion of the Didactic Unit

5. Results

The first findings to be analysed in this study are related to students' initial motivation before the implementation of the Didactic Unit. As can be seen in *Table 6*, percentages corresponding to the control group are shown in the grey column, whereas the blue column belongs to the experimental group, a pattern which will apply in all the results presented within the tables. Generally, both groups show positive attitudes towards learning English as well as a relatively high motivation to do so.

As for their **positive attitudes towards learning English**, most of the students in both groups like learning English (50%/60% agreed and 23%/20% totally agreed), although 13.5% of control group students totally disagree. Curiously enough, many students clearly show they do not always enjoy the lessons, especially in the control group, since only 18.5% agreed with the item, compared to the 52% of experimental group students.

In addition, most students in both groups regard English as one of the most important subjects; however, not all of them would like to keep studying it in the future. 16% of students in the experimental group disagree with this idea, and 9% of the control group totally disagree. Besides, note that 9% of the control group students strongly disagreed.

Secondly, all students show a high **integrative orientation** to learn the language since a large percentage strongly agree that English is key to communicate with both English speakers (68.5%/60%) and people from other countries as a *lingua franca* (77.5%/60%). Nevertheless, the percentage of students interested in British/North-American culture is distributed. Still, the experimental group presents 14% more agreements or total agreements than the control one. It is also remarkable that 13.5% of students in the control group totally disagreed with this item.

Although in a smaller proportion, many students reflect some **instrumental orientation** to learn English, especially regarding job opportunities. Besides, one third of students (36.5%) in the experimental and almost half of them (44%) in the control group agreed or strongly agreed that they make an effort when learning English only to pass the subject. Lastly, they generally disagree they would be better perceived by people close to them for having a good level of English, findings which are especially prominent in the case of the control group (64% of disagreement) although the experimental group was more emphatic by marking the "Strongly disagree" column (28%).

MOTIVATION QUESTIONNAIRE										
POSITIVE ATTITUDES TOWARDS LEARNING ENGLISH	**Totalmente en desacuerdo**		**En desacuerdo**		**Indeciso**		**De acuerdo**		**Totalmente de acuerdo**	
	Control	Exp.	Control	Exp.	Control	Exp.	Control	Exp.	Control	Exp.
Me gusta aprender inglés	**13.5%**	---	---	4%	13.5%	16%	**50%**	**60%**	**23%**	**20%**
Siempre disfruto en clases de inglés	4.5%	---	13.5%	4%	54.5%	40%	**18.5%**	**52%**	9%	4%
La asignatura de inglés me parece una de las más importantes	---	---	4.5%	8%	23%	20%	27%	32%	45.5%	40%
Cuando termine el instituto, me gustaría seguir aprendiendo inglés	**9%**	---	4.5%	**16%**	23%	16%	27%	40%	36.5%	28%
INTEGRATIVE ORIENTATION										
Aprender inglés es fundamental para poder comunicarse con gente de habla inglesa	---	---	4.5%	---	---	8%	27%	32%	**68.5%**	**60%**
El inglés es útil como lengua común para comunicarse con gente de otros países	---	---	4.5%	---	4.5%	8%	13.5%	32%	**77.5%**	**60%**
Me interesa la cultura británica/norteamericana y quisiera aprender inglés para poder comunicarme y establecer vínculos sociales con miembros de dichas culturas	**13.5%**	---	13.5%	24%	27%	16%	**32.5%**	**44%**	**13.5%**	**16%**
INSTRUMENTAL ORIENTATION										
Trabajo aprendiendo inglés sólo para aprobar la asignatura	4.5%	16%	**40.5%**	**36%**	18.5%	4%	**13.5%**	**28%**	**23%**	**16%**
Tener un buen nivel de inglés me abriría las puertas para encontrar un buen trabajo en el futuro	---	---	4.5%		4.5%	12%	27%	40%	64%	48%
Si llegara a tener un buen nivel de inglés, las personas de mi alrededor (familia, amigos) tendrían una mejor imagen de mi o me verían más importante	---	**28%**	**64%**	32%	13.5%	20%	13.5%	12%	9%	8%

Table 7. Motivation questionnaire results

As well as the motivation questionnaire, students filled in a pre-questionnaire on their reading motivation on the same day, the results of which (*See Table 7*) cannot directly be compared with the post-questionnaire's because the clusters included are not the same. In addition, the aim was essentially to examine students' starting point in terms of reading motivation and identify any differences between the two groups.

Focusing on students' **positive attitudes towards reading**, a large majority of students believe that reading is key for learning English (45.5%/64% agreed and 40.5%/24% totally agreed). The attention also is drawn to the 4.5% of control group students choosing one of the left columns by totally disagreeing. Most students in both groups also consider reading as important as other skills of the language.

As for students' **reading efficacy**, around half of the students consider themselves as good readers (32.5%/40% agreed and 9%/12% totally agreed), the experimental group showing a higher reading efficacy. The percentage of students in the control group who strongly disagreed is also notable (13.5% vs 4%). Interestingly, students in both groups show less reading efficacy when applied to reading texts in English. Again, the experimental group seems to be more confident with their English reading comprehension skills than the control one, since 40% agreed to the item and 12% strongly agreed, compared to 27% and 9% in the control group, accordingly.

With respect to students' **intrinsic and extrinsic motivation**, it was observed that students overall have a higher motivation of this second type. In other words, they are more motivated to read to improve their grammar and vocabulary (41% and 32%) than to enjoy the activity itself (13.5% and 24%), the difference being more evident in the control group, as shown in *Table 7*. In fact, none of the students chose the "Strongly agree" column in the intrinsic motivation item. Additionally, more students in the experimental group showed that they strongly disagree (12% vs 4.5%) or disagree (32% vs 23%) that they are only concerned about improving grammar and vocabulary.

Regarding students' **positive attitudes towards the EFL reading lesson**, it was observed that:

- Very few students agree or totally agree that the **topics** they read about in the EFL classroom are interesting (32% and 24%), the control group having a more positive view, and half of them are undecided (40.5% and 56%). Surprisingly, a larger

percentage of students believe that these topics awaken their curiosity to know more about them (59% and 39% in total), more notably in the experimental group.

- Half of the students agreed that the texts they read in the classroom are **updated** and **based on real-life situations**. This is more evident in the control group (50% vs 48%), which even marked the "Strongly agree" column (4.5%) as opposed to the experimental group, which did not, and which showed more disagreement (16% vs 13.5%) and strong disagreement (12% vs 9%). However, more than one-third of students disagreed or strongly disagreed that the teacher considers their opinion when choosing the **topic for a reading** (36.5 and 37%). It is also worth highlighting that 36.5% and 44% of students felt undecided. As for the level of the texts, a majority of students agreed or strongly agreed that the texts they read in the EFL lesson **adjust to their level of English** (68% and 64%). However, the percentage of students who were undecided is remarkable, especially in the experimental group (44% vs 36.5%), and nobody strongly disagreed with this idea.

- Although this does not coincide with my observation of the teacher's methodology, a large percentage of students consider that the teacher's use of **ICTs** make them feel more attracted to reading in English, the experimental group clearly showing a higher agreement (60% vs 40.5%) since 40% agreed and 20% strongly agreed. In fact, the control group strongly disagreed by 4.5%, whereas the experimental one did not choose this column. Similarly, more than half of the students in both groups agreed (36.5%/44%) that the ICTs used by the teacher allow them to **better understand the text,** although 4.5% of control group students strongly disagreed and some students in both groups disagreed (13.5%/20%).

- Lastly, a low yet significant number of students disagree that English lessons in which they practice reading are **entertaining** for them, especially the control group (18.5% vs 4%) or even strongly disagree (4.5% and 4%). It is worth highlighting the large percentage of the experimental group students who chose the "Undecided" column (56% vs 36.5%).

MOTIVATION FOR READING (MFR) PRE-QUESTIONNAIRE										
POSITIVE ATTITUDES TOWARDS READING	Totalmente en desacuerdo		En desacuerdo		Indeciso		De acuerdo		Totalmente de acuerdo	
	Control	Exp.	Control	Exp.	Control	Exp.	Control	Exp.	Control	Exp.
Leer en inglés es importante para aprender el idioma	4.5%	---	---	---	9%	12%	45.5%	64%	40.5%	24%
Pienso que leer es igual de importante que escribir, hablar, o escuchar en inglés	---	4%	4.5%	---	18.5%	12%	36.5%	28%	40.5%	56%
READING EFFICACY										
En general, soy buen lector/a	13.5%	4%	18.5%	24%	27%	20%	32.5%	40%	9%	12%
Se me da bien leer en inglés, suelo comprender bien los textos	4.5%	---	18.5%	20%	40.5%	27%	27%	40%	9%	12%
INTRINSIC-EXTRINSIC MOTIVATION										
Cuando leo textos en inglés disfruto, porque me gusta realizar este tipo de actividad	9%	4%	27%	27%	50%	44%	13.5%	24%	---	---
Cuando leo textos en inglés sólo pienso en mejorar vocabulario y gramática para aprobar la asignatura	4.5%	12%	23%	32%	32.5%	24%	36.5%	32%	4.5%	---
POSITIVE ATTITUDES TOWARDS THE EFL READING LESSON										
En clase de inglés leemos sobre temas que me interesan mucho	9%	8%	18.5%	16%	40.5%	56%	23%	20%	9%	4%
En clase de inglés leemos sobre temas que despiertan mi curiosidad por saber más	9%	4%	18.5%	20%	23%	44%	40.5%	27%	18.5%	12%
En clase de inglés trabajamos textos que tratan situaciones actuales y de la vida real	9%	12%	13.5%	16%	23%	24%	50%	48%	4.5%	---
Siento que la profesora tiene en cuenta mi opinión a la hora de elegir el tema de un texto	13.5%	12%	23%	24%	36.5%	44%	23%	27%	4.5%	8%

En clase de inglés leemos textos que se ajustan a mi nivel, ni muy fáciles ni muy difíciles	---	---	9%	4%	**32.5%**	**44%**	**54.5%**	**44%**	13.5%	**20%**
La profesora incorpora nuevas tecnologías en el aula que hacen que leer en inglés me resulte más atractivo	**4.5%**	---	27%	20%	13.5%	20%	40.5%	**40%**	---	**20%**
La profesora incorpora nuevas tecnologías en el aula y esto hace que comprenda mejor el texto	**4.5%**	---	**13.5%**	**20%**	27%	27%	**36.5%**	**44%**	18.5%	4%
Las clases de inglés en las que trabajamos la lectura de textos me resultan entretenidas	**4.5%**	**4%**	**18.5%**	4%	**36.5%**	**56%**	32.5%	24%	8%	12%

Table 8. Motivation For Reading (MFR) pre-questionnaire results

After implementing the reading session, students completed a self-evaluation through Google forms on that same day at home. Significant differences were noticed regarding their perception of their own reading performance, depending on whether they had been exposed to the motivational methodology or to the regular teacher's methodology.

- Firstly, 50% of students in both groups agree that they felt **very motivated at all times for the reading topic**, and some of them totally agree (16.7%) in the experimental group. The proportion of students who remain undecided or disagree is higher in the control group by almost 21%, and one or two students totally disagreed in the experimental group (5.6%).

- 83.2% of students in the experimental group agree or totally agree that they **understood the main ideas of the text**, whereas this percentage decreases by 14.5% in the control group. It must also be noted that 6.3% of control group students totally disagreed with the statement.

- Interestingly, students in both groups have very similar views on whether they were **able to understand words in English from context** without translating them into Spanish. Most of them agree or totally agree (68.5% and 66.2%), the control group reflecting a higher percentage of students who totally agreed (37.5% vs 22.2%).

- A similar scenario can be found in both groups' responses to the fourth question. Roughly 87% of students in both groups agreed or totally agreed that they **understood a good part of the text without receiving any help** from the teacher and without consulting a dictionary, while around 12% were undecided.

- A clear contrast can be observed in **students' satisfaction** with their reading performance **compared to their expectations** at the beginning of the lesson. Whereas 50% of students in the control group agreed that their performance was better than expected; 78% agreed with the statement in the experimental group, an increase of almost 30%, and without considering the 5.6% of students who totally agreed, an option which the control group did not select. Moreover, 25% disagreed, and 25% were unsure in the control group.

