

# Trabajo Fin de Máster

## A Qualitative Study of Motivation in a Secondary EFL Classroom

### Estudio cualitativo sobre la motivación en un aula de inglés de secundaria

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## ABSTRACT

This paper studies motivation in a case group of 4<sup>th</sup> year of ESO students from CPI La Jota school. It uses Dörnyei's (1994) model to examine the factors that are affecting the motivation of students in this specific group. For the purpose of data collection, an observation period was conducted, followed by the design of a questionnaire completed by students and a set of individual interviews with the participants. Both quantitative and qualitative data were analysed in order provide understanding of the phenomenon in the specific context. The results show that the main subconstructs interfering in students' motivation are language anxiety, perceived competence in the L2, course-specific components, teacher's feedback and task presentation, group cohesion and classroom goal structure. Some recommendations based on relevant literature are provided to tackle the problems with these subconstructs.

KEY WORDS: motivation, language anxiety, subconstructs, qualitative, quantitative, cohesion, perceived competence, L2, Dörnyei, feedback.

Este trabajo se centra en el estudio del fenómeno de la motivación en un grupo de 4ºESO del CPI La Jota. En este caso, se ha utilizado el modelo de Dörnyei (1994) para poder investigar los aspectos que interfieren en la motivación de los estudiantes de este grupo específico. Para el proceso de obtención de datos se llevó a cabo un periodo de observación, así como el diseño de un cuestionario para ser completado por los estudiantes y una serie de entrevistas personales con los participantes. Los datos cuantitativos y cualitativos obtenidos fueron analizados para ofrecer conocimiento del fenómeno en el contexto específico de estudio. Los resultados muestran que los principales subconstructos que interfieren en la motivación de estos estudiantes son la ansiedad del lenguaje, la competencia percibida en la L2, componentes específicos del curso, el *feedback* y presentación de tareas por parte de la profesora, la cohesión de grupo y la estructura de la clase. Finalmente, se proporcionan algunas recomendaciones basadas en la literatura para paliar los problemas relacionados con estos subconstructos.

PALABRAS CLAVE: motivación, ansiedad del lenguaje, subconstructos, cualitativo, cuantitativo, cohesión, competencia percibida, L2, Dörnyei, *feedback*.

## 1.INTRODUCTION

One of the main concerns of many English teachers in secondary education is demotivation. As it has been identified as one of the major causes of low performance in the English class, as well as a factor that dispirits teachers.

In spite of the importance of motivation in secondary education, it is a topic that has been under researched. Many studies conducted around this issue offer a superficial view with few solutions or suggestions for improvement. Furthermore, other studies in which the researcher intervenes by implementing some changes, often show results that fail to offer an objective view of the phenomenon, as the intervention of the researcher alters the environment studied. Consequently, although these studies have successfully identified some possible causes of demotivation, a number of questions still remain for many teachers: Where does this demotivation come from? And most importantly: What can I do about my students' demotivation in my particular context? These are the questions that the present dissertation will aim to answer.

The main aim of this study is to investigate the factors influencing motivation in a Secondary EFL classroom, so as to contribute to our understanding of this phenomenon and to suggest some strategies and techniques which may help teachers develop motivation. Moreover, this dissertation will attempt to demonstrate how qualitative tools can be used to investigate motivation in the EFL classroom so that teachers may conduct similar studies to investigate and understand this phenomenon of motivation in their own contexts. For this purpose, a case group of 4<sup>th</sup> year ESO students will be studied. Regarding the tools, an observation period, followed by a questionnaire based on Dörnyei's (1994) model and a set of individual interviews will be used. Quantitative and qualitative data will be analysed in order to provide an overall view of the phenomenon and to establish relations between variables as well as to study the phenomenon attending to specific cases within the group. After the analysis, some suggestions for improvement will be put forward.

## 1.1 CONTEXT OF THE STUDY

The case group belongs to the school CPI La Jota, which is located in La Jota a working-class neighbourhood, in Zaragoza. The school offers a bilingual program, although the group where the study was conducted is a non-bilingual one.

The specific group is formed by 18 students, 10 boys and 8 girls and is quite heterogeneous: there are two immigrant students from Morocco, a student with high capacities with a very high level of English and two students with significantly lower level of English than the rest of the class. The teacher is a middle-aged woman who has 15 years of experience teaching English, both in Spain and abroad. The main materials and activities that she uses belong to the book chosen by the English department: *Advanced: Think Ahead* (Marks and Scott, 2019) by Burlington Books. All the data of this study was collected during my student-teacher placement, which lasted one month.

## 2.JUSTIFICATION

This research is justified by the lack of studies regarding motivation that have been conducted in secondary education in Spain and, more specifically in Zaragoza. Moreover, this study is intended to serve as a reference point for other teachers and researchers attempting to understand the phenomenon of motivation in a particular context and to serve as a model for future classroom research that could be conducted in other contexts with similar characteristics. Although some other studies on motivation have been conducted, most of them fail to provide an objective perspective of the phenomenon (as the researcher is usually an active participant) or do not make any specific suggestions for improvement. In the present study there will be a non-participant observer, which is expected to yield more objective information. In addition, a number of suggestions for improvement will be put forward that I hope can serve as a model for the analysis of similar situations in other contexts.



## 3.THEORETICAL AND LEGAL FRAMEWORK

### 3.1 THEORETICAL FRAMEWORK

Motivation has become one of the main concerns for secondary education teachers, regardless of their age or educational context. As Dörnyei (2011) contends, teachers often find demotivation amongst their students, as it can be considered one of the most generalised issues in the field of education. For the purpose of this dissertation, different sources as well as previous studies in the field of motivation will be commented on in order to provide the reader with the concepts on which the present study is based.

#### 3.1.1 LITERATURE REVIEW

From a general perspective, motivation is defined in the *Longman Dictionary of Applied Linguistics* as the set of factors that determine a person's desire to do something (Richards, Platt and Platt, 2000). This definition has been selected among many existing others as it clearly reflects the complex nature of the construct by alluding to different components or factors, as it will be considered in the following sections. Nevertheless, the issue is not as clear when applied to students motivation. Over the last decades, many experts have contributed to the development of the subconstruct, such as Deci (1975) with the distinction between extrinsic and intrinsic motivation. This author defines extrinsic motivation as the one related exclusively to external facts, whilst intrinsic motivation is presented as the one that appears when doing activities without any external reward. Deci and Ryan (1985) also contribute to explaining the issue of motivation with the *Self-determination theory*, in which the two types of motivation previously mentioned are regarded, for the first time, as counterparts that interact between them and not as one being the opposite of the other.

Gardner (1985) provides a definition of motivation from a psychological perspective, understanding the construct as a combination of factors related to the social context and psychological features of the learner. The subconstructs proposed by this author are instrumental and integrative motivation, understood as the types of motivation prompted by the potential usefulness of the L2 and the desire to integrate within a certain culture, respectively. Although widely influential, it did not go unchallenged, mainly due to the lack of relevance given to cognitive aspects (Dörnyei, 1994).

As mentioned above, motivation in education is a complex construct that needs to be considered from different perspectives and attending to many different factors. In order to provide the reader with a more complete view on motivation, and more specifically to L2 motivation, the L2 motivational construct proposed in Dörnyei (1994) will be considered throughout the paper. In Dörnyei (1994), motivation is described adopting a tripartite perspective, dividing its components into three levels: social, personal and educational. These components, also referred to as subconstructs, help conceptualise motivation in education from a broader perspective than the one presented in previous research studies.

The first level, which Dörnyei (1994) calls *Language Level motivation*, includes theories of instrumentality and integrativeness. In this level, Dörnyei (1994) includes all the aspects of the L2 that can affect students' motivation, such as its potential usefulness for the learners' future (instrumentality) or the desire to integrate with the culture where the L2 is used (integrativeness). The concept of instrumentality is defined as the perceived usefulness that English can have in the students future, such as helping them get a good job or a promotion, understand a report for university or allowing them to live in a foreign country. On the other hand, integrativeness is understood as the desire of the student to be able to assimilate in an English-speaking culture, thus, being able to make English-speaking friends, to integrate in a certain community or to travel abroad in order to know other cultures, amongst others.

The second level, the *Learner Level motivation*, involves aspects related to the learner itself, such as self-efficacy which, following Dörnyei (1994), refers to the individual's perception of their own ability, in this case in the L2, to perform a task. On the other hand, language anxiety and perceived competence in the L2 are considered to be the two components of self-confidence, which is defined in Dörnyei (1994) as the belief in an individual's ability to successfully complete a certain task. The last concept included in this level is need for achievement, which in Dörnyei (1994) is regarded as the need that a learner has to achieve a certain goal for excellence own sake. As it will be observed in the following sections of this paper, the aspects related to the learner and belonging to this level will be of special relevance.

The third and last level proposed in Dörnyei (1994) is the *Learning Situation Level*, in which aspects related to the course, teacher and group are specified. With regards to course-specific components, some subcomponents are identified in Dörnyei (1994). The first of these subcomponents is interest or drive to know about the individual's environment (Dörnyei, 1994). The second and third are relevance of the instruction and *expectancy of success*, respectively. Dörnyei (1994) relates this expectancy of success with self-efficacy with self-confidence, more specifically, with self-efficacy, which are therefore connected both to the level of the learner and to the learning situation. The last of these four subcomponents is satisfaction, which, as stated in Dörnyei (1994), involves both intrinsic and extrinsic rewards.

With regards to the aspects related to the teacher, three subcomponents can be observed: authority type adopted by the teacher, including responsibility sharing by giving options to learners; affiliative drive, explained as the desire learners have to please the teacher (or the parents); and socialization of students motivation. The last subcomponent, socialization of students motivation, is believed to consist of three elements: (i) modelling or serving as a model for students, (ii) task presentation showing the potential usefulness and (iii) interest of the task and feedback, which can be controlling or informational.