- In the same line, notable differences can be noticed in **students' overall satisfaction** with their reading comprehension on that day. For their part, half of the experimental group students agree with such satisfaction, almost 40% totally agree, and 11% remain undecided. Although a majority of students in the control group are also satisfied (56%) or very satisfied (12.5%), 25% are unsure about their thoughts, and 6.3% totally disagree with the statement.

Figure 1. Reading self-evaluation results

1. Me he sentido muy motivado/a por el tema de la lectura en todo momento.
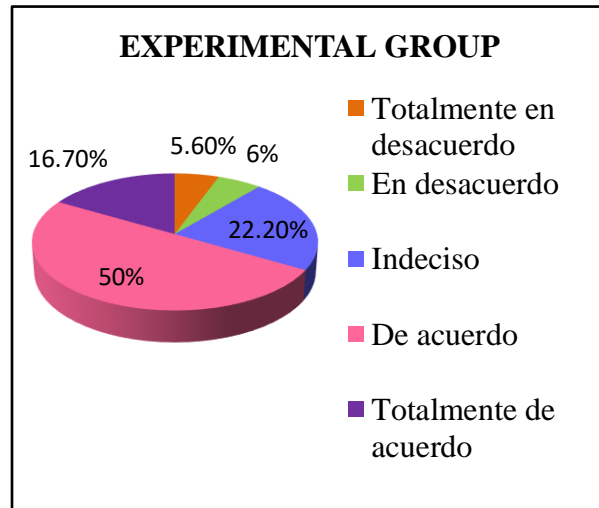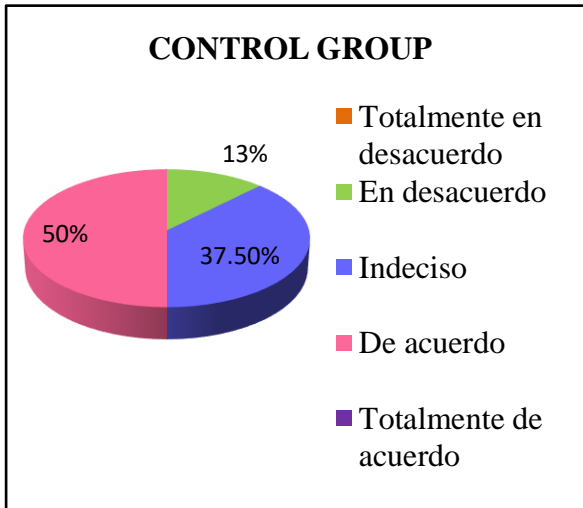
2. He entendido las ideas generales del texto, aunque no todos los detalles.

3. He sido capaz de adivinar el significado de las palabras por su contexto, sin necesidad de traducirlas al español.

CONTROL GROUP

6%
37.50%
25.00%
31%

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo

EXPERIMENTAL GROUP

6%
22.20%
27.80%
44%

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo

4. He sido capaz de entender buena parte del texto por mí mismo/a, sin consultar un diccionario ni recibir el apoyo de la profesora.

CONTROL GROUP

18.80%
12.50%
69%

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo

EXPERIMENTAL GROUP

16.70%
11.10%
72%

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo

5. Mi comprensión del texto ha resultado ser mejor de lo que esperaba al principio de la clase.

CONTROL GROUP

25%
50%
25%

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo

EXPERIMENTAL GROUP

5.6%
16.7%
77.8%

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo
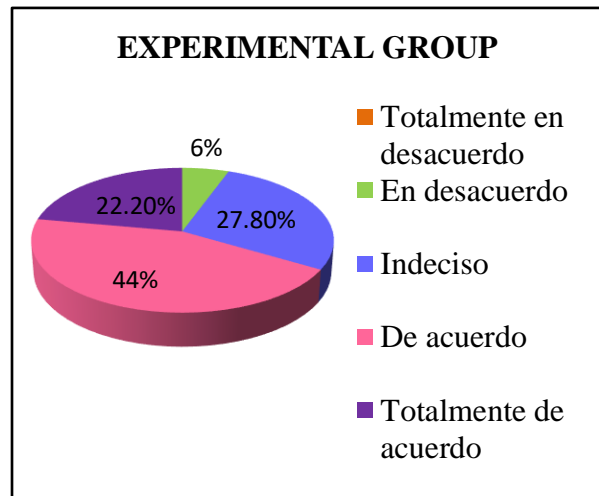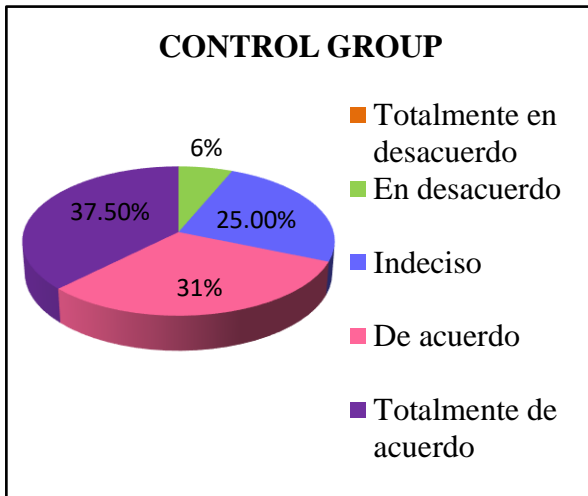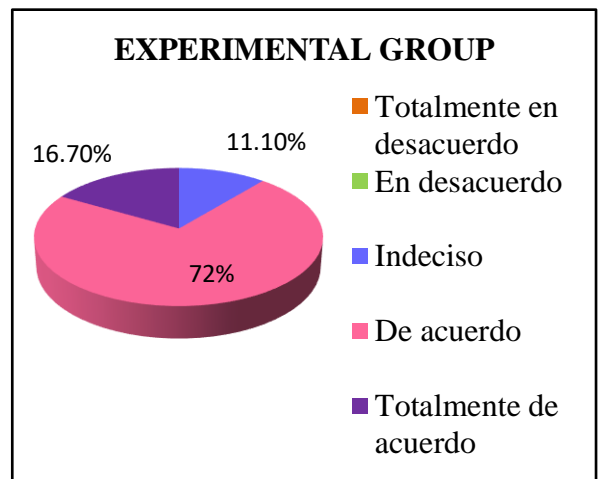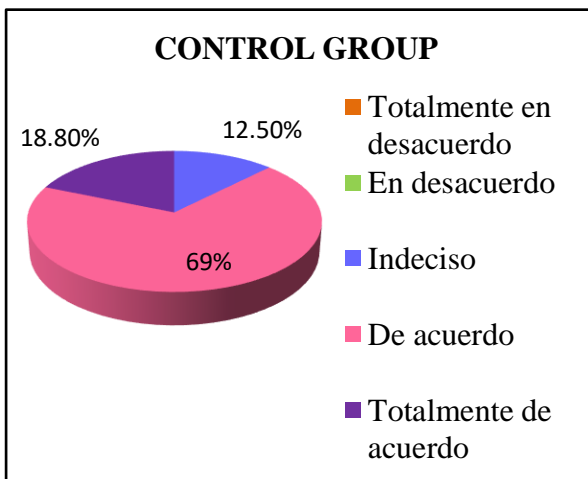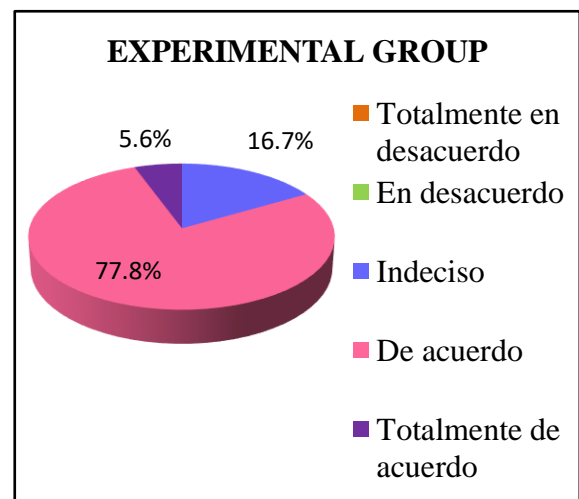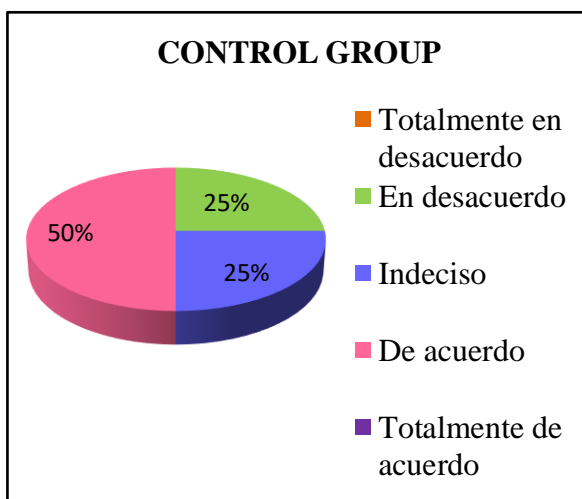
6. En general, estoy satisfecho/a con mi comprensión del texto de hoy.
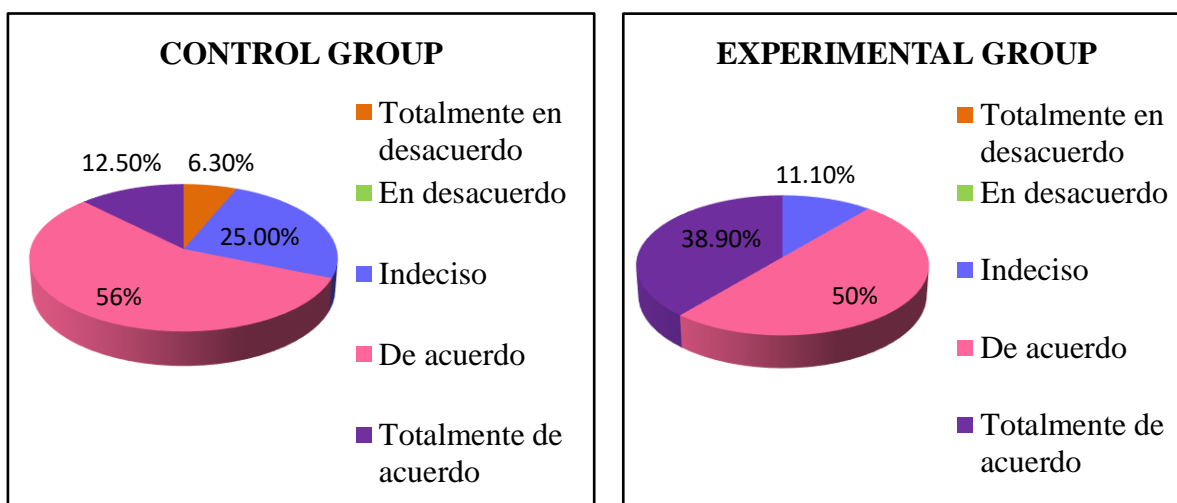
However, and despite the overall contrast in the results obtained in students' self-perception of their reading performance, it is interesting to note how students' average grade in the reading evaluation scarcely varied between the control and the experimental group. There was only a slight improvement of 0.5 points out of 10 in the group exposed to the motivational reading lesson.

FINAL AVERAGE GRADES READING EVALUATION	TOTAL 10
Control group (Exposed to the regular teacher's methodology)	**4.2**/10
Experimental group (Exposed to the motivational methodology)	**4.7**/10

Table 9. Reading evaluation results

Although the reading comprehension results scarcely vary, students' views in the post-questionnaire do reflect a notable difference between the control and the experimental group after the implementation of either the motivational or regular teacher's methodology for reading.

Concerning their **positive attitudes towards reading**, 59.5% of students in the experimental group agreed that reading the text in English was more pleasurable than on other occasions, and 18.5% totally agreed. That is 36.5% and 14% more students than in the control group, accordingly. Besides, almost a third of students in the control group either disagreed (23%) or totally disagreed (4.5%). Secondly, a larger percentage of experimental group students totally agreed that they had been more aware of the

importance of reading to learn English (33.5% vs 9%), and 9% of the control group disagreed with the statement.

As for their **reading efficacy**, although percentages were more distributed in both groups, it is still noteworthy that more students in the experimental group understood the text better than on other occasions (48% vs 32.5%) or totally agreed with the statement (15% vs 9%). In fact, as can be seen in *Table 8*, the "Totally disagree" option was only chosen by the control group (13.5%), of which 18.5% also disagreed.