1.LANGUAGE LEVEL	-Integrativeness -Instrumentality
2.LEARNER LEVEL	-Need for Achievement -Self-confidence <ul style="list-style-type: none"> <li>• Language Anxiety</li> <li>• Perceived Competence in the L2</li> <li>• Self-efficacy</li> </ul>
3.LEARNING SITUATION LEVEL	-Interest -Relevance -Expectancy -Satisfaction
○ Course-specific components	
○ Teacher-specific components	-Affiliative Drive -Authority Type -Direct socialization of motivation <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Task Presentation</li> <li>• Feedback</li> </ul>
○ Group-specific components	-Goal-orientedness -Norm and Reward System

	-Group Cohesion -Classroom Goal Structure
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Chart 1: Adapted from Dörnyei (1994)

Finally, the components that are specific to the group of learners are divided in Dörnyei's model into goal-orientedness, norm and reward system, group cohesion and classroom goal structures. The first and second subcomponents refer to the existence of goals shared by the group of learners and that all the members are determined to pursue as well as to the existence of an internal set of norms with which all the members of the group agree, respectively. The third subcomponent, group cohesion, refers to the strength of the link between the members of the group whilst, the fourth and last subcomponent, goal structures, alludes to the kind of structure that can be found within the group, and which can be cooperative, competitive or individualist.

This tripartite model of Dörnyei (1994) and the components mentioned will be used to analyse the different motivational factors involved in the research study shown in this paper in order to try to determine which of those factors play a role in students demotivation in the specific group studied.

### 3.1.2 PREVIOUS STUDIES

In addition to the literature mentioned above, this dissertation also draws from previous studies aiming to determine the factors that lead to demotivation in a group of foreign-language learners, including Wei (2016), Lo and Hyland (2007) and Csizér and Lukas (2010). Wei (2006) identified three main causes for the lack of motivation: lack of instrumentality, insufficient interaction and lack of creativity when using teaching materials. In Lo and Hyland (2007), the factors causing demotivation were lack of personal involvement and of autonomy and lack of opportunities for self-expression and creativity. As it can be observed, the results obtained in the study are directly related to the aspects mentioned in previous theories commented above. Finally, in Csizér and Lukas (2007), results showed that opportunities to make decisions played an important role in the level of students' motivation.

Other studies have pointed to a different set of factors leading to demotivation. The results provided by Oxford (1998) cited in Dörnyei (2011), for example indicate that the

factors causing demotivation were: the teacher's relationship with learners, the teacher's attitude regarding materials or a discrepancy between the teacher and the learners' style. Furthermore, some other findings showed that the type of activities, considered by students repetitive or irrelevant, also played an important role in the lack of motivation.

A second investigation, published by Dörnyei (1998), found that other components affecting the level of motivation included elements related, not only to the teacher and materials, but also to the schools, such as the number of students in each group or the availability of resources.

The last research is Sakai and Kikuchi's (2009) about demotivation in Japan. This study helped identified other additional causes of demotivation, which were the characteristics of the class such as the content, excessive focus on grammar or monotonous lessons. Past and present experiences of failure were also deemed to be important.

These investigations help us identify the possible components that we need to observe and consider when conducting a similar study. The present study will try and identify the components that have an impact in students' motivation when observing the specific case group.

### 3.2 LEGAL FRAMEWORK

The legal specifications followed for the design and implementation of the course of the case group have been extracted from the Aragonese Curriculum, more specifically, orders ECD/489/2016 and ECD/65/2015. When analysing these documents, we can see that motivation, although sometimes neglected in the context of the classroom, is regarded as very important from the legislative point of view.

In ECD/489/2016, competences are established as the central element. Competences, in this case, are defined as the combination of practical skills, knowledge, motivation and ethical values, attitudes, emotions and other social and behavioural components that work together to achieve an effective action. As we can see, the construct of motivation is one of the key elements that are included in this definition. In terms of

methodological guidelines, it is stated that intrinsic motivation should be promoted amongst students and that their interests and needs should be taken into account to take actions that promote motivation. As part of these general methodological guidelines, the role of the teacher is also highlighted, as it is stated that he/she will act as instruments of motivation for students.

With regards to the methodological specifications for the stage, it is stated that affective components and motivation should be given relevance in the learning process and that this motivation should be achieved by implementing tasks and situations that allow students to put their knowledge into practice in real-like contexts.

In addition to this, the dispositions in ECD/65/2015 establish that one of the main methodological principles that need to be used is the development of motivation and creativity by encouraging contact with foreign speakers, which related to the concept of integrativeness and by promoting activities that arise curiosity and interest. Finally, a last methodological specification provided by the curriculum alludes to the need for English teachers to choose a methodology that promotes interaction and real-like situations, so as to foster instrumental motivation amongst students.

In sum, legal provisions include motivation as one of the main components to take into consideration when teaching and designing a course. For this reason, this study will aim to identify those subconstructs that are playing a role in decreasing students motivation in this group, and it will try to provide solutions for curricular specifications to be met.

## 4.METHODOLOGY

### 4.1 METHODS

#### 4.1.1 QUALITATIVE STUDY

The present research is a qualitative case study. As it follows a qualitative approach, the present study is context-bound, thus, the results obtained as well as the suggestions for improvement are valid for the specific group that is being studied and, therefore, the conclusions drawn cannot be extrapolated to other contexts. Therefore the study does not aim to achieve external validity but to provide knowledge of the phenomenon occurring in the specific context studied and to try to understand the dynamics between different factors and variables. In addition to this, one of the main aims of the study is to consider all of the possible variables and test how they interact between themselves, as well as the effect that this interaction of variables has in the construct of motivation.

In this qualitative study, the approach follows a double perspective. On the one hand, general tendencies will be identified in order to provide a general picture of the situation in the particular context of analysis. This approach *nomothetic* approach intends to establish patterns, tendencies and relations between different variables, which will provide a deeper understanding of the phenomenon. Nevertheless, as it is a qualitative study, an *idiographic* approach will also be adopted. Based on this, I will focus on individual cases, particular differences and singularities, as they are also relevant in order to understand the phenomenon in the specific context of an EFL classroom.

As previously explained, this research is a multiple case study. The characteristic feature of this type of study is that it is based on the research and systematic analysis of a particular case. In this study, the particular case would be represented by a non-bilingual 4<sup>o</sup> year of ESO group in CPI La Jota school that will be described in the following section.

#### 4.1.2 PARTICIPANTS

The researcher will be a non-participant observer in the context of the classroom and no methodological changes will be implemented on their part.

The group that represents the object of the study is a non-bilingual group of 4<sup>th</sup> year of ESO students from CPI La Jota school in the neighbourhood of La Jota in Zaragoza, Spain.

The group is formed by a total of 18 students aged 15 to 16 years consisting of 10 boys and 8 girls. Many of the students belonging to this group do not show a particular interest in the English subject, as they did not apply to be included in the bilingual group. Furthermore, the ones who applied for the bilingual group were not accepted because of their low grades, so the group observed is not characterised by a high mean in terms of grades. It is important to note that it is a very heterogenous group, as there is a boy with high capacities with a significantly higher level of English, but also a couple of students that have a significantly lower level than the rest of the class and struggle with English. Moreover, there are two immigrant students from Morocco, one of them with a higher level of English than most of the class and another one who has never studied English before and who does not have a good command of the shared L1 of the classroom either (in this case, Spanish).

For the purpose of the study, it should be noted that all of the students were observed during the lessons, but not all of them actively participated in the study, as the response rate of the questionnaire was of 13 responses out of 18 total students.

#### 4.1.3 MATERIALS

In addition to the participants that were involved in the study, this section aims at specifying the materials used for data collection. For the purpose of reliability of the study, three different materials were used to collect and triangulate data: notes on observation of the classroom, a questionnaire and interviews to some of the students.

The first material used was a set of notes taken from observation. The group of study was observed by the researcher for a period of one week during the English lessons and, in order to make the study as rigorous as possible, notes were taken on the most relevant aspects observed and included in data collection tables (see Appendix I).

After the observation period where notes were taken from classroom observation, a questionnaire was used to collect data (see Appendix II). The questionnaire was designed by the researcher taking the validated questionnaires by Gardner (2004) and You & Dörnyei (2016) as a reference point for both the structure and the questions included. In addition to these validated questionnaires, the guidelines included in



Dörnyei and Csizér (2012) on designing surveys in second language research were also taken into account. The questionnaire was designed in Spanish to make it easier for students to share their answers.

Once the data had been collected using the questionnaires and the information in them analysed, a number of interviews to some of the members of the group were conducted (see Appendix III). All of the information collected from these interviews was transcribed. The interviews were also conducted in Spanish, so that students felt more comfortable to share their thoughts.

## 4.2 PROCEDURE

In this section of the methodology, the process of data collection will be explained. This section will be divided into three different subsections corresponding to the three materials used for data collection.

### 1. Observation of the group

The first procedure consisted in the observation of the case group. In order to select the group, I used the data about the group that I had collected during the first placement period, when I noticed a lack of motivation in this specific class. Then I started a one-week period of observation of a total of four fifty-minute English lessons in order to test my impressions from the first placement period on their demotivation. The observation was focused on identifying how the different subconstructs of motivation established in Dörnyei (1994) were present in the group. For this purpose, some elements such as the methodology used by the teacher, patterns of interaction and participation, observation of the materials used and attitude of the students, amongst others, were observed. In order for this process to be as reliable as possible, the most relevant information was included in an observation chart. Regarding the analysis of the data collected from the observation, the different issues extracted from the chart were grouped into different categories depending on the type of construct involved. For the process of data reduction, I selected the notes that were addressing the same construct and I grouped them in a table. Once the notes had been placed all together under the corresponding

construct, I identified to which subconstruct or subcategory they belonged, in order to examine the different factors involved.

## 2.Completion of the questionnaire

After the observation, I used a questionnaire including Liker-scale questions to collect data from the perspective of the students. Following an ideographic approach, I also used open questions, so as to identify and investigate singular, contingent or unique phenomena vis-á-vis motivation in the case group. The questionnaire was handed to students using Google Forms because it was considered to be a more appealing format for them (as they are used to use electronic devices on a daily basis) and the most convenient way for me to collect all the data. This type of format also allows the researcher to see general tendencies, but it is especially useful when all the responses from a particular individual want to be observed.

Students were required to write their ID number as a way of adding reliability to the study and to have the opportunity to conduct individual interviews to particular students in the third part of the process. The reason for requiring their ID instead of their name, was for them to answer the questions with sincerity, as neither their teacher nor the researcher knew the students' ID numbers.

The questionnaire was filled in during class time, so that a higher response rate could be achieved. Nevertheless, as some of the students did not have electronic devices with them, they were required to fill it at home. In this respect, it is important to mention that some of the students in the group refused to complete the questionnaire, so only 13 out of the total 18 students filled in the questionnaire.

Once the questionnaire was completed, the data was analysed: quantitative data on the one hand and qualitative data on the other. Regarding quantitative data, the mean and standard deviation was calculated and correlation between variables established. Qualitative data was collected and grouped to establish different categories depending on the issue each answer addressed, in order to be able to observe specific aspects of particular individuals.

## 3.Interviews with students

After the information from the questionnaires was analysed, I conducted personal interviews with some of the students who had completed it. The students participating in the interviews were selected using the data from the questionnaires, in order for the sample to be heterogenous and representative of the whole case group in terms of level of motivation. A total of 6 participants were selected for the interview: 2 students that seemed to be very motivated, 2 that did not seem too motivated and 2 that seem to be very demotivated. For reliability purposes, the battery of questions in the interviews were previously written down so that the structure of the interview was coherent. Due to privacy policies, as the study involved underaged students, the interviews could not be recorded. Nevertheless, in order for this study to be as reliable as possible, I directly transcribed all the information provided by students. The aim of conducting these interviews was to address some of the issues that arose from the open questions in the questionnaire, as well as triangulating data about the possible interaction between variables that was supposed to have an impact on the phenomenon of motivation.

## 5.RESULTS AND ANALYSIS

### 5.1 CLASSROOM OBSERVATION

The data collected reveal that students in this case group present a lack of motivation as noted in their behaviour: they do not participate, they do not use the L2 unless explicitly required, they study other subjects during the English lessons and the English stop paying attention very easily. On the other hand, the results of using this tool show that the observations were clearly related to certain subconstructs of motivation, as it will explained in the following paragraphs of this section.

One of the subconstructs targeted in the observations data is the Learner Level motivation and, more specifically, self-confidence. These data suggests that one of the main concerns of the students in this group is language anxiety. Many of the students were anxious during their oral performances and did not want to be heard by the rest of the class. Some of them even tried to leave the class when their own video was being watched or covered their ears, so as not to listen to themselves speaking. The other aspect belonging to the Learner Level that stands out in the data collected is students'

perceived competence in the L2. In this regard, some of the students stated in front of the rest of the class that they could not speak in English or even refused to do so.

Another category addressed during this observation period is the Learning Situation Level. Within this category, the first subconstruct addressed is teacher-specific components, especially issues related to feedback and task presentation. It can be observed that no feedback or comments on the students' oral presentations were given during the whole observation process. On the other hand, regarding task presentation, the teacher tried to get students' to focus their attention on the activities they were going to do just by trying to scare students with the exam and the structure of the lesson is a teacher-centred type, in which students only participate when they are asked a question.

A number of course-specific components were also identified in the data. Students showed a higher level of attention when topics for discussion that were motivating for them appeared (e.g.: music, videogames, films...) whereas they complained about the activities that involved tasks or topics that they did not find interesting or relevant (e.g.: a text about coffee). It can also be perceived that, when a topic in which they are interested appears in the English class, the rates of spontaneous participation increase significantly, especially among those students who tend not to participate or that tend to use the L1 instead of English.

Finally, a number of aspects connected to group-specific components can be observed, notably, group cohesion and classroom goal structure. In terms of group cohesion, students tend to point out one another in order not to read. Moreover, they interrupt other classmates when they are participating, comment disrespectfully on other classmates' mistakes and, in general, the atmosphere of the class is disrespectful. Regarding the classroom structure, students do not cooperate, as the same students tend to participate all the time while others do not participate. In addition, they tend not to pay attention to their classmates' interventions.

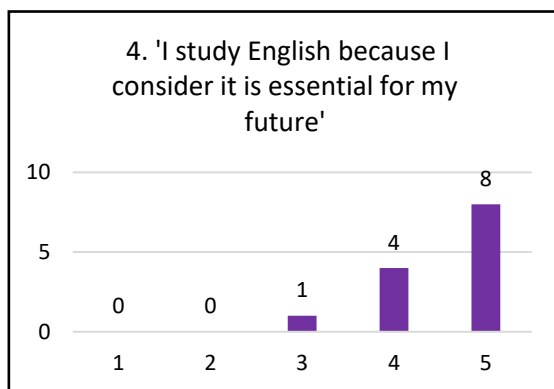
## 5.2 QUESTIONNAIRE

The second tool used to collect data was a questionnaire in which aspects related to the different subconstructs proposed in Dörnyei (1994) were included (see Appendix IV). As previously mentioned, this study has a double perspective: idiographic and nomothetic. For this reason, the questionnaire includes Likert-scale questions in order to establish patterns and relationships between variables as well as providing a general picture of the phenomenon, and open questions aimed to provide more comprehensive data including specific cases. Following this differentiation, this section will be divided into results provided by Likert-scale questions and those provided by open questions.

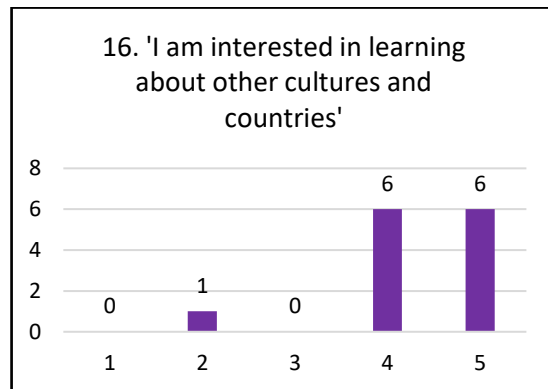
### 5.2.1 QUALITATIVE DATA

#### 5.2.1.1 PATTERNS AND GENERAL TENDENCIES

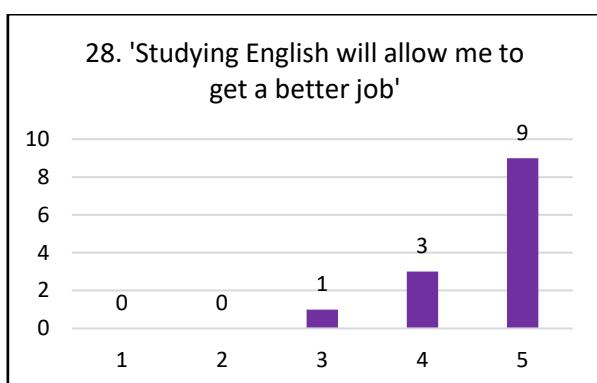
When observing the Likert-scale items included in the questionnaire, it can be noticed that the general tendency reflects high levels of awareness in terms of the subconstructs of instrumentality of the language (graphs 1 and 2) and integrativeness (graph 3) in the Language Level. The results presented in table 2 show students believe English is very useful for their future (with a mean score of 4.5/5) and to find a better job (4.6/5), aside from showing great interest in other cultures (4.3/5).



Graph 1 Frequencies of responses to question 4



Graph 2 Frequencies of responses to question 16



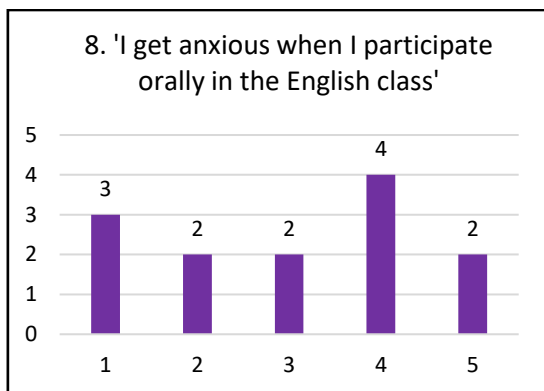
Graph 3 Frequencies of responses to question 28

QUESTIONS	MEAN	STANDARD DEVIATION
QUESTION 4	4.5/5	0.66
QUESTION 16	4.3/5	0.85
QUESTION 28	4.6/5	0.65

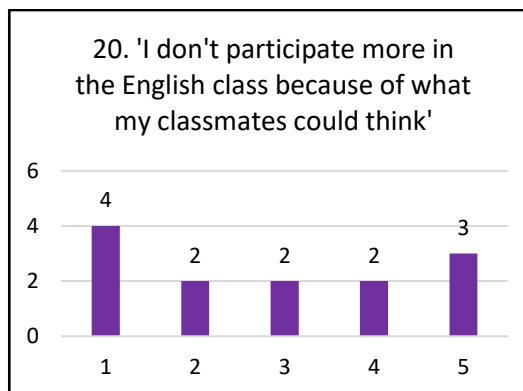
Table 2 Results for Language Level motivation (questions 4, 16 and 28)

In the questions related to the Learner Level we find results that support the findings of the observation period. Regarding self-confidence, one third of the students reported feeling moderate to high levels of stress (see graph 4). I found a surprisingly high number of students (graph 5) that admitted to not participating because of what their classmates could think. Moreover, the results show that students think they will do it wrong when they speak in class (with a mean score of 3.3/5).