If we focus on students' **intrinsic and extrinsic motivation**, 8% more students in the experimental group agreed that they felt more motivated than normal during their reading lesson (44.5% vs 36.5%). However, it is even more relevant that a much higher percentage of students of this group totally agreed (26% vs 4.5%). Besides, 13.5% of students in the control group even totally disagreed. Curiously enough, no remarkable differences between the groups were observed regarding extrinsic motivation since both groups of students thought the text was more useful than other times to practise grammar and vocabulary.

Since the second part of the post-questionnaire includes different clusters adapted to the methodology that each group was exposed to, results are presented in two different tables (*See Table 9 and 10*).

- Firstly, it was observed that most students in the control group believed it was useful for them to listen to the textbook's recording before reading the text to understand it better (36.5% agreed and 27% totally agreed); however, 13.5% disagreed. For their part, a larger percentage of experimental group students agreed (55.5%) or totally agreed (26%) that it was useful for them to start by reading it individually and in silence, although 3.5% of students totally disagreed with this.

- More students in the control group agreed (32%) or totally agreed (23%) that they learnt more by translating the text into Spanish as they did on other occasions than students in the experimental group thought it was useful for them to skip this step (30% and 11.5%, respectively). Nonetheless, more than a third of the control group students disagreed (27%) or strongly disagreed (9%) with the usefulness of translating for their learning.

- A clear tendency can be seen in *Tables 9* and *10* regarding students' preferences of the type of text. Noticeably, most of them prefer to read an updated text based on real-life situations rather than one from the textbook. This was more evident in experimental group students, of which 22% agreed with the statement, and 52.5% totally agreed, whereas control group students opinions were more distributed; surprisingly, even 27% totally agreed they would prefer a text from the textbook. It is worth noting, however, that 18.5% disagreed and 36.5% of control group students totally disagreed with this.

- A greater percentage of students in the experimental group than in the control group agreed that the teacher had taken their opinions into account to select the reading topic (37% vs 13.5%), and 26% totally agreed with the statement. Even if some students disagreed (15%) or totally disagreed (3.5%), this was a lower percentage than the control group students' responses (45% and 18.5%, respectively).

- Experimental group students, who read an original article adapted to their level (A2), agreed that such adaptation of the text to their level motivated them more to read it (52%) or totally agreed with this (26%). None of them disagreed or totally disagreed with the statement. Nevertheless, not so many control group students agreed (36.5%) or totally agreed (13.5%) that the level of the text from the textbook was a motivating factor for them to read it. Remarkably, 45.5% of these students were undecided, and 4.5% of them disagreed with the item.

- 41% of experimental group students agreed, and 18.5% totally agreed that the pre-reading activity with *Mentimeter* was helpful before reading the text and motivated them for the reading topic. The first result almost doubles the percentage of control group students who agreed that starting to read without any kind of previous activity related to the text was useful and motivating for them (23%). In addition, more control group students disagreed with the statement than in the other group (18.5% vs 3.5%) or totally disagreed (4.5% vs 0%).

- In total, an overwhelming majority of experimental group students agreed (33.5%) or totally agreed (59.5%) that the final *Kahoot* activity was more attractive and

useful for their learning than comprehension activities from the textbook. Even if many students in the control group agreed (40.5%) or totally agreed (13.5%) that textbook activities were attractive and useful for their learning, a larger percentage of this control group was undecided (23% vs 3.5%) or disagreed (23% vs 3.5%) with the idea.

- Finally, students in the experimental group held a more positive opinion about the whole EFL reading lesson than control group students. 48% of them agreed, and 37% totally agreed that the activities implemented in their reading lesson were motivating, entertaining and interesting. It is worth highlighting how none of them disagreed or totally disagreed. As for the control group, 50% agreed, and only 4.5% totally agreed with the statement. Furthermore, a third of the students were undecided (32%), and 13.5% disagreed.

MOTIVATION FOR READING (MFR) POST-QUESTIONNAIRE										
POSITIVE ATTITUDES TOWARDS READING	Totalmente en desacuerdo		En desacuerdo		Indeciso		De acuerdo		Totalmente de acuerdo	
	Control	Exp.	Control	Exp.	Control	Exp.	Control	Exp.	Control	Exp.
La lectura del texto en inglés ha sido más amena que otras veces	**4.5%**	---	**23%**	---	**45.5%**	22%	23%	**59.5%**	4.5%	**18.5%**
He sido más consciente de la importancia que tiene leer en inglés para aprender el idioma	---	---	**9%**	---	27%	11%	55%	55.5%	9%	**33.5%**
READING EFFICACY										
He podido comprender mejor el texto que en ocasiones anteriores	**13.5%**	---	**18.5%**	3.5%	27%	33.5%	32.5%	**48%**	9%	**15%**
INTRINSIC-EXTRINSIC MOTIVATION										
En general, me he sentido más motivado durante la clase	**13.5%**	---	**18.5%**	3.5%	27%	26%	36.5%	**44.5%**	4.5%	**26%**
El texto trabajado me ha parecido más útil que otras veces para aprender vocabulario interesante y mejorar mi gramática	---	---	4.5%	3.5%	23%	26%	36.2%	44.5%	36.2%	26%

Table 10. Motivation For Reading (MFR) post-questionnaire results (Part 1)

POSITIVE ATTITUDES TOWARDS THE EFL READING LESSON	Totalmente en desacuerdo	En desacuerdo	Indeciso	De acuerdo	Totalmente de acuerdo
	Control group				
Hacer una primera lectura escuchando el audio del texto me ha resultado muy útil para la comprensión del mismo	---	**13.5%**	23%	**36.5%**	**27%**
Creo que he aprendido más traduciendo todo el texto al español como hemos hecho en anteriores ocasiones	**9%**	**27%**	9%	**32%**	**23%**
Prefiero un texto del libro como el que hemos leído a un texto actual y que trate situaciones de la vida real.	**36.5%**	**18.5%**	13.5%	4.5%	**27%**
Siento que se ha tenido en cuenta mi opinión a la hora de elegir el tema del texto	**18.5%**	**45%**	23%	13.5%	4.5%
El nivel del texto trabajado me ha motivado para la lectura del mismo	--	4.5%	**45.5%**	**36.5%**	**13.5%**
Empezar la lectura sin realizar ninguna actividad previa relacionada me ha ayudado mucho antes de leer el texto y me ha motivado para el tema del mismo	**4.5%**	**18.5%**	35.5%	**23%**	**18.5%**
Las actividades de comprensión lectora del libro me han resultado atractivas y útiles para mi aprendizaje	---	**23%**	23%	**40.5%**	**13.5%**
En general, tanto la lectura como las actividades planteadas en la última clase de lectura me han parecido motivadoras, entretenidas e interesantes	---	**13.5%**	**32%**	**50%**	**4.5%**

Table 11. Motivation For Reading (MFR) post-questionnaire results (Part 2) – Control group

POSITIVE ATTITUDES TOWARDS THE EFL READING LESSON	Totalmente en desacuerdo	En desacuerdo	Indeciso	De acuerdo	Totalmente de acuerdo
	Experimental group				
Realizar una primera lectura individual antes de la lectura grupal me ha resultado muy útil para comprender mejor el texto	**3.5%**	7.5%	7.5%	**55.5%**	**26%**
Creo que he aprendido más sin traducir todo el texto al español como hemos hecho en anteriores ocasiones	11%	18.5%	30%	**30%**	**11.5%**
Prefiero un texto actual y que trate situaciones de la vida real que un texto del libro	3.5%	3.5%	18.5%	**22%**	**52.5%**
Siento que se ha tenido en cuenta mi opinión a la hora de elegir el tema del texto	**3.5%**	**15%**	18.5%	**37%**	**26%**
El adaptar el texto a nuestro nivel me ha motivado más a la lectura del mismo	---	---	22%	**52%**	**26%**
El uso de *Mentimeter* me ha ayudado mucho antes de leer el texto y me ha motivado para el tema de lectura	---	3.5	37%	**41%**	**18.5%**
La actividad con *Kahoot* después de leer el texto me ha resultado más atractiva y útil para mi aprendizaje que las actividades de comprensión lectora del libro	---	3.5%	3.5%	**33.5%**	**59.5%**
En general, tanto la lectura como las actividades planteadas en la última clase de lectura me han parecido motivadoras, entretenidas e interesantes	---	---	15%	**48%**	**37%**

Table 12. Motivation For Reading (MFR) post-questionnaire results (Part 2) – Experimental group

6. Discussion

Once the results have been presented, I will now try to give insights to the findings obtained in this study based on the initial aims and goals. In this project I departed from the following research questions (RQs):

1. To what extent does the use of ICTs, alongside reading strategies, contribute to enhancing students' motivation in the EFL reading lesson?

2. Does a higher reading motivation have a direct beneficial effect on students' reading comprehension?

To answer the first RQ, firstly I would like to draw attention to the results of the initial questionnaires, the one dealing with students' motivation to learn English and the Motivation For Reading (MFR) pre-questionnaire. As for the first one, the participants of the study generally showed very positive attitudes towards learning English, as well as some instrumental orientation and very high integrative orientation. Despite this fact, many of them recognised they do not always enjoy their English lessons or felt undecided, especially in the case of the control group (only 18.5% agreed they enjoyed the lessons and 9% totally agreed vs 52% and 4%, respectively). This could be both because this group belongs to the scientific branch and because 7 out of 22 students failed the subject the previous year, whereas only 3 out of 28 students in the experimental group did, hence some students in the control group may have developed more negative attitudes towards the subject itself.

Similarly, the initial MFR questionnaire findings showed an overall positive attitude towards reading in English in both groups of students. Nevertheless, it is paramount to notice that students showed a notable lack of intrinsic motivation for reading, especially in the control group. A relevant 73% of students in the control group and 44% in the experimental group agreed or totally agreed that their unique motivation for reading was improving grammar and vocabulary to pass the subject. Besides, a significant percentage of students was unsure about whether their reading lessons were entertaining, especially the experimental group (56% vs 36.5%), and some students in both groups even disagreed or strongly disagreed. These two latter findings are thus the confirmation of a major problem in the EFL classroom and the gap that this study aimed

to fill. In fact, the scenario could have been even worse because these students already presented certain motivation and predisposition towards learning English and reading in English.

After implementing the motivational reading lesson in the experimental group, a significant improvement was observed in terms of these students' levels of motivation and attitudes towards the EFL reading lesson, reflected in both the MFR post-questionnaire and the self-evaluation. Regarding the former, the percentage of students in the experimental group who thought reading the text was more enjoyable than on other occasions increased by 36.5% (agreement) and 14% (total agreement) compared to the control group. In the latter, only 23% agreed and 4.5% totally agreed with the statement, whereas 59.5% agreed and 18.5% totally agreed in the experimental group. In addition, students' intrinsic motivation clearly raised in the experimental group, since 38% more students agreed or totally agreed that they felt more motivated during the lesson. This finding is particularly noteworthy for the present study, as Yildiz and Alkyol (2011, as cited in Karahan, 2017) concluded that intrinsic motivation had a positive impact on students' reading comprehension, whereas the role of extrinsic motivation remained unclear.

I would like to emphasise the great improvement observed in students' attitudes towards the EFL reading lesson. Although some control group students still appeared to be content with certain aspects of the regular teacher's methodology that I reproduced in class, experimental group students presented a much higher satisfaction after their motivational lesson, which was reflected in most clusters related to both the use of ICTs combined with reading strategies.

As for the specific use of ICTs, results are especially favourable in the case of *Kahoot*, used in the post-reading, since almost 80% of students in the experimental group found the *Kahoot* activity more attractive than the comprehension activities from the textbook. As for *Mentimeter,* which was used as a pre-reading strategy, findings were generally positive yet more distributed. A reason for this might be that none of the students was familiarised with this latter ICT tool; hence it resulted in a variety of reactions. Moreover, as explained in the Didactic Unit, students participated in the survey mode of the platform; therefore, they have only seen one feature from the range offered (i.e. word cloud, Q&A, among others). Students' tastes differ from one group to the other, and perhaps another *Mentimeter* mode would have given different results with this group. Hence the importance of knowing our students' profile and applying a trial-

error method to our everyday life as teachers. Despite the variety of opinions, it must be noted that nearly 60% of students in the experimental group agreed or totally agreed that the use of *Mentimeter* really helped them before reading the text and motivated them for the reading topic.