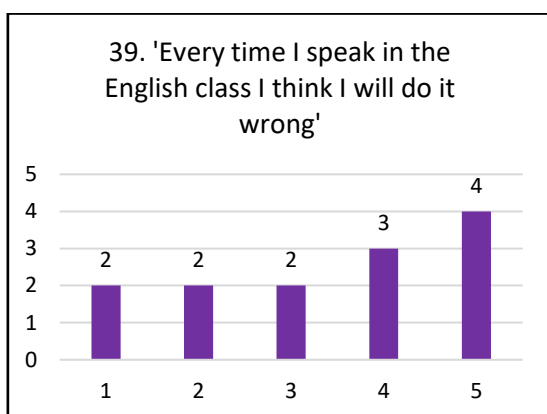
Another interesting finding is that there is a high standard deviation in the scores, which indicated that the level of language anxiety varies greatly amongst students. From this variation, we can infer that language anxiety is more present in some students than in others and this difference, although it may be caused by students' different personalities, could also be affected by the interference of other factors, as will be explained in the '*Relations between variables*' section.



Graph 4 Frequencies of response for question 8



Graph 5 Frequencies of response for question 20



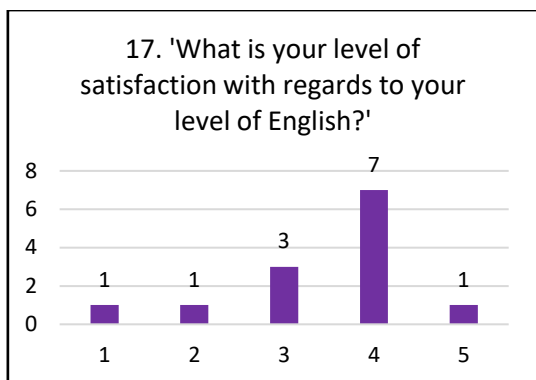
Graph 6 Frequencies of response for question 39

QUESTIONS	MEAN	STANDARD DEVIATION
QUESTION 8	3/5	1.47
QUESTION 20	2.8/5	1.62
QUESTION 39	3.3/5	1.5

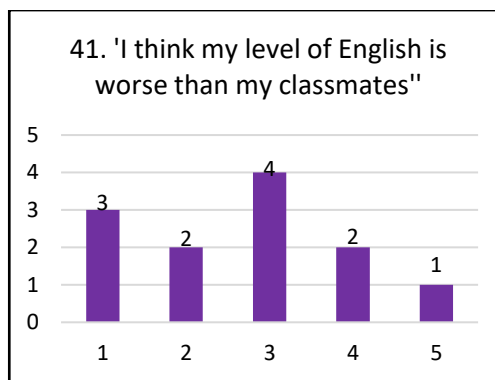
Table 3 Results for Learner Level motivation (questions 8, 20 and 39)

As we can see in table 4, the students show moderate levels of perceived competence in the L2 (mean = 3.4). Yet, some students consider they have a low level of English proficiency, whilst others feel their level is good enough (graph 7). In some cases, students even consider their level to be lower than their classmates' (graph 8). As it can be extracted from table 4, there is great dispersion of results, which shows that this is a subconstruct that is affecting motivation in the case of some students and that, therefore, should be considered by the teacher in certain situations, especially when

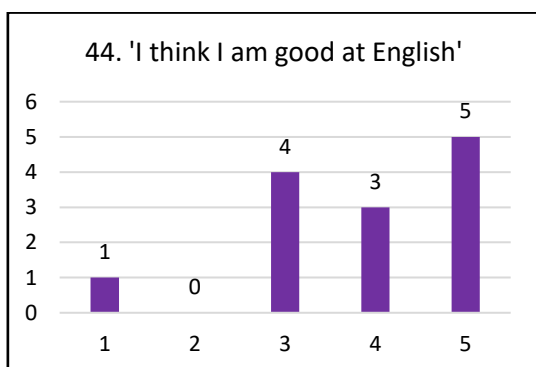
giving feedback, as different styles could be adopted depending on the students' perceived competence. Regarding self-efficacy, it can be observed in table 4 that the dispersion rates are not high, as most students consider themselves to be good at English (graph 9). Nevertheless, it is important to notice that there are some students that do not agree with the general tendency and show lower levels of self-efficacy, which may be affecting their motivation.



Graph 7 Frequencies of response for question 17



Graph 8 Frequencies of response for question 41



Graph 9 Frequencies of response for question 44

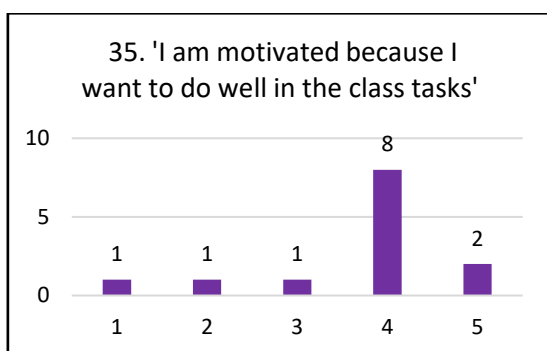
QUESTIONS	MEAN	STANDARD DEVIATION
QUESTION 17	3.4/5	1.05
QUESTION 41	2.6/5	1.25
QUESTION 44	3.8/5	1.21

Table 4 Results for Learner Level motivation (questions 17, 41 and 44)

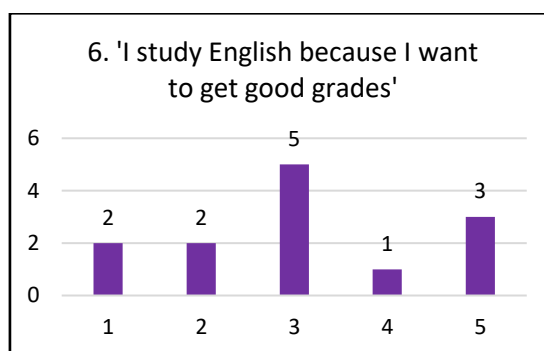
Finally, the results show need for achievement is a powerful motivating factor, as indicated by their interest in correct task completion (graph 10) and their desire to



obtain a good grade (graph 11). As we can see in table 5, there is greater dispersion in the case of willingness to get good grades in comparison to task completion. These results show that, for some students., the need for achievement when doing class tasks is a powerful motivating factor that could be prompted, for instance, by the types of tasks or the way in which they are presented, whereas for some students grades are also important in this regard which, as we will see in the 'Interviews' section, might be interfering with other factors, such as their perceived competence in the L2 (the better the grades, the higher their perceived competence).



Graph 10 Frequencies of response for question 35



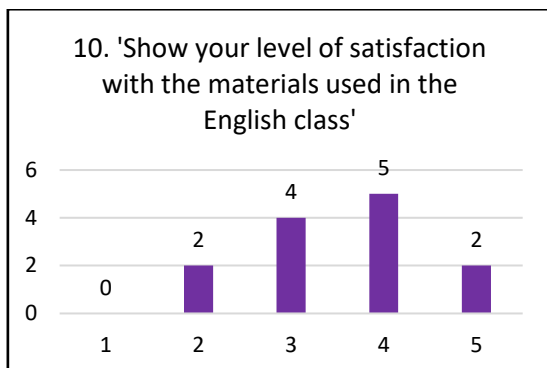
Graph 11 Frequencies of response for question 6

QUESTIONS	MEAN	STANDARD DEVIATION
QUESTION 35	3.6/5	1.1
QUESTION 6	3/5	1.38

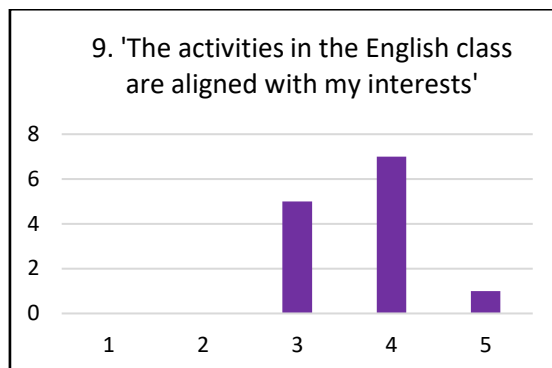
Table 5 Results for Learner Level motivation (questions 35 and 6)

With regards to the Learning Situation Level, we find questions addressing the three subconstructs: course-specific, teacher-specific and group-specific components. In the case of course-specific components, the subcategories addressed in the quantitative questions are relevance and interest. Results show moderate levels of content with classroom materials (graph 12) and activities (graph 13), with low levels of deviation, which implies that students consider materials and activities not to be bad, but they consider that they could be improved (table 6). As it will be explained in the following section, these results need to be considered in conjunction with those from qualitative data, where students consider materials and activities to be the aspect that needs most

improvement. A possible explanation for this difference in the results could be that some other factors may be playing a role as well, such as task presentation or the methodology used by the teacher to implement the activities.