Moreover, allowing students to choose a reading topic of their interest, in this case, the effects of COVID-19 pandemic on the environment, and adapting an updated, real text to their level of English (i.e. selecting appropriate reading materials and levelling) has been particularly effective. In this way, 52% of students in the experimental group agreed, and 26% totally agreed that adapting the text to their level of English motivated them to read it, with no disagreements at all; whereas the percentages of the control group show that students who felt motivated by the level of the textbook's text were 36.5% and 13.5%, respectively. Moreover, 24.5% more students in the experimental group agreed that the teacher had taken their opinions into account when choosing the reading topic, and 26% totally agreed, which again was not a chosen option in the control group. The importance of choosing an appealing topic was also reflected in the self-evaluation since 16.6% of students totally agreed that the reading topic kept them motivated at all times, an answer which the control group did not choose. Although there was a minority of disagreements in the experimental group, they probably correspond to the few students whose topic choice was not the one used during the lesson due to the need of accommodating students' preferences.

I would also like to emphasise that eliminating the translation into Spanish was not welcomed by all students in the MFR post-questionnaire since some of them disagreed that skipping this step was helpful for their learning, probably because they are accustomed to a machine translation of the text. As mentioned before, these students used strategies during the reading process instead, namely commenting on the main ideas of each paragraph and inferring meanings from context. More than 50% of control group students agreed or totally agreed they learnt more by translating the text. However, the self-evaluation results speak for themselves: a similar percentage of students in both groups (around 60%) agreed or strongly agreed that they were able to guess the meanings of the words of the text without translating them into Spanish, and around 87% of students in both groups agreed or totally agreed that they understood most of the text without any help. Therefore, although many students in both groups consider that translating the text into Spanish is more helpful for their learning, students' perception of their reading comprehension was the roughly the same in both

groups. This suggests that students are able to understand a text of their English level without translating into Spanish or any external help, which was the case of the experimental group. Moreover, this post-questionnaire finding shows that both groups of students lack confidence when facing a text in English without the help of translation, at least initially. As will be later addressed, their reading efficacy may increase if they realise that their reading comprehension in English is good enough without translation.

Finally, the MFR post-questionnaire showed that the experimental group viewed the whole reading lesson more positively than the control group. Specifically, a majority of them agreed (48%) or totally agreed (37%) that the activities were motivating, entertaining and interesting, and none of them disagreed. Nonetheless, results were different in the control group, of which 50% agreed, 4.5% totally agreed, and 13.5% disagreed. These results are particularly relevant because they are a clear confirmation that the motivational reading lesson, and therefore the specific combination of ICTs and reading strategies, was very well-received by the experimental group. Nevertheless, the control group had similar views on their reading lesson (which followed the regular teacher's methodology) compared to their pre-questionnaire views.

As well as boosting students' motivation, the self-evaluation task showed that the motivational lesson also increased students' satisfaction with their reading comprehension because around 83% of students agreed or totally agreed that their understanding of the text was better than what they expected at the beginning, with no disagreements. However, only 50% agreed of control group students agreed with this, and 25% disagreed. Similarly, 50% of experimental group students agreed, and 39% totally agreed that they were very satisfied with their reading comprehension, as opposed to the control group, in which 56% of students agreed, 12.5% totally agreed, and 6.3% totally disagreed. Regarding the first finding, many students in the experimental group probably thought they would not understand the text properly without translating it into Spanish, and then realised that they were perfectly capable of doing it. Secondly, as previously referred to, a greater satisfaction with their overall reading comprehension suggests that this motivational lesson may have also improved experimental students' reading efficacy. This could be partly due to the non-translation approach and partly due to other factors (e.g. appealing topic, the use of ICTs, or the application of other reading strategies).

With these findings, and regarding the first RQ (i.e. *To what extent does the use of ICTs, alongside reading strategies, contribute to enhancing students' motivation in the EFL reading lesson?*), it could be interpreted that the use of ICTs combined with reading strategies significantly enhances students' motivation in the EFL lesson and that such positive effects are immediate.

The second RQ will now be addressed: *Does a higher reading motivation have a direct beneficial effect on students' reading comprehension?*

Curiously enough, and despite the beneficial results obtained in students' motivation, as well as in the self-perception of their own reading comprehension, students' grades in the evaluation only increased by 0.5 points out of 10 in the experimental group. A major difference was expected to be found, because taking as a reference Drigas and Charami (2014), reading strategies' instruction is even more effective on learners' reading comprehension if offered through an ICT-based approach, which is precisely the approach taken by the present study. However, and if we take into consideration Dörnyei and Ottó's (1998) suggestion, intrinsic motivation is more effective in the long-term for reading comprehension. This might imply that there has been a slight yet significant improvement in students' reading comprehension since these findings could be a starting point to observe a greater improvement over time. Another reason for this subtle difference and especially for the low grades (4.2 and 4.7 out of 10), could be that students in both groups have poor reading comprehension in general, according to my observations and my supervisor's opinion. Therefore, only one motivational reading session might not be enough to observe enlightening results. In this way, and addressing our second research question, it is unclear whether a higher reading motivation has a direct beneficial effect on students' reading comprehension, although evidence suggests that this could be the case if intrinsic motivation is sustained over a long period of time.

7. Conclusion

Lack of motivation in the EFL classroom is unfortunately a widespread problem that many teachers do not know how to address, given that motivation is an essential factor for FL learning (Dörnyei, 1998; Gardner, 1985, Alkaabi et al., 2007; Bellés-Fortuño and Ollero, 2015; Seven, 2020). In fact, finding the perfect formula to solve the issue is not an easy task, but a process of introducing simple yet significant changes in the classroom to know what works best with each group, hence adapting to students' needs and interests and applying a trial-error method. However, and as acknowledged by numerous studies, ICTs are usually a powerful tool to raise students' motivation and curiosity to learn in the EFL classroom (Azmi, 2017; Joshi and Poudel; 2019).

Such beneficial effects of ICTs on students' motivation in the EFL classroom received considerable attention in literature; however, and as mentioned in the introduction, scarce research had been conducted on the effects of ICTs on particular skills of the language such as reading, which is precisely a skill that many students struggle with. In my opinion, this is probably due to an absence of reading habits not only in their target language, but also in their L1; as well as an inappropriate reading instruction that does not foster students' motivation in the EFL classroom. Although recent EFL teaching trends are progressively normalising the use of ICTs, many teachers seem to forget they can also use them during reading lessons, and they stick to the textbook instead. This was the case of my supervisor during my internship period in the secondary school IES Honori García. Although the supervisor used ICTs in some of her lessons to revise vocabulary, grammar or to foster speaking skills, her reading lessons basically consisted in following the textbook, without any brushstroke of ICTs or reading strategies. I observed that students were particularly demotivated in these lessons, which was not surprising at all, considering the circumstances.

After conducting some research, and bearing in mind the problem that I had observed during my internship, I realised that there was a gap that I had to explore in the present study. On the one hand, my aim was to analyse the positive effects of ICTs and its combination with reading strategies on secondary students' reading motivation. On the other hand, I decided to go one step further and address what ultimately matters: whether a higher motivation has a direct beneficial effect on students' reading comprehension, which is fundamental for the FL learning process. In this way, the experimental group was exposed to a motivational reading lesson that included ICTs

(i.e. *Mentimeter* and *Kahoot*) and reading strategies (i.e. activating previous knowledge, accommodating reading to students' reality, monitoring comprehension, and a motivational post-reading activity). In the control group, however, the reading lesson reproduced the regular teacher's methodology.

All in all, this study has proved that the use of ICTs, combined with reading strategies, clearly contributes to enhancing students' intrinsic motivation in the EFL reading lesson. In other words, students felt more attracted to reading because they found the activities more enjoyable, not because of academic goals (i.e. extrinsic). Secondly, students' grades in the reading evaluation have shown that the correlation between a higher reading motivation and an improvement in students' reading comprehension is not that strong, at least in the short-term. However, this modest improvement suggests that students who felt more motivated could develop a better reading comprehension over time. Thus, and in an attempt to ameliorate the deficiencies that current EFL reading instruction entails, further research could explore not only other ICT tools and their effectiveness in students' reading motivation, but also the long-term beneficial effects of a higher intrinsic reading motivation in students' reading comprehension.

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APPENDICES

Appendix A. *Screenshots of Tik Tok videos. Activity 1.1. Session 1.*

Appendix A.1. *Way to English 4 Students' Book (Environment vocabulary). Activity 1.2. Session 1.*

VOCABULARY Environment

IC VOCABULARY PRESENTATION

1 Listen and repeat the words and phrases in colour. Then read the comments of some environmental experts. Which expert suggests a way to improve the situation? What is it?
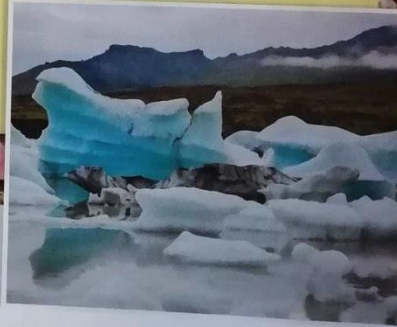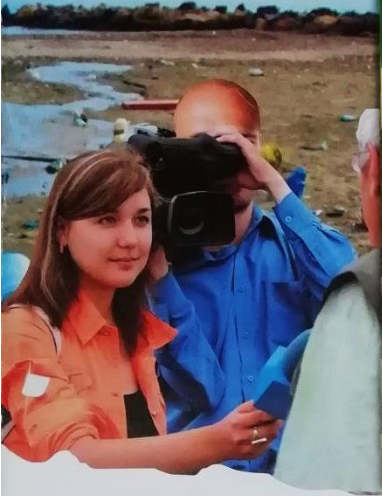
In honour of Earth Day, reporter Natasha Green interviewed some environmental experts:

Luke Jones is concerned about rubbish. "When our authorities dump waste in landfills, do they really think that if they bury it, it will decompose and go away? It won't," he said.

Alice Montgomery talked about the threats to natural resources. She said that too many people were using disposable products, and as a result, we were polluting the environment and cutting down too many trees.

Owen Preston was worried about global warming. He suggested changing our energy sources and finding renewable ones.

According to **Jessica Bates**, our actions are endangering the future of ocean wildlife. Many animals die and end up on the beach because people throw rubbish into the sea.

2 Find words or phrases in colour in Exercise 1 that match the definitions below.
1 animals in their natural environment
2 places where authorities leave rubbish
3 the phenomenon of rising temperatures all over the world
4 materials that are not made by man, such as water, air, iron
5 throw away carelessly

3 The sentences below are false. Copy and correct them without changing the words in bold.
1 A rock **decomposes** very quickly.
2 A **renewable energy source** is one that we can use once.
3 A mobile phone is one example of a common **disposable product**.
4 Smoke from cars **pollutes** the land in big cities.

4 Give an example of … .
1 something that people or animals bury
2 something we often cut down
3 an animal that people are endangering
4 a type of rubbish that ends up in the sea

5 How many words which are related to the environment can you remember? Which are positive and which are negative?

IC SLIDESHOW

Appendix A.2. *Way to English 4 Workbook. Homework for Session 2.*

VOCABULARY Environment

★ 1 Choose the correct answer.

1 Gas and petrol are **disposable products** / **energy sources**.

2 This area was once a safe place for **wildlife** / **landfills**, but now there are no animals around here.

3 The problem with plastic and other synthetic materials is that they **decompose** / **pollute** very slowly.

4 In my opinion, the worst effect of **global warming** / **natural resources** is rising sea levels.

5 There used to be a forest here, but they **ended up** / **cut down** all the trees to build a motorway.

6 A number of factories **dumped** / **buried** their chemical waste in the sea.

★★ 2 Complete the dialogue with the words below.

endanger • wildlife • ends up • disposable products
pollute • global warming • renewable

A: What are you doing?

B: I'm making a list of all the things I do that cause
1. ....

A: Why?

B: Because I'm worried about the planet. If we don't do something about it, we'll 2. ....
the lives of humans as well as the survival of
3. .... on this planet.

A: So what can we do?

B: Plenty! Did you know that when two plastic bottles are produced, a kilo of CO₂ also 4. ....
in the air? We should use fewer 5. ....
like that. We should also travel by bus or train instead of by car.

A: And what about 6. ....
solar energy? Isn't that really important if you don't want to 7. .... the world? You know, we heat our water at home using solar energy!

B: That's excellent! Do you want to calculate your carbon footprint, too?