Graph 12 Frequencies of response for question 10

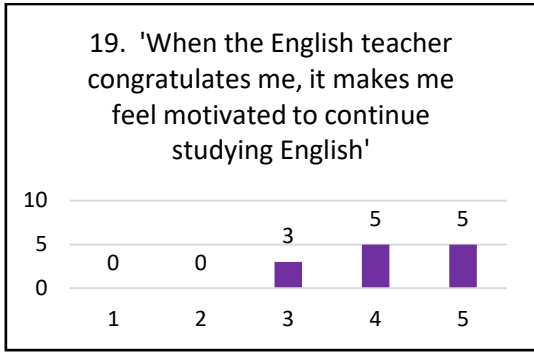


Graph 13 Frequencies of response for question 9

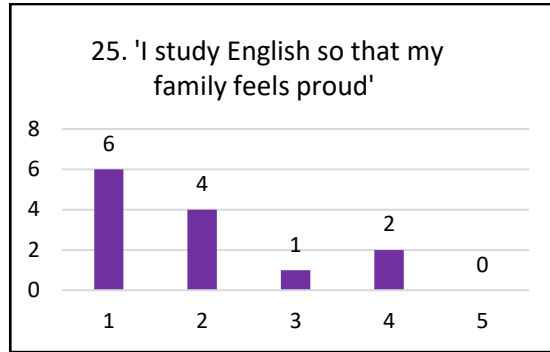
QUESTIONS	MEAN	STANDARD DEVIATION
QUESTION 10	3.5/5	0.9
QUESTION 9	3.6/5	0.6

Table 6 Results for Learning Situation Level motivation (questions 10 and 9)

In terms of teacher-specific components, quantitative questions involve the following subcategories: affiliative drive and direct socialization of motivation, including feedback and error correction, as well as task presentation. With regards to affiliative drive, results show that students like to make their teacher feel proud (graph 14) whereas they do not care much about making their family proud (graph 15). In terms of deviation, results show low levels of deviation in both cases (table 7), so it can be determined that affiliative drive in terms of their family would not condition motivation, unlike affiliative drive on the part of the teacher, which has been shown to be a motivating force and which could be determined by other elements such as the way in which the teacher gives feedback and corrects errors.



Graph 14 Frequencies of response for question 19

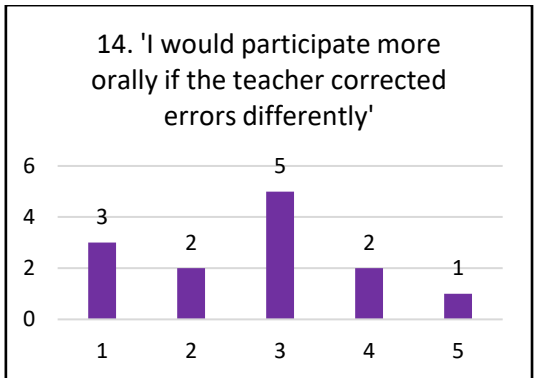


Graph 15 Frequencies of response for question 25

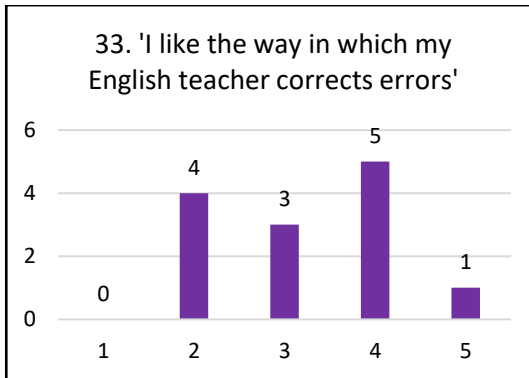
QUESTIONS	MEAN	STANDARD DEVIATION
QUESTION 19	4.15/5	0.8
QUESTION 25	1.9/5	1.1

Table 7 Results for Learning Situation Level motivation (questions 19 and 25)

With regards to feedback and error correction, results show moderate levels of dispersion of response, which implies that there are students who do not like the way and/or amount of feedback and error correction provided by their teacher. In terms of average response, means are significantly low, showing that this subconstruct may be affecting the motivation of some students.



Graph 16 Frequencies of response for question 14

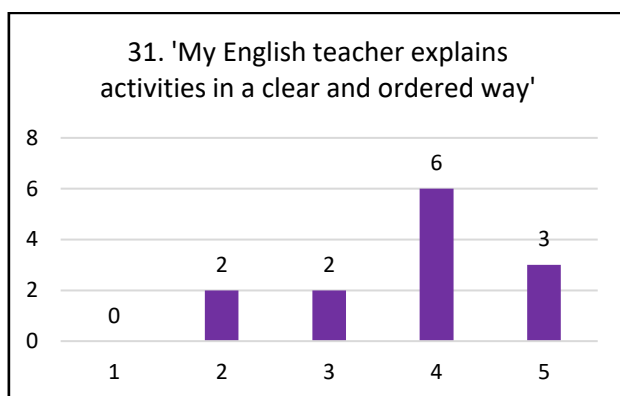


Graph 17 Frequencies of response for question 33

QUESTIONS	MEAN	STANDARD DEVIATION
QUESTION 14	2.6/5	1.2
QUESTION 33	3.2/5	1

Table 8 Results for Learning Situation Level motivation (questions 14 and 33)

Results also show a moderate level of agreement with the way the teacher presents tasks (graph 18) but a relatively high level of dispersion of responses (table 9), which implies that some of the students are content with the way tasks are presented whereas some other would like their teacher to present them otherwise. This difference in the responses could be related to their perceived competence in the L2, as tasks are all presented in the L2 or with their feelings of self-efficacy that could make them feel anxious when presented a new task. In this regard, as it will be commented in the following sections, it could be a good idea to provide enough scaffolding so that everyone is able to understand and conduct the tasks.



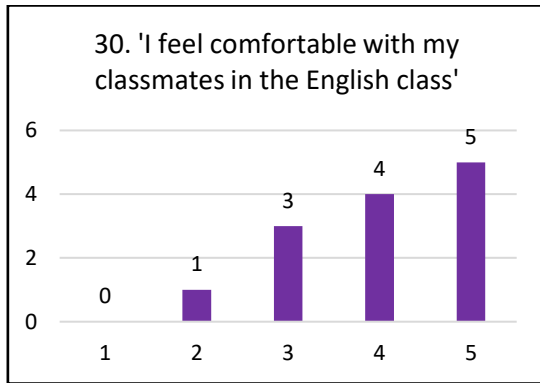
Graph 18 Frequencies of response for question 31

QUESTIONS	MEAN	STANDARD DEVIATION
QUESTION 31	3.7/5	1

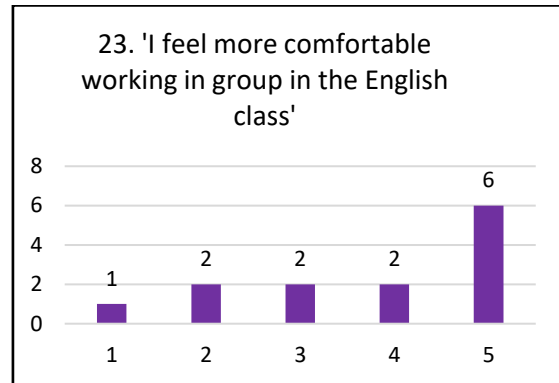
Table 9 Results for Learning Situation Level motivation (question 31)

The last subcategory belongs to the Learning Situation Level and is formed by group-specific components. The subconstructs analysed with these questions are group cohesion and classroom goal structure. In terms of group cohesion, results show high levels of satisfaction with the members of the group, although the high levels of dispersion in responses (table 10) show that, for some students, the lack of satisfaction when working in groups and with their classmates, along with the results obtained during the observation period, could be a factor affecting their motivation. With regards to classroom goal structure, results indicate very low levels of agreement with the need

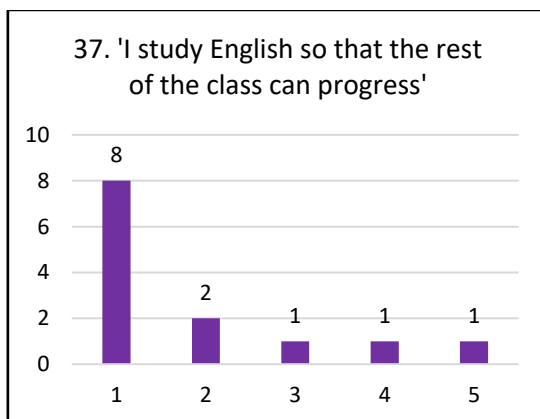
of working cooperatively (graph 21), along with high levels of dispersion of response, showing, again, that this subconstruct could be affecting motivation in many cases and that some of them prefer to work individually and others, in groups. This difference in the responses might be related to students not regarding the group as a cooperative structure, but rather competitive, as will be explained in the following sections.



Graph 19 Frequencies of response for question 30



Graph 20 Frequencies of response for question 23



Graph 21 Frequencies of response for question 37

QUESTIONS	MEAN	STANDARD DEVIATION
QUESTION 30	4/5	1
QUESTION 23	3.7/5	1.3
QUESTION 37	1.8/5	1.3

Table 9 Results for Learning Situation Level motivation (questions 30, 23 and 37)

### 5.2.1.2 RELATIONS BETWEEN VARIABLES

After the analysis of quantitative data in order to establish general tendencies and patterns, this section will be devoted to determining whether the different variables of motivation analysed by means of Likert-scale questions relate to one another. In order for these relations to be established, the correlation coefficient will be calculated using the quantitative data obtained from the questionnaire.

High correlation was found between language anxiety and a number of factors. Language anxiety had a very strong correlation with students' perceived lack of competence in the L2 ( $r= 0.86$ ), which indicates the existence of a positive correlation between the two. In other words, students who reported high levels of anxiety also perceived their competence in the L2 was low. The study also showed moderate correlation between language anxiety and error correction ( $r= 0.46$ ), so again a positive correlation can be observed. In this respect, it would be necessary for the teacher to pay attention to the way feedback and error correction are provided and make sure to provide enough opportunities for students to be successful, so as to promote a positive perceived competence in the L2, which would have a direct impact on their levels of language anxiety and, therefore, on their motivation.

In terms of materials used and the level of satisfaction, a coefficient of 0.43 shows a moderate positive correlation, which implies that more attention should be paid to the materials selected, making sure that they are motivating and aligned with students interests, so as to promote students satisfaction, increasing the levels of motivation.

In all these cases, it is important to take into consideration that the relations established between the variables do not imply that any of the two is a cause or a consequence of the other, but just to determine the existence of relations between them.

### 5.2.2 QUALITATIVE DATA

Once the data collected from quantitative questions have been analysed, the results obtained from the analysis of qualitative data will be presented. In order to examine the results obtained from open questions, I will address in turn each of the categories generated in the data.

### Instrumental and integrative motivation

A number of different factors driving instrumental motivation were identified, including career purposes, travelling, living abroad and to understand social media and technology. In this respect, it is important for the teacher to design and use materials and activities that show the potential usefulness of English for these purposes, such as teaching them how to get notes from a lecture or useful language for travelling.

The students mentioned a number of reasons why they would like to meet people from other countries and cultures (integrative motivation), such as to improve the language, to better understand different customs and cultures, to be able to visit new places or because they found these people friendly. In this regard, it would be interesting for the teacher to promote exchange programs amongst students or to allow contact with people from other countries by using programs such as E-twinning or Erasmus+. Interestingly, one of the students said he/she believed studying different culture was a threat to his/her own culture. Therefore, it is important to highlight the potential value of English within the students' culture and not as opposed to it, so as to avoid demotivation.

### Need for achievement

When presented a difficult task, students stated that their attitudes included trying as hard as possible to solve it, asking classmates for help, asking the teacher for help, looking on the Internet, waiting until the teacher gives the right answer and getting anxious.

The data reveals students go to different sources to find help (teacher, classmates, Internet) or try to do the task by themselves, which shows high levels of need for achievement. Nevertheless, some of them do not have this need for achievement and wait for the answers to be given or experience negative feelings, such as anxiety. In this regard, it would be advisable to provide students with enough scaffolding so that they have enough resources to complete tasks and, consequently, increasing their need for achievement.

With regards to their expectancy of success, students stated that the main factors determining their perception that they were going to pass (or fail) the subject this year were their previous grades in the subject, the amount of hard work and their participation in class. In this case, only one student gave a negative answer and stated that he/she did not expect to pass the subject because he/she is not good at English, showing a low expectancy of success. In order to increase the expectancy of success of that particular learner, it is important to implement activities in which different ways of receiving and producing output are included, so as to provide all students with opportunities to be successful, regardless of their learning profile.

#### Course-specific components

When asked about the reasons why they studied English, the main categories of responses were because of career purposes, interest in languages, communicating with foreign people and learning new things. Interestingly, one of the students stated that the reason was because it was compulsory, so a lack of interest can be perceived in the case of this particular student. In these cases, it is necessary to select and use materials that are aligned with students' interests, so that they can feel that learning English is something related to their interests and not something compulsory.

#### Teacher-specific components

Regarding decision-making, students reported that they were allowed to make decisions regarding the choice of topic for speaking activities, exam dates and group formation. There is also a fourth category, which is "never", as some of the students think that their teacher never allows them to make decisions regarding the course. It can be stated, thus, that it would be advisable for the teacher to help students become active participants in the learning process, so that they can feel that they are learning something on which they have agreed. It would also be interesting to ask them at the beginning of the course about their interests, so as to take them into account when selecting materials, hence, making them feel involved in the process.

When asked about the techniques used by their teacher to give feedback, students reported they were often compared with their classmates. When the teacher used



students as examples, some of them feel annoyed about it, some others stated that they do not like it. In this regard, it is necessary to adopt a different type of feedback, as it will be explained in the following sections.

Some students disagreed with their teacher's practices for giving feedback and correcting errors. Some of the aspects pointed out were that all students were not corrected equally, the teacher should be more patient and clearer, and that she should correct different types of errors. In contrast, some other student showed agreement with the way errors were corrected. In this respect, as it has been mentioned previously, the teacher should include different strategies for error correction and focus on different errors depending on the type of activity, as it will be explained in the following section of the paper.

When asked about task presentation, students gave very heterogeneous responses, although they generally reported that they liked the way in which tasks were presented by their teacher. Nevertheless, some students claimed that there was little amount of vocabulary, that activities were repetitive and monotonous, and that the teacher reacted badly when something was not correct. With regards to activities, it is important to highlight that some of the general questions included in the questionnaire also obtained responses in which students showed their discontentment with the materials and activities of the English class, so a way of improving this would be for the teacher to consider the students' interests, allowing students to interact in a meaningful way using language functionally and present them with challenges that make activities more motivating. In terms of the teachers' reaction, it is necessary to adopt a different approach to errors, regarding them as part of the learning process and to adopt different strategies of error correction to reduce anxiety.

#### Group-specific components

In the case of group cohesion, students claim to be supported by their classmates when they participate, since they help with pronunciation, they help when answering and they correct errors. Nevertheless, there were some students that did not feel supported by their classmates and state that they do not speak, they do say anything when someone

is wrong, and they criticize when someone makes a mistake. From these results, it can be perceived that there are some students who do not feel comfortable with the rest of the group in the English class. In this regard, it would be interesting to promote group cohesion in the class, ideally, by including cooperative methodologies that will promote positive interdependence, as it will be explained in the *Discussion* section.

### 5.3 INDIVIDUAL INTERVIEWS

Once the information obtained from the observation and the questionnaire had been analysed, individual interviews were conducted with six students that showed different levels of motivation. The main aim of these interviews was to triangulate the data collected using the two previous methods, but also to further investigate how the different subconstructs were affecting their motivation. For this reason, the questions selected deal with the main subconstructs that had been found to play an important role in students' motivation: language anxiety and perceived competence in the L2 at the Learner Level, and teacher-specific components (error correction and direct socialization), group cohesion, relevance of activities and classroom goal structure at the Learning Situation Level. Some additional questions were also included in the interview in order for students to provide more information about other possible subconstructs involved in their motivation, some more open questions were included as well (see Appendix V).

Regarding language anxiety at the Learner Level, students admitted that the main reason for them not to participate was that it made them feel anxious and less confident: *"a veces no sé cómo seguir hablando"*, *"a veces me trabo"*, *"no suelo participar, porque me trabo"*, *"no me gusta hablar"*. Some of them even stated that this feeling of anxiety was directly related to the attitude of their classmates because of a lack of respect when orally participating (they shout, interrupt, do not pay attention...): *"algunos parece que se levantan con el pie izquierdo"*. From these statements, we can infer that the lack of cohesion of the group, in some of these cases, contributed to their high levels of language anxiety and, as a result, to a lack of active participation in the lessons.

With regards to their perceived competence in the L2, the students interviewed claimed to be content with their level of English: *"bien, creo que es bueno"*. Yet, in some cases,

a low level of perceived competence in the L2 was found: *“normalito, podría mejorar”, “en base a lo que he sacado, pues diría que notable”*. Interestingly, some of them believed their level to be lower than what the level that could be inferred from their results showed. It can be concluded from the data that their perceived competence in English is directly related to the perception of success they get from the tasks they do in class and, therefore, to the grades they are given. This can be inferred from the comments they make about their perceived level and their real level as reflected in their grades not being corresponding to one another.

At the Learning Situation Level, some of the students interviewed surprisingly agreed on the fact that they liked their teacher’s feedback and found it to be useful to improve their performance: *“está bien, a veces usa una rúbrica”, “me gusta”, “sí que nos da feedback de lo que fallamos”*. These results are in contrast with the data collected during the observation period, as well as with the information obtained from the questionnaires. Nevertheless, some of these students also admitted that they would like their teacher to give them more information about their performance, as they felt that they were making mistakes, but nobody helped them to improve: *“me gustaría que me dijese más cosas en las que fallo”*. In terms of error correction, some of these students were content with error correction provided by their teacher, whereas some others claimed that they would like their teacher to be more patient and tolerant with their mistakes: *“es muy agresiva con algunos y no con otros”, “hay veces que siento que corrige, pero no entiendo nada”*. From this information, it can be observed the importance of teacher-specific components, more specifically, feedback and error correction, as it can have a directly impact on their perceived competence in the L2 and their level of language anxiety. Furthermore, the issue of comparison amongst students when correcting errors was addressed too. This issue was something about which most of the students agreed in the questionnaire and in the interview: *“te sientes satisfecho, pero luego te cogen mania”, “sí, alguna vez con (name of the student), pero no se lo temenos en cuenta”*. One of them even commented on the fact that they are usually compared to the student with high capacities: *“nos suele comparar siempre con (name of the student)”*. From these responses it can be observed that the way in which

feedback is corrected could be affecting motivation by interfering in the levels of group cohesion.

Also at the Learning Situation Level, in questions addressing course-related components, many students agreed on the fact that activities should be more dynamic and include more interaction among students: *“más dinámicas”, “que haya que hablar más entre nosotros”*. Some of them, commented on their desire to make more use of ICT, especially to revise vocabulary: *“más Kahoots, para poder practicar vocabulario y que no se te olvide”*. A few of them also claimed that most of the activities focus too much on listening, so they cannot improve the rest of their skills, especially speaking, as they find it to be the most difficult one: *“siempre listenings y no practicamos el resto de cosas, como el speaking”*. These responses imply that the selection and use of certain materials and resources, as well as the activities implemented, could be having an impact on students demotivation by influencing course-related components of motivation, such as interest and satisfaction with the course.

With regards to group-specific components, some of the students stated that their classmates had very unstable attitudes and that, depending on the day, it was impossible to participate, or they even became an obstacle to learn: *“hay días que bien y otros hay mucho conflicto”, “a veces parece que se levantan con el pie izquierdo”*. This tendency, in combination with the fact that some of them feel compared to one another, results in low levels of group cohesion. In this regard, some of the students interviewed commented that they would like to do more group activities whilst others claimed that too many group activities were done, and they preferred individual ones because of their classmates attitude: *“más actividades individuales, porque luego en grupo hay gente que no hace nada”, “hacer más actividades individuales”, “más dinámicas e individuales”, “más interacción y en grupo”, “las actividades mejor en grupo”*.