★★ 3 Complete the missing words in the sentences.

1 The local authority takes the rubbish it collects from the city to a l.................................. that is 20 kilometres outside the city.

2 The sun and the wind provide r..................................
types of energy.

3 Our country is rich in n..................................
r.................................. like gold and silver.

4 Even though they b.................................. the nuclear waste deep underground, it is still a serious danger.

5 The picnic site in the forest has got many rubbish bins. They don't want the visitors' rubbish to
e.................................. u.................................. on the ground.

6 We produce more rubbish than we used to because we use more d..................................
p.................................. .

7 If you build a new town in this area, it will
e.................................. the bird populations. They need this habitat to survive.

★★★ 4 Complete the sentences to show you understand the meaning of the words in bold.

1 Some **disposable products** my family use are
....

2 I think the things that **pollute** our planet the most are ....

3 Some of the **natural resources** of my country are ....

Appendix A.3. *Flipped Classroom video. Homework for Session 2.*

Retrieved from:
https://edpuzzle.com/assignments/6033630b8f1941423bcc5b1f/watch

REPORTED SPEECH

Reported Speech is used to communicate what someone else has said, but without using the same words. For example:

Direct speech: *'I work in a supermarket,' said Tom.*
Indirect speech: *Tom said that he worked in a supermarket.*

There are three main types of sentences that we can report: statements, questions and orders.

STATEMENTS

'We need volunteers to clean the beach', he said.

*He **said** that they needed volunteers to clean the beach*

QUESTIONS

Wh questions: 'What are you cooking for dinner?' Mary asked David.

*Mary **asked** David what he was cooking for dinner/ Mary **wanted to know** what David was cooking for dinner*

Yes/No questions: 'Do they recycle every day?' Tony asked.

*Tony **asked/wanted to know** if/whether they recycled every day.*

ORDERS

*Affirmative orders: 'Study for your English exam!' Mum told him. Mum **told** him to study for his English exam.*

*Negative orders: 'Don't tell anyone our secret' he told Anna. He **told** Anna **not to** tell anyone their secret.*

Time Expressions

When we change Direct Speech into Reported Speech, we may have to change time expressions too. For example:

*'I'll phone you **tomorrow**,' she said.*

*She said she'd phone me **the next day**.*

DIRECT SPEECH	REPORTED SPEECH
NOW	THEN
TODAY	THAT DAY
THIS WEEK	THAT WEEK
TOMORROW	THE FOLLOWING/THE NEXT DAY
NEXT WEEK	THE FOLLOWING/THE NEXT WEEK
YESTERDAY	THE PREVIOUS DAY/THE DAY BEFORE
A YEAR AGO	A YEAR PREVIOUSLY/ A YEAR BEFORE
TONIGHT	THAT NIGHT
LAST FRIDAY	THE PREVIOUS FRIDAY/THE FRIDAY BEFORE
NEXT FRIDAY	THE FOLLOWING FRIDAY/THE NEXT FRIDAY

Pronouns and possessive adjectives

Depending on the context, we sometimes need to change pronouns or possessive adjectives when using Reported Speech. For example:

'We have to solve **this** problem' ⟹ They said that they had to solve **that** problem

'Have you finished **your** project?', he asked Carol ⟹ He asked Carol if she had finished **her** project

Tense changes

In Reported Speech, we often use a tense which is 'further back' in the past (ex: worked) from the tense originally used (ex:work).

REPORTED SPEECH
Tense changes

DIRECT SPEECH	REPORTED SPEECH
Present Simple He always **recycles**	**Past Simple** She said that he always **recycled**
Present Continuous She **is living** in Paris	**Past Continuous** He said that she **was living** in Paris
Present Perfect I **have done** my homework	**Past Perfect** She said that she **had done** her homework
Past Simple People **left** litter in the street	**Past Perfect** He said that people **had left** litter in the street
WILL I **will** take you to the cinema	**WOULD** He said that he **would** take me to the cinema
CAN She **can** ride a bike	**COULD** He said that she **could** ride a bike
MAY They **may** cancel the meeting	**MIGHT** She said that they **might** cancel the meeting
MUST We **must** protect the environment	**HAD TO** She said that we **had to** protect the environment
HAVE TO She **has to** get up early	**HAD TO** He said that she **had to** get up early

Appendix B.1. *Reported Speech practice worksheet 1. Activity 2.4. Session 2.*

REPORTED SPEECH PRACTICE

1. Read the Whatsapp conversation:

a) Who are the two people?

b) How many statements, Wh-questions, Yes/No questions or orders can you identify?

2. Imagine that you need to tell your friend about the Whatsapp messages you have read. Circle the correct option.

1. He said that he was seeing his friends *that night/tonight.*

2. She *asked/told* him to take his jacket.

3. She asked him *if/where* he was going.

4. He said that he *isn't/wasn't* sure.

7. She told him to put *his/their* headphones on for *your/his* video call.

5. He *said that/told that* he was doubting between the living room or the kitchen.

8. She said that they *might/would* watch a documentary about pollution.

6. She *said that/told that* she was only joking.

9. He asked *if/what* it was about disposable masks.

3. Complete the statements using Reported Speech.

1. 'Ryan and Kate love watching documentaries about air pollution.' – Jane
   Jane said that _____

2. 'The number of endangered animals in the world has increased.' – David
   David said that _____

3. 'We must raise awareness about global warming.' – Sophie
   Sophie said that _____

4. 'My brother explained to me what greenhouse gases are.' – Chris.
Chris said that_____

5. 'She will drink from reusable coffee cups next week.' – Tristan
Tristan said that _____

6. 'They had bought me a present for my birthday last Sunday.' – Ruth
Ruth said that _____

7. 'Human activities can be really harmful to wildlife's habitats.' – Paul
Paul said that _____

4. Complete the sentences below to report statements, questions or orders.

1. 'Where have you parked your car?', Anna **asked** them.
   _____

2. 'Don't dump this waste in the mountain,' his uncle **told** him.
   _____

3. 'Are you doing your best to protect the environment?' she **asked** Leo.
   _____

4. 'Our natural resources won't last forever,' scientists **said**.
   _____

5. 'Stop using these plastic bags to do your shopping,' Helen **told** her husband.
   _____

6. 'I can finish the renewable energies project tonight,' Mike **said**.
   _____

7. 'Did you bring the essay to class yesterday?' the teacher **asked** them.
   _____

8. 'My best friend knows how to tell a good story,' Paula **said**.
   _____

9. 'Turn the lights off when you leave this room,' he **told** his flatmate.
   _____

10. 'People don't realise that we only have a planet to live in,' Greta **said**.
    _____

REPORTED SPEECH FURTHER PRACTICE

1. Rewrite the sentences in Reported Speech. Use the correct reporting verb.

1. BBC News: 'Tons of ice are melting every year due to a temperature increase.'
_____

2. Oscar to me: 'How much did you spend on your new trainers?'
_____

3. Sarah to Steve: 'Let me know when you have finished work.'
_____

4. Theo and Will: 'She may not come to class today because she's ill.'
_____

5. Luna to her sister: 'I bring these reusable grocery bags to the supermarket.'
_____

6. The police to the suspect: 'What were you doing last Saturday evening?'
_____

7. Jenny to her friend: 'Don't share the news yet, or I'll get in trouble.'
_____

8. Paul: 'I have to get up early for my driving test tomorrow.'
_____

9. An ecologist: 'You mustn't cut down trees in the Amazon rainforest.'
_____

10. Nick: 'The documentary showed how air pollution can affect people's health.'
_____

11. George to Jessica: 'Do you know that most of our rubbish ends up in landfills?'
_____

12. Zoe: 'I am working on a renewable energies project now.'
_____

13. Mum to Peter: 'Don't forget the house keys when you leave this morning.'

   _____

14. Tanya to Bruno: 'Did you have an argument with your brother last night?'

   _____

Appendix D. *Mentimeter results. Activity 4.1. Session 4.*
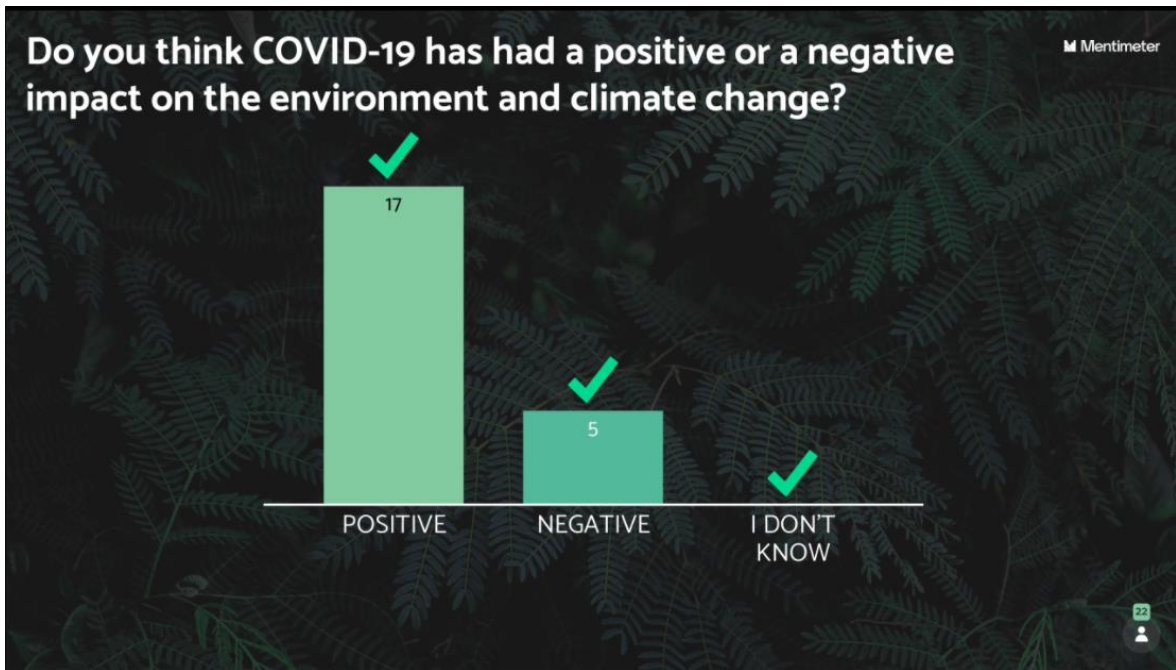
Appendix D.1. *Reading topic survey results. Session 4.*
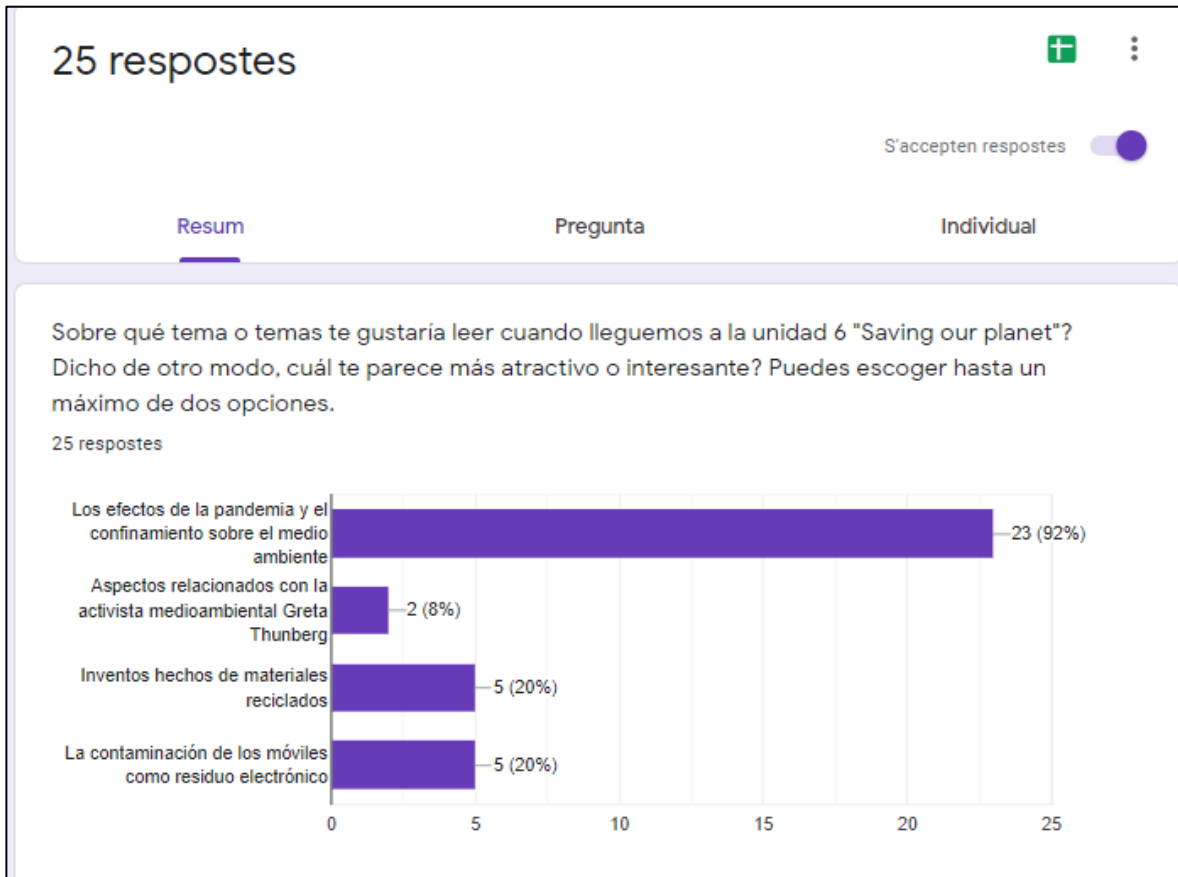
Why COVID-19 will end up harming the environment

Although the air has been cleaner because of the global lockdowns, a more polluted future has been growing while we weren't looking.