In addition to all the information provided in subconstruct-focused questions, some more data from the open questions posed were also obtained. Some of the negative aspects addressed by students were related to the limited variety of activities, the topics used, the lack of interaction and development of their speaking skill, more dynamic lessons and use of ICT (see Appendix).

## 5.4 ANALYSIS OF MATERIALS

As several responses from the questionnaire addressed materials as one of the factors affecting students' motivation, an analysis of materials (see Appendix VI) was conducted to determine whether the book (as it was the main source of materials) could be considered motivating according to the specifications in Dörnyei (1994).

As a result of the analysis, it was determined that the book used with this specific group could not be considered motivating, as it did not follow the criteria extracted from Dörnyei (1994): (i) they could not be considered to match students' interests, as they involved historical events and characters that they might not know or feel related to; (ii) they could not be considered challenging for students and (iii) did not promote meaningful exchanges of information, as most of the activities were drills; (iv) they did not involve group interaction, as they were mainly individual activities; (v) and they did not require students to create a finished product, which would have increased students' interest and relevance in the course, and in turn, would have increased their motivation.

## 6. DISCUSSION AND SUGGESTIONS FOR IMPROVEMENT

From the results observed in the previous section, it can be inferred that there are some specific components that are playing an important role in students' demotivation. As it has been shown, these components belong to two main levels of motivation: Learner Level and Learning Situation Level. At the Learner Level, the main subcategory that has been observed to affect students' demotivation is self-confidence and, more specifically, the presence of language anxiety among some students and low levels of perceived competence in the L2. On the other hand, at the Learning Situation Level, we find that the most relevant constructs belong to course-specific, teacher-specific (feedback, error correction and task presentation) and group-specific components (group cohesion and classroom goal structure).

### 6.1 LEARNER LEVEL

#### 6.1.1 SELF-CONFIDENCE

As it has been previously suggested, one of the main subconstructs affecting motivation in this context is self-confidence. From a psychological perspective and taking into

account that the subjects of the study are adolescents, it is important to mention that this period is crucial in the development of their identity and, according to some authors (Lavin, 1996; Strasburger and Wilson, 2002; Izco, 2007), this development is characterised by fluctuations in their self-concept and self-esteem, which greatly affect their self-confidence when performing tasks. Some researchers even associate students' self-concept with their levels of motivation (Veiga et al., 2015).

Even though it is often thought that teachers have a limited influence on students' self-confidence, it has been found that there are some strategies that can increase students' self-confidence and, in turn, increase their levels of motivation. Effective strategies might be (i) helping students set their own goals and objectives, (ii) teaching them how to evaluate their progress and (iii) helping them recognise the relation between effort and success, so as to promote an internal *locus of control* (Brophy, 1998). To help students set their own goals, teachers can conduct self-evaluation and other formative assessment activities to help students reflect on their own learning and establishing clear and achievable goals for each lesson and activity, in order for students to know what they are expected to achieve. In addition to this, another technique to increase students' self-confidence would be to prioritise formative feedback in opposition to comparisons between students, as it allows the teacher to emphasise students' achievements (Brophy, 1998).

### Language anxiety

The results presented here have revealed that language anxiety is an important factor in the context studied.

According to Dörnyei (1994), to minimise language anxiety, it is important to create a supportive environment in the class and avoid being too critical with students mistakes, as well as implementing techniques and activities to reduce anxiety. As it is claimed in Clément et al. (1994), cited in from Horwitz et al. (1986), there are some types of activities that can be detrimental in terms of students' language anxiety, especially the ones in which students receive negative comments from the teacher or classmates, which reinforces what is stated in Brophy (1998) regarding feedback. Furthermore,

some students experience anxiety when they are in situations in which they are directly exposed to the reaction of their peers, as they are very concerned with what others think and want to please them (Young, 1991). According to Krashen's Affective Filter Hypothesis (1981), anxiety can have a negative effect on SLA because a high affective filter is not only demotivating, but it also prevents students' from processing comprehensible input.

In this regard, there are some types of activities that could be adopted by the teacher to lower language anxiety and therefore lower the affective filter. A possible solution would be to provide different opportunities for students to participate (instead of raising their hands to speak) such as activities in which they can participate by writing, by showing a flashcard or some object to the rest of the class or by completing a quiz. Moreover, the use of ICT could also be of help in keeping a low affective filter. Some of the positive aspects of using ICT in the classroom is that information can be presented and manipulated in a variety of ways (which would allow students to participate in activities in different ways) and provides different mediums to give feedback to students (Moseley et al., 1999). In this regard, good practices to lower students' language anxiety would be to use online resources such as collaborative tools (Google Tools, Padlet...) to give written feedback that students will receive individually and privately, or to use tools such as Flipgrid, in which the teacher gives feedback in the form of a video, again, so that it can be received in a private and safe environment. In addition to this, Young (1991) suggests promoting work cooperatively in small groups or doing pair work, as it decreases the level of anxiety while increasing the amount of interaction and comprehensible input.

There are some techniques that can also help reduce language anxiety. Many of these techniques belong to the field of emotional education since they can help with students' self-confidence and regulation of emotions, such as language anxiety (Goleman, 1993). Young (1991) suggest making students aware of the irrational nature of their anxiety, hence to help them regulate their anxiety feelings. One of the techniques suggested by the author consists in asking student to write on the board their feelings of fear when speaking, so that they can see that everyone has similar feelings in the class. Another

technique is based on the self-reflection of the teacher about his/her beliefs on students' performance (e.g.: Pygmalion Effect, learned helplessness...). A way of doing this is to ask someone else to observe some of the lessons to notice those attitudes in the teacher that could be increasing language anxiety (Young, 1991).

### Perceived Competence in the L2

To improve students' perceived competence in the L2, Dörnyei (1994) suggests putting emphasis on what students can do instead of on what they cannot. This author claims that teachers should help learners see errors as part of the learning process, and not as failures.

Taking what is stated in Dörnyei (1994) into account, teachers should provide opportunities for every student to be successful. In this regard, scaffolding, as explained in Vigotsky's (1978) theory about ZPD (Zone of Proximal Development), can become a very important tool for the teacher to use. Scaffolding, in this context, is understood as the support given in different activities and tasks that allows students to complete them. In order for perceived competence in the L2 to increase different forms of scaffolding should be provided to allow students to succeed in the tasks they do since, as success in the classroom is associated with the opportunities to participate and the support to be successful in English (Hammond and Gibbons, 2005). Some examples of scaffolding that could be provided by the teacher are using models, providing language support or using cheat sheets.

Another very important factor in maintaining high levels of perceived competence in the L2 is dealing with errors appropriately in the classroom. Error correction should be regarded as part of the learning process, in other words, errors should not be punished, and the teacher should not react to them negatively (Dörnyei, 1994). When correcting errors in the EFL classroom, it is necessary to take into account affective factors of students and create an atmosphere that is not threatening for them (Xie and Jiang, 2007). These same authors claim that students usually prefer indirect ways of error correction. Taking this into account, some of the possible techniques for error correction in which their perceived competence in the L2 would not be greatly affected would be, first, to acknowledge the students contribution to encourage them to participate again;



then, to use types of error correction such as replaying the utterance up to the point where the error occurred, reformulating their answer (covert feedback) or asking the student to recast the utterance. All these types of corrective feedback, as presented in Thornbury (1999), would ensure that errors are corrected and no fossilisation of the language occurs, whilst increasing students perceived competence in the L2. Even though some experts question the effectiveness of indirect techniques, prompting students to repeat the utterance and highlighting the part that is wrong can be good strategies to promote noticing by students and to increase uptake, as well as increasing their perceived competence in the L2.

Finally, it is also necessary to highlight the existence of a correlation between both subconstructs of motivation: language anxiety and perceived competence in the L2. As stated in Young (1991), students with a low perceived competence are more likely to develop language anxiety.

## 6.2 LEARNING SITUATION LEVEL

### 6.2.1 COURSE-SPECIFIC COMPONENTS

As many of the answers from students addressed the discontent with regards to the materials and activities, an analysis of the book used in the class was conducted (see Appendix VI) to test using a set of criteria extracted from Dörnyei (1994) to determine whether the materials could be considered motivating.

Some of the students suggested some of the characteristics that they would like activities to have: 'more dynamic', 'more updated', 'involving interaction' and 'more appealing in terms of topics'. This is interesting, as there is some correspondence with what is stated in Dörnyei (1994), as the author suggests (i) making activities challenging for students, (ii) designing activities that match students' interests, (iii) encouraging meaningful exchanges of information and peer and group interaction, and (iv) requiring students to create a finished product. These five suggestions from Dörnyei (1994) were taken to conduct the analysis of the book activities (see Appendix VI) and it was concluded that materials could not be considered motivating.

From the results obtained in the questionnaires and individual interviews, it can be observed that one of the main factors affecting motivation in this group where the type of activities conducted, as students considered them “monotonous” and “repetitive”. A possible improvement in this regard would be to include activities that involve a challenge, such as quizzes, problems to solve, etc. Some students also claimed that activities seemed not be updated and did not match their interests. In this respect, it could be a good idea for the teacher to use a questionnaire at the beginning of the course, so that activities could be designed according to it. Also regarding the type of activities, it can be observed on the data from the interviews that students claim a lack of meaningful interaction in activities. In this regard, a possible improvement would be to include activities in which cooperative structures are used and in which there is a functional use of language, so as to prompt interaction and make exchanges of information meaningful. The use of cooperative structures also promote pair and group work, as it was suggested in Dörnyei (1994). Finally, another possible improvement to increase their motivation and avoid lessons to be “monotonous” would be to include more activities in which a final product is created. Taking into consideration all these recommendations, it would be a good idea to use a Communicative language teaching structure, such as PBLT (Project-based Language Teaching), as presented in Gil (2021), as it would address many of the issues mentioned: PBLT includes a challenge stage, it involves cooperative structures that allow interaction and group work (always leaving some opportunities for individual work) and a finished product is created. The use of this type of structure, attending to Dörnyei’s (1994) suggestions, would result in an increase of motivation.