THE POPULAR BELIEVE that the COVID-19 pandemic has been "good for the environment"—that nature is recovering while humanity stays at home— attracts many people who want to see the bright side of the global tragedy. However, reality may not be the same.

The benefits that many people found comforting at the beginning—from cleaner air to a more audible birdsong as cars and planes went quiet—were always likely to be temporary. After lockdowns, these benefits had already begun to disappear. Now, some experts fear a future with more traffic, more pollution, and climate change that worsens faster than ever. It's too soon to know if that dark scenario will happen, but concerning signs seem to be spreading all around the world.

In early April 2020, during lockdown, daily global carbon emissions were reduced by 17 per cent compared to the previous year. But in June 11, new data show that they were only about 5 per cent lower than at the same point in 2019, although normal activity had not completely restarted yet. "We still have the same cars, the same roads, the same industries, same houses," says Corinne Le Quéré, professor of climate change at the University of East Anglia in Britain. "So as soon as the restrictions were released, we went right back to where we were."

PHOTOGRAPH BY VOLODYMYR TARASOV, UKRINFORM/BARCROFT MEDI/GETTY IMAGES

China, the first country to shut down when the virus hit, offers a preview of what could happen next. Last year, when factories pushed to compensate for lost time, air pollution returned in May to pre-coronavirus levels, and in some places surpassed them for a short time.

Another worry is traffic. Because social distancing is hard to maintain on public transport, and many commuters are likely to avoid it due to their fear of contracting the virus, cities had as a result a post-lockdown "carpocalypse." In addition, the destruction of the Amazon rainforest has accelerated.

According to satellite data, 64 percent more trees were cut down in April 2020 than in the same month the previous year. "You can do whatever you want in the Amazon and you won't be punished," says Ane Alencar, director of science at IPAM Amazônia. She said that government officials were using the pandemic "as a smokescreen, a distraction," to allow the destruction to go ahead.

Now the question is: What will governments' priorities be while the COVID-19 pandemic lasts? Will governments try to improve the economy by supporting old, polluting industries, or will they answer the calls for a "green stimulus" and invest money in renewable energy sources and low-carbon future?

Adapted from an article by Beth Gardiner, *National Geographic*, 28/01/2021

Appendix D.3. *Kahoot for reading comprehension. Activity 4.3. Session 4.*

UNIT 6 READING COMPREHENSION EVALUATION

This is a short reading comprehension test, which means that you will not be tested on grammar or vocabulary, but on your understanding of the text.

However, it is very important that you write <u>complete sentences</u> when needed and pay attention to your use of English.

Name: _____   **Surnames: _____**

Date: _____

1. Circle the right answer.

What does new data show about global air pollution?

a) That the level of carbon emissions was the highest after lockdowns.

b) That the level of carbon emissions almost returned to normal after lockdowns.

c) That the level of carbon emissions was much lower after lockdowns.

Last May, air pollution in China was higher than normal in some places of the country…

a) Because China built more factories during the country's lockdown.

b) Because factories became more pollutant when they started normal activity.

c) Because factories were working non-stop to recover from lockdown's economic impact.

2. Say whether these statements are True (T) or False (F) according to the information in the text. When FALSE provide the correct answer.

a) Everyone believed that nature was recovering during lockdowns.

b) Corinne Le Quéré thinks that COVID-19 restrictions didn't make any difference to climate change.

3. **Briefly answer the following questions, <u>trying to use your own words:</u>**

a) What's the meaning of the term 'carpocalypse' in paragraph 6?

b) Why was the Amazon rainforest especially destroyed during the pandemic?

UNIT 6 READING COMPREHENSION EVALUATION

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However, it is very important that you write <u>complete sentences</u> when needed and pay attention to your use of English.

Name: _____   **Surnames:** _____

Date: _____

1. **Circle the right answer.**

   According to the author…

   a) Plastic waste is concentrated in the same place and doesn't move

   b) Plastic waste keeps moving around the same area due to rotating currents

   c) Plastic waste keeps moving all around the ocean due to rotating currents

   Boyan's alternative solution to clean up the plastic…

   a) Recycles plastic from the ocean to make floating barriers with a cleaning system

   b) Uses floating barriers to recycle plastic into oil and other materials

   c) Uses floating barriers to retain all the plastic in the same place so that it's easier to clean

2. Say whether these statements are True (T) or False (F) according to the information in the text. When FALSE provide the correct answer.

a) People haven't attempted to clean up the plastic in the ocean with nets because it is too expensive

b) Boyan's project reached more people all over the world thanks to his TED talk video.

3. Briefly answer the following questions, <u>trying to use your own words:</u>

a) According to the author, what's the biggest problem about plastic waste in the oceans?

b) Why did Boyan's idea become so successful?

Appendix E.2. *'Correct the mistakes'. Activity 5.2. Session 5.*

5. Correct the mistakes in the Reported Speech sentences.

a) Joe told his daughter to not dump her face mask in the street.

b) Rob asked Lilly when was she going to the recycling centre.

c) *'We must take global warming seriously':* The speaker said that we must take global warming seriously.

d) He asked to me if I could make him a favour.

e) *'I am leaving today'*: She said that she was leaving the previous day.

Appendix F. *Awareness-raising pictures for speaking. Activity 6.2. Session 6.*

Appendix F.1. *Way to English 4 listening. Activity 6.4. Session 6.*

LISTENING   A radio interview

5 Listen to a radio interview about Iceland and the environment. What type of energy do they want to use to power cars in Iceland?

6 Listen again. Copy and complete the sentences.

1 Iceland is one of the "greenest" countries because it's got a lot of ....

2 There is hydroelectric power in Iceland and it can be turned into ...... , thanks to the many ...... in Iceland.

3 Geothermal energy comes from hot ...... and hot ...... under the ground.

4 A ...... bus costs ...... times more to produce than an ordinary bus.

5 A hydrogen car costs ....

Appendix G. *Way to English 4 Students' Book (Recycling vocabulary). Activity 7.3. Session 7.*

VOCABULARY   Recycling

[1C] VOCABULARY PRESENTATION

1 Look at the recycling flyer. Listen and repeat the words in colour. Can you recycle your old computer? Where should you put it?

CITY RECYCLING

SEPARATE YOUR WASTE IN THESE BINS

PAPER this includes cardboard and cartons

PLASTIC all containers with a recycling symbol on them

METAL cans and tins

GLASS bottles and jars

WOOD furniture and electrical appliances can be recycled, too. Please leave them behind the Village Hall.

ORGANIC WASTE this includes fruit and vegetable peel and shells from eggs

CLOTHING AND SHOES all types of cloth, including cotton, wool and leather

2 What is it? Match each description below to a word in colour from Exercise 1.

1 This material comes from the hair of a sheep.

2 This is a type of container in which water and other drinks are often sold.

3 This material comes from a tree and people write on it.

4 This is the hard outer part of a nut.

5 Silver and gold are types of this hard material.

6 This is the outer part of a fruit.

Tip! In the UK, a **tin** contains food and a **can** contains a drink. In the USA, **cans** contain food and drinks.

3 Copy and complete the sentences with words in colour from Exercise 1.

1 Expensive boots and belts are sometimes made from ....

2 Pizza is usually delivered in a ...... which is made of ....

3 A window is usually made of ...... , but sometimes it's made of ....

4 ...... comes from a tree and is used to make things like chairs and tables.

5 This soft white material is called ...... and it is often turned into ....

4 Give an example of something that is sold in a ... .

1 tin   3 jar   5 plastic container

2 can   4 glass bottle 6 carton

Appendix H. *Connectors of addition PowerPoint. Activity 8.2. Session 8.*

CONNECTORS OF ADDITION

We use connectors of addition to add ideas or information to a text

There are different ways to do it...

Also
In addition/additionally
Moreover
Furthermore
Besides
As well as

ALSO: Used in the middle of the sentence
Ex: Plastic is **also** pollutant because...

IN ADDITION
MOREOVER
FURTHERMORE

Used at the beginning of a sentence, followed by comma
Ex: ...for humans. **Moreover**, plastic is pollutant because...

BESIDES:

Used at the beginning of the sentence. Followed by noun or –ing verb and a comma.

Example:
1) **Besides** his intelligence, he is hard–working.
2) **Besides** being intelligent, he is hard–working.

AS WELL AS:

Used between two equal elements (nouns or –ing verb).
Example:

1) Blue whales **as well as** polar bears are endangered animals.

2) Running **as well as** dancing are ways of doing sport.

Appendix H.1. *Way to English 4 Students' Book (Connectors of addition). Activity 8.2. Session 8.*

WRITING A travel post

In a travel post, we write about a place we visited and explain why we visited it. We also present information about the place and about things to see and do there. Then we give a recommendation.

CONNECTORS OF ADDITION

When writing a travel post, we often use connectors of addition such as **also, in addition, moreover, furthermore, besides** and **as well as** to add information about the place.

The city centre was full of rubbish. **Furthermore**, *the river was polluted.*
London has got a very efficient underground train system **as well as** *an excellent bus service.*

→ WRITING GUIDE WORKBOOK PAGE 112

1 Copy and complete the sentences with the connectors of addition below. There may be more than one possible answer.

as well as · furthermore · moreover · in addition also · besides

1 The city's buses don't pollute the environment. ___, the city centre is closed to private vehicles.

2 There are bicycle lanes ___ running tracks near the river.

3 The hotel uses solar panels and it ___ recycles its water.

4 ___ its beautiful lakes, the city has got several canals.

5 Travelling by bicycle is cheap. ___, it's environmentally friendly.

6 The hotel tries not to use disposable products. ___, it recycles all its waste.

2 Read the model and find four connectors of addition.

MODEL

HAVE YOU JUST COME BACK FROM A HOLIDAY? SHARE YOUR EXPERIENCES WITH OTHERS!

OSLO, Rick Young writes: I've just returned from a holiday in Oslo, the capital of Norway. Everyone told me that I would have a great time and they were right!

Oslo is a city with a long history, but it's also a very modern city. You can visit a museum with an old Viking ship as well as a park with modern art. Besides visiting the tourist attractions, it's very interesting just to walk around the city. Oslo is one of the most environmentally-friendly cities in the world. Hydroelectricity is used to power public transport, so buses don't pollute the air. Moreover, our hotel was eco-friendly. The manager explained that they recycled most of the hotel's waste. He suggested that we try the hotel's eco-friendly restaurant.

Oslo has got something for everyone, and "green" travellers will especially love it. I really recommend a visit!

3 Answer the questions about the model in Exercise 2.

1 Where did Rick go?

2 Why did he go there?

3 Which two tourist attractions does Rick mention?

4 What other information does he give about Oslo?

5 What is his opinion of Oslo?

TASK

Write a travel post about a place you have visited.

1 Choose a place.

2 Copy and complete the chart below about the place.

Paragraph 1	
Place:	Why visited:
Paragraph 2	
Things to do and see: Information about the place:	
Paragraph 3	
Recommendation:	

→ WRITING PLAN WORKBOOK PAGE 121

3 Use the information in the chart and the model to help you write your travel post.

→ WORKBOOK PAGE 53

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Appendix H.2. *Kahoot Unit 6 Review. Activity 8.3. Session 8.*

Review Unit 6

0 favorites 2 plays 29 players

Play   Edit   ⤴ ☆ ⋮

A public kahoot

👤 Sofia.Estrems
Created about 2 months ago

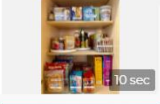Questions (15)   **Show answers**

1 - Quiz
A landfill is...   10 sec

2 - Quiz
"Buy some bread when you go to the supermarket"   10 sec

3 - True or false
Oil is a natural resource that produces renewable energy   10 sec
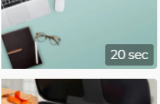
4 - Quiz
"Do you think humans are harming the environment?" - Kate asked her if sh...   20 sec
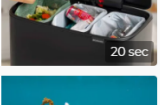
5 - Quiz
There's a _____ of tuna in the cupboard, it's been there a long time   10 sec

6 - Quiz
"Don't forget your mum's birthday" - Dad to Ania   20 sec
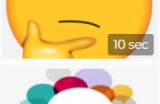
7 - Quiz
Toxic waste is extremely harmful and _____ for the environment   10 sec

8 - Quiz
I have an old _____ jumper that I always wear when it's cold   10 sec

9 - Quiz
"I started my new job a year ago" - He said that he had started _____ new jo...   20 sec

10 - Quiz
"Where did you buy this recycling bin?" - Paul to Jane   20 sec

11 - Quiz
A large amount of plastic waste _____ in the ocean   10 sec

12 - True or false
Disposable products can be used only once   10 sec

13 - True or false
When using Reported Speech, the verbal tense always changes   10 sec

14 - Quiz
"I didn't catch the bus on time" - He said that he _____ the bus _____   20 sec

15 - True or false
Cutting down trees endangers wildlife in the forests   10 sec

Appendix I. *Way to English 4 Workbook (Recycling vocabulary). Activity 9.2. Session 9.*

## VOCABULARY Recycling

★ 1 Match A to B to make sentences.

A

1 There are two tins
2 Can I have a can
3 There's a carton
4 Can you get a jar
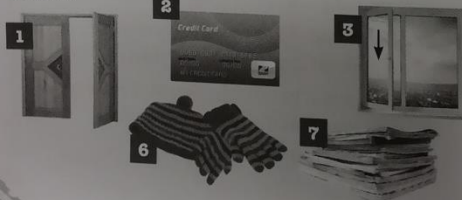5 Here's a bottle
6 Have we got any old yoghurt

B

.... a of cola, please?
.... b of beans on the shelf.
.... c of milk in the fridge.
.... d containers at home for my art project?
.... e of jam from the supermarket, please?
.... f of cold water to drink.

★★ 2 What material is each of the items below often made of? Complete the puzzle with the names of the materials.

Across →
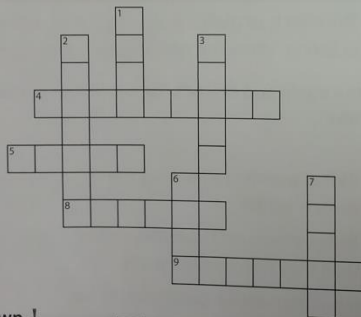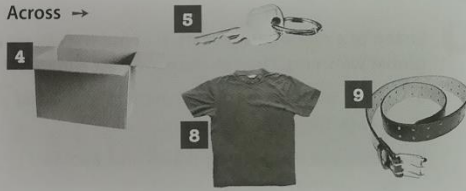
Down ↓

★★ 3 Choose the correct answers.

Recycle It!

Have you ever wondered what happens to the rubbish that we recycle? The chances are that you have used a product which contains something you threw away. The ¹· **cloth / paper / wool** we recycle becomes cereal boxes, Christmas cards and magazines. The ²· **glass / cardboard / wood** we throw away is turned into more bottles and jars, and is also used to make insulation materials for house construction. The metal ³· **bottles / cloth / tins** and ⁴· **jars / cans / cartons** we put in the recycling bin come back as parts of fridges, cars, aeroplanes and other metal products. The plastic bottles and ⁵· **cotton / leather / containers** that we place in plastic recycling bins become children's toys and garden furniture. And of course, the vegetable ⁶· **peel / cans / wood** that we throw away, together with egg ⁷· **jars / cloth / shells**, all decompose into fertiliser – and fertiliser is used to help grow new fruit and vegetables.

SPEAKING Conducting a survey

4 Complete the dialogue with the questions below.

• Do you think you could do more for the environment?
• Are you willing to pay a little more for green products?
• What kinds of things do you recycle?
• How far do you have to go to the nearest recycling bins?
• What do you do with your empty bottles?

A: ¹· ....

B: I recycle everything from paper to tins and cans.

A: ²· ....

B: I put them in the bottle bank.

A: ³· ....

B: The recycling bins are no more than a few metres from my front door.
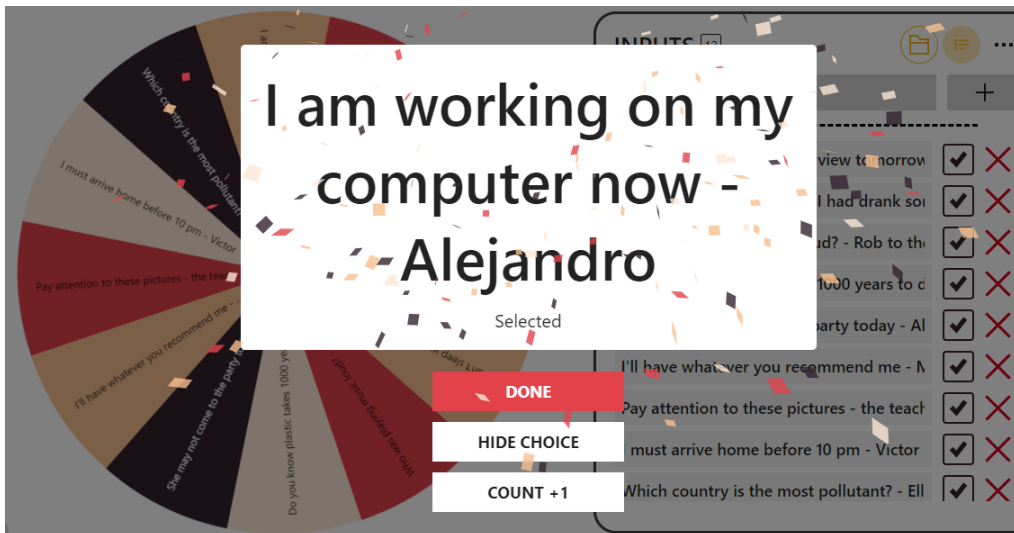
A: ⁴· ....

B: Yes, I suppose I could use fewer plastic bags and bottles.

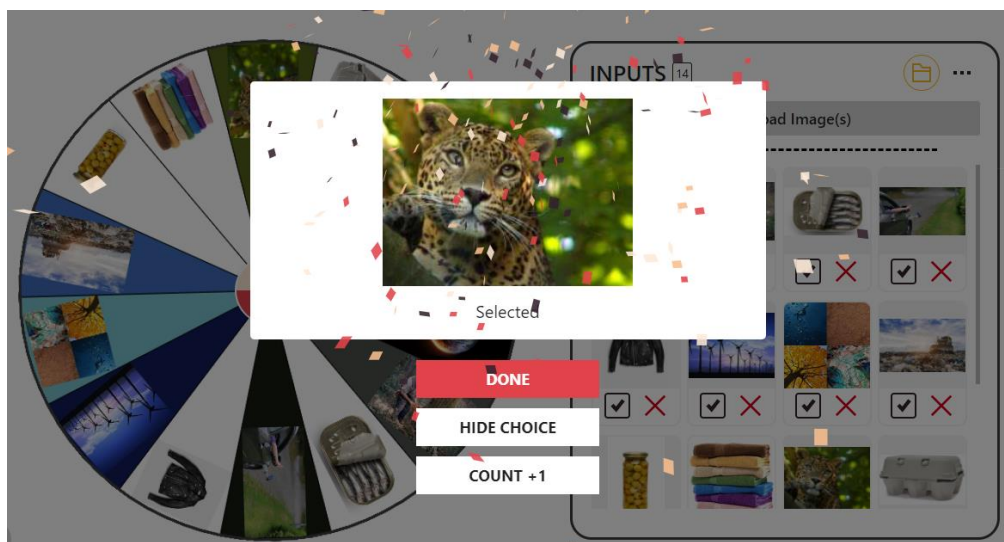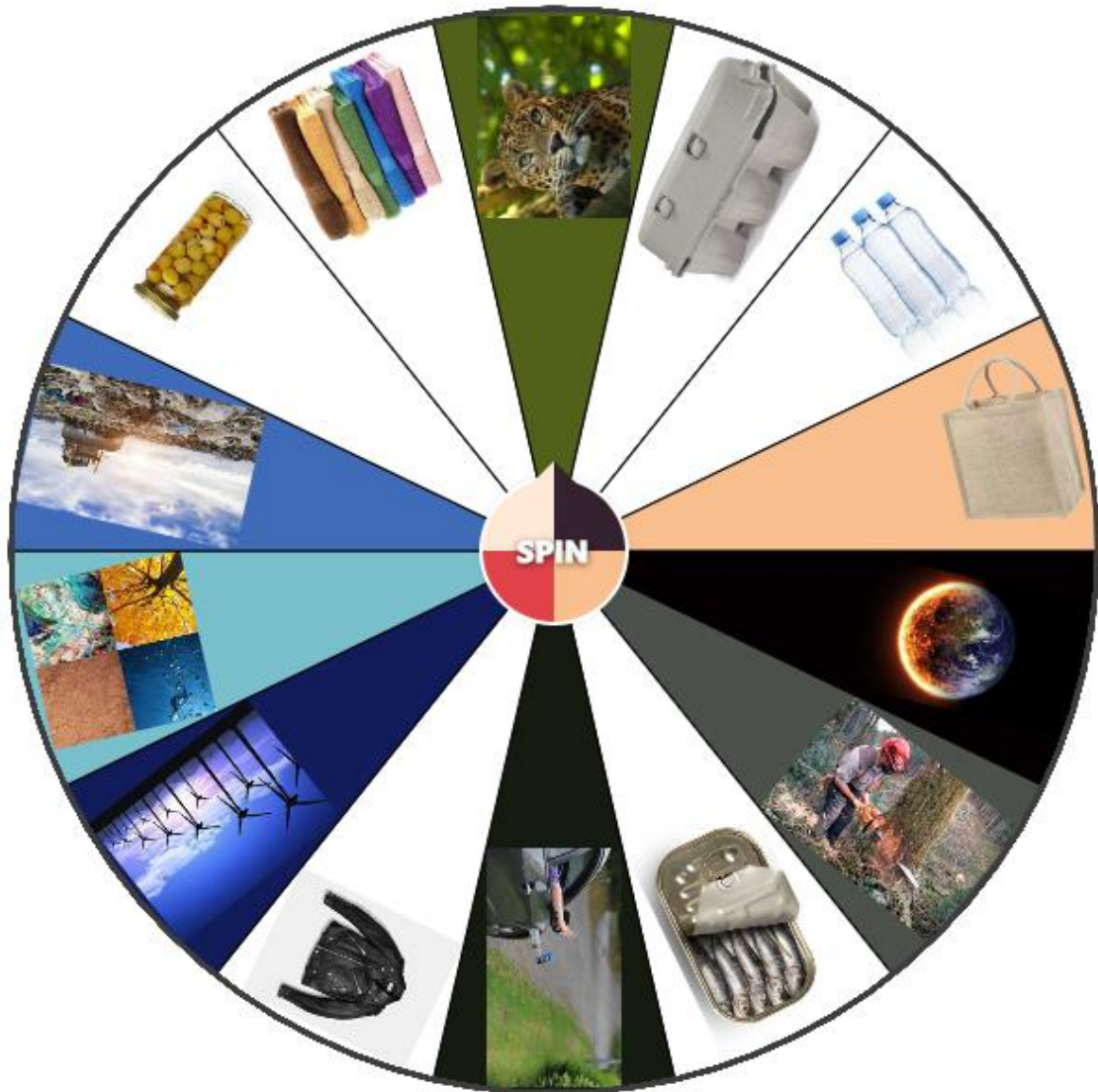A: ⁵· ....

B: Yes, I would pay a little more.

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Appendix I.1. *Grammar Pickerwheel. Activity 9.3. Session 9.*
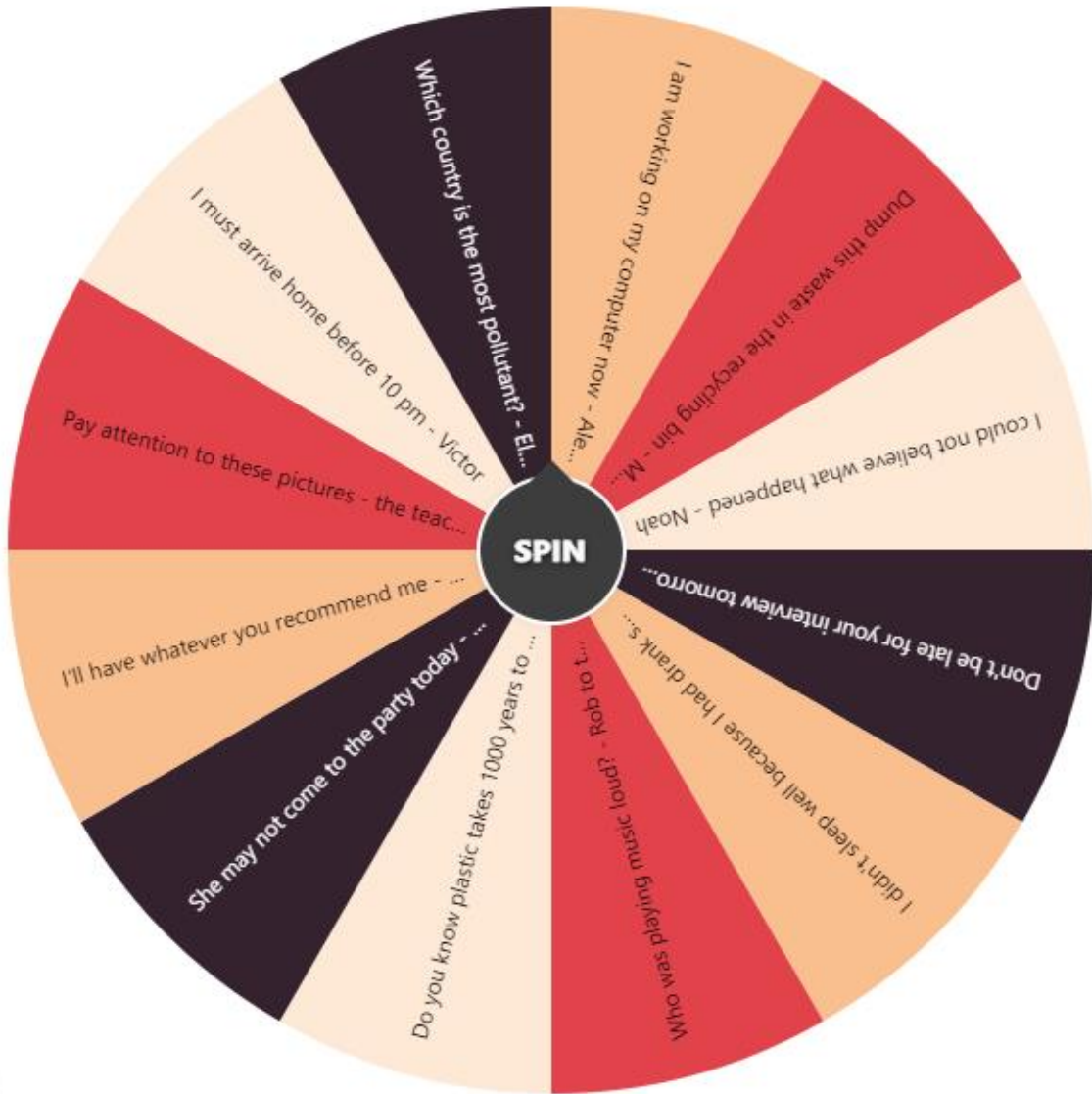
Appendix I.2. *Vocabulary Pickerwheel. Activity 9.3. Session 9.*

Appendix J. *Emojistory padlet. Activity 10.1.*

S Sofia Estrems + 23 • 27d

Emojistories
Write a short story between 30-40 words (3-4 lines in your notebook) about the emoji that you have been given. VERY IMPORTANT! YOU MUST INCLUDE EITHER A WORD FROM THE VOCABULARY OF THE UNIT (ENVIRONMENT OR RECYCLING) OR A REPORTED SPEECH SENTENCE. If you include both, that would be amazing! Free your imagination!

We were un the beach when appeared a wale .She Jumped and she did a tsunami .The tsunami polluted oll the beach and she broke oll the glass.Finally we became wale's Friends.

The fire in Australia is endangering the wildlife and so many animals are dying. We should all help the animals and put out the fire,so, why don't we start doing something?

One day in the street have more peel in the corner in the street and more plastic and paper in the dolor, this action polluted endangered more aprecies of the animals and inversa global Watling, but think one solution this consist on pit vins and you separate tour waste.

One day, the planet tierra was attacked for Two evil allien with big legs. The attacked passed un the 2022 and t'he humans dies every day. The supervivient human wrote un her diary that she found the solution nit she died and the humans to go extint

Scientists said that the city where my emoji lived was very polluted and my emoji was ill, it's allergic. But now it's living in a little village next to the sea, and it feels so well.

To night the house with my boyfriend,we were planning the trip we would do but he told me that we had to hurry to the airport, I bought the tickets but we arrived late for the flight and we had to wait to be able to take the other route, running through all the runing desperate to reach the next one, we made it.

You can throw the peel of the orange because is organic waste and no pullutes,you can make orange juice.
One orange asked to another orange if its peel could be recycle to safe the environment.
Woman takes the orange and went to the bin but the orange fell on the street and a car run over and the orange died.

One of the consequences of the global warming is the increment of the temperature, billions of people d'ont recycle and dump her litter in the streets. This accion endanger the wildlife

Yesterday mum told me we had to recycle. So , today I decided to be eco-friendly , and go to the landfills . I met Erika with a lot of bottles to recycle them . I said hello to her , and she said to me that she was recycling to improve the environment .

Last week I went to a second hand shop.In the shop there was a lot of rubish, but I chose a leather shoe.I chose because I thougt it was elegant and perfect shoe for me

The trees are very important for the environment. If people start polluting forest and cutting down the trees the planet will finish. Furthermore the people should respect the environment and save the planet

Today I have seen a boy who was dumping the plastic on the floor. I said to him that dumping plastic on the floor, was prohibited. Later, I returned the boy wasn't polluting the floor, he collected the plastic.

At present, money is very important. Thanks to it people can donate many money quantities of money to associations. This money helps to solve the global warming problem and end up with the pollution. Therefore, we need renewable energy

The other day Ana said to Israel that she was in love with him. They thought they agreed on everything but Israel thinks that the human activity hasn't got a negative impact to the environment and Ana doesn't agree with him.

Example:
Yesterday I argued with my best friend. Today, someone brought me a **pizza** that I hadn't ordered, with a "Sorry" written on the **cardboard**. Later, she phoned me and **asked me if I could forgive her.**

Yesterday, Mary told me that she went to the beach and saw a dead dolphin, and it was caught in a net with plastics, cans, bottles...
That make me feel so bad. We are endangering the wildlife and if we don't stop polluting, dumping disposable products on the sea, we will destroy the planet.

When I woke up this morning my mum told me not to forget the suitcase. I'm going to go to the airport to take a plane and visit a recycling plant where they recycle all types of materials: wood, plastics, metals...
I hope it is an interesting experience.

Yesterday, I was going with my friend to the shop to buy a carboard party hat.
She said to me that if there weren't carboard hats, I could buy a plastic one but I said to her plastic is more expensive and very difficult to decompose

The other day there was a protest to protect the environment. People said that they wanted stop pollution. As well as donates money to help the sea.
A group of persons they stood next to stop traffic signal.

One day, a child and his mum walked in the city and the temperature change. The child was surprised and scared. His mum said: Everybody should recycle because this help the global warming

The other day my friends and I were talking about global warming and we thought we are running out of time, but it is time to act. Consequently we decide we are going to start recycling and reusing

My mother said that they needed volunteers to dance in the dance festival and donate money to save the environment. People said that it was a beautiful action and i decided to take part. We can all contribute!!

If you don't recycle the humans will die , the people are scared because some one said to them that they going to die and so they started recycling.

Yesterday my best friend asked me if I wanted to go to the party by car and I answered her I preferred to go by bus because I wanted to do my bit to end up with the pollution 🚗🚗

Yesterday my family told me that I should take a shower instead of having a bath because we have to save natural resources. I thought about it a little and I realized that they are right, so from now i will only take showers.

Two days ago I was walking to see my grandmother with my reusable cup of milk tea when someone bumped into me, and my drink ended up all over my clothes. Inmediately he said to me that he was so sorry and also asked me if I was fine, I said to him that I was fine but I was late to a place

Extracted from: https://padlet.com/sofiaestrems97/ekxmjonq500qfjqf

Appendix K. *Students' reading self-evaluation* (identical for both groups).

	Totalmente en desacuerdo	En desacuerdo	Indeciso	De acuerdo	Totalmente de acuerdo
1. Me he sentido muy motivado por el tema de la lectura en todo momento					
2. He entendido las ideas generales del texto, aunque no todos los detalles.					
3. He sido capaz de adivinar el significado de las palabras por su contexto, sin necesidad de traducirlas al español.					
4. He sido capaz de entender buena parte del texto por mí mismo/a, sin consultar un diccionario ni recibir el apoyo de la profesora.					
5. Mi comprensión del texto ha resultado ser mejor de lo que esperaba al principio de la clase.					
6. En general, estoy satisfecho/a con mi comprensión del texto de hoy.					

Appendix L. *Students' Book Way to English 4 – Control group reading lesson.*

READING A special interest report

1 Read the report about a teenager who is trying to find a solution to an important environmental problem. How has he succeeded in getting help from other people?

Cleaning Up The Sea

When Boyan Slat was 16 years old, he went diving in Greece. While in the water, this Dutch boy made a very unpleasant discovery – there were more plastic bags than fish in the sea. He decided
5 to research this problem for his school science project.

Boyan discovered that millions of tonnes of plastic have reached the oceans. About 288 million tonnes of plastic are produced every year. Most
10 of the plastic litter is dumped in landfills, but approximately 10% of the litter eventually ends up in the ocean. Plastic concentrates in certain areas of the ocean due to rotating currents called gyres. This plastic is moving all the time because of these
15 gyres, so cleaning it up is a major challenge.

Boyan learnt that until now, people have attempted to clean up the plastic with nets. He said that using ships with nets to clean up the plastic would cost billions of dollars and take thousands of years.
20 Moreover, he warned that many fish would get caught in the nets.

Boyan wondered if he could come up with a different solution. After working with a team of experts, he found it. His idea is to use floating
25 barriers. The ocean's currents will carry the plastic bags into an area where they are surrounded by the barriers. Because the barriers are above the water, there will be no harm to sea life. The plastic that is collected will be recycled into oil and other
30 materials.

In 2015, Boyan set up a foundation called Ocean Cleanup and gave a talk at a TED conference to explain his plan. Nothing happened. Then, months after he had given his talk, the video of his talk
35 went viral. He received around 1,500 e-mails a day from people all over the world. They offered to help and in 15 days, he had received €73,000. Within little more than a year, Ocean Cleanup had almost €2 million.

40 Boyan said in an interview that public awareness was very important. He added that he hoped more people would take the issue more seriously, thanks to his project.

Boyan Slat

2 Copy and complete the sentences.

1 Boyan got an idea for his science project while ....
2 Before Boyan came up with his idea, people had used ....
3 Boyan's plan involves using ....
4 Ocean Cleanup is the name of ....
5 Boyan began to receive lots of e-mails and money after ....

3 Answer the questions.

1 What problem did Boyan decide to study?
2 What is a gyre?
3 How much money did Boyan raise for Ocean Cleanup?
4 How does Boyan hope his project will affect people?

4 Why does the text mention the following numbers?

1 16
2 288 million
3 10
4 billions
5 1,500

76