## 6.2.2 TEACHER-SPECIFIC COMPONENTS

### 6.2.2.1 FEEDBACK AND ERROR CORRECTION

As it has been suggested previously, Xie and Jiang (2007) focus on the importance of taking into account affective factors and of providing students with indirect ways of error correction, such as the ones mentioned above. In this regard, the teacher should evaluate what type of errors are going to be corrected, based on their importance. According to Brown (2001), the teacher should decide on what to correct, when and

how to do it and be consistent with this pattern, as it will affect motivation. In this regard, Thornbury (1999) highlights the importance, not only of how to correct errors, but when it is advisable to do so. According to the author, in fluency-oriented activities, errors should be corrected only when intelligibility is affected, whilst in accuracy-oriented activities, errors should be paid more attention and correction should not be delayed.

With regards to feedback, a good teaching practice in this regard would be the use of informative feedback (Dörnyei, 1994). This type of feedback is defined as the comments on the students' competence and progress, and it opposes to controlling feedback, which is defined as a type of feedback in which students' performance is judged against external standards (Brophy and Good, 1986). During the observation period, a lack of feedback was perceived as the teacher of the case group only provided general statements such as "good" or "needs improvement". In this regard, in order for feedback to be meaningful for students, it needs to be individualised, specific and realistic (Thornbury, 1999). Another possible suggestion would be to provide students with positive models and use them to make analogies of accomplishment between the model and the students' performance, as well as making comments about the teacher's belief on the students capability to achieve a certain goal (Dörnyei, 2021). A final suggestion is to include feedback on strategies to ensure that students are successful users of communication strategies, which will help them acquire the L2 (Dörnyei, 2021).

#### *6.2.2.2 TASK PRESENTATION*

As it can be inferred from the questionnaire and interviews, some students claimed that they were not very content regarding task presentation. With regards to this, Dörnyei (1994) suggests teachers to present tasks in a way that helps stimulate intrinsic motivation. The author recommends introducing tasks in a way that students perceive them as a learning opportunity and not as something imposed by making connection between the task and the things that students find interesting.

In order for the presentation of a task to be motivational, three criteria should be met: the purpose or usefulness of the task should be explained, arise curiosity and providing useful strategies to do the task (Dörnyei, 2021). Some strategies to raise curiosity on

students when presenting a task are: presenting new information that is incongruent with what students already know (to prompt their interest), present students with a problem or challenge to be completed and, finally, include a wide variety of elements to keep students' attention throughout the process (Alonso, 1993). In order to show the potential usefulness of the task, Alonso (1993) recommends making connections between the task and previous experience of students, and providing examples of the goal that the students are expected to achieve with the task.

Another important dimension with regard to tasks is making them interesting and varied (Alonso, 1993; Dörnyei, 2021), as some of the students claimed that they were "too repetitive". Some useful guidelines to achieve this: conducting activities that make learning significant and meaningful, design new and varied tasks that include a challenge, help students set attainable goals with regards to the task and help them develop organisation strategies to be successful (Alonso, 1993).

### 6.2.3 GROUP-SPECIFIC COMPONENTS

#### 6.2.3.1 CLASSROOM GOAL STRUCTURE

As it has been commented in the previous sections of the paper, results from the questionnaire showed a lack of classroom goal structure, as students thought that their actions did not influence the progression of their classmates. According to Dörnyei (1994), teachers should promote cooperative learning techniques, in which group and pair work are included and group achievement is regarded (instead of evaluating individual success). Some of the basic principles that can be used to design activities based on cooperative learning, as in Kagan (1994) are: positive interdependence of students, individual responsibility, equal participation and simultaneous interaction in the classroom. From these principles, it can be observed that the relation established using the data from the questionnaire that linked language anxiety with classroom goal structure is present here too. The presence of simultaneous interaction, along with positive interdependence among students can relieve students' anxiety, as they can interact in small groups instead of in front of a bigger audience, resulting in a safer and more motivating learning environment.

Some advantages of using a cooperative structures in the EFL classroom would be fostering group cohesion (which was another subconstruct involved in the motivation of this case group), more likeliness to be successful, it responds to needs of relatedness and belonging (something crucial for adolescents), it is motivating because everyone's contribution is crucial for the success of the group, it has been proved to have a positive impact in anxiety and stress and the satisfaction of completing tasks successfully is bigger, as it is a shared feeling (Dörnyei, 2021).

In terms of how a cooperative approach can be followed, there are some learning structures that can be adopted to promote cooperation. Some examples of these structures would be 'Jot Thoughts', in which groups have to cover the table with possible ideas about a topic; 'Round Robin', where each member of the group adds an idea to a question or problem posed by the teacher; or 'Numbered Heads Together', in which each member of the group has to think of an answer to a question and then share with the rest to develop a team's answer. All these structures follow the principles of cooperative learning and can result in higher levels of group cohesion, language anxiety and, consequently, in higher levels of motivation.

#### *6.2.3.2 GROUP COHESION*

As it can be observed in the interviews, some students claimed that their classmates could be considered obstacles for their learning, instead of a support system, which denotes a lack of group cohesion. According to Dörnyei (1994), two aspects need to be considered when promoting group cohesion: to focus on the creation of relations among students by prompting situations in which they get to know each other and share their thoughts and personal information; and to avoid comparison among students and focus on individual progress, whilst keeping evaluation private.

Palacín and Aiger (2020) also provide some suggestions on how to achieve cohesion in a group. For these authors, as defined by French (1941), cohesion is understood as the forces that keep the members of a group together. In Palacín and Aiger (2020), the two mechanisms to achieve cohesion in a group are the existence of a positive interdependence that allows the group to achieve a common goal, and the similarity among its members that prompts interpersonal attraction. Some of the strategies that

could be applied in this case to achieve those two mechanisms are, on the one hand, promoting a cooperative structure, since some of the main characteristics of this type of structure are the presence of positive interdependence and working towards a group goal. Using the cooperative learning structures, as suggested above, would be a good way to achieve group cohesion. On the other hand, to highlight similarities among its members, creating situations and designing activities where students can get to know each other, especially at the beginning of the course, as suggested in Dörnyei (1994) would be a good teaching practice to achieve cohesion. In this regard, Palacín and Aiger (2020), claims about the teacher's role in this process of cohesion, increasing the levels of group cohesion by promoting cordiality.

With regards to comparisons among students, it should be limited as much as possible (Dörnyei, 1994). The reference taken when giving feedback is an important decision on the part of the teacher, as norm-referenced feedback (comparing students with other students) has a detrimental effect, as it fosters differentiation between “winners and losers”, as well as making attributions of students' performance as something uncontrollable (Webber and Lupart, 2011). According to these authors, self-referenced feedback should be favoured.

As a result of the promotion of group cohesion, the existence of these forces that maintain the group together can increase the feeling of safety among students as well as keeping low levels of anxiety (Palacín and Aiger, 2020). In this regard, this would prove the relation established in the 'Results and Analysis' section between the subconstructs of language anxiety and group cohesion, as is also agreed in Clément, Dörnyei et al. (1994).

## 7.CONCLUSION

The present study set out to investigate the phenomenon of motivation in a group of 16-year-olds from a non-bilingual 4<sup>th</sup> year ESO group in CPI La Jota to see how the different subconstructs were affecting students lack of motivation.

My first research question was: '*What factors lead to students demotivation?*'. Based on the data collected in the present study, the main factors that weaken students'

motivation are lack of self-confidence (language anxiety and perceived competence in the L2), course-specific components, teacher-specific components (error correction and feedback and task presentation) and group-specific components (group cohesion and classroom goal structure). These are the subconstructs that should be worked on in this specific context in order to increase the motivation levels.

Regarding the second question posed: *'What can teachers do to maintain and increase motivation?'*, several suggestions have been provided.

To address language anxiety, the main suggestions are providing feedback and error correction in a supportive and safe environment, promote different forms of participation (avoiding oral production in front of the rest of the class) and include self-reflexion techniques on the nature of anxiety.

With regards to perceived competence in the L2, the suggestions provided include highlighting student achievement, providing scaffolding and directed practice so that everyone can be successful and using indirect ways of error correction, to avoid highlighting errors in an aggressive way in front of the rest of the class.

To improve motivation vis-à-vis course-specific components, one of the suggestions was to use materials that pose challenges on students, as the need for challenge has been proved to increase students intrinsic motivation. Another strategy to tackle students' claims about the lack of interaction was to include activities that promote meaningful exchanges of information in pairs and groups. Another suggestion to make activities more motivating was to include the creation of a finished product, as it increases students' perception of relevance in the course, since the language is used to create something. A final suggestion in this regard was to use communicative structures such as PBLT, as they work on many of these recommendations.

In terms of error correction has been suggested that indirect ways of providing feedback should be used and that they are adapted to the type of activity, as it helps avoid overcorrection and errors are not highlighted in front of the rest of the class, but subtly and effectively corrected. In terms of feedback, the suggestions include for it to be individualised, specific and realistic as well as the use of feedback on strategies, as it

emphasises students' effort and learning process (strategies), and not only the product (errors and correct answers). Regarding task presentation, the teacher should explain the objective and usefulness, in order to increase interest in the task. Furthermore, including a variety of elements and presenting the task as a challenge can help increase students' need for achievement and, consequently, their intrinsic motivation.

With regards to classroom goal structure, cooperative learning techniques are encouraged, as they would also decrease language anxiety and promote group work, whilst allowing students to interact and be exposed to richer input. Finally, in terms of group cohesion, the suggestions include implementing activities so that students get to know and like each other, as it is one of the main premises to achieve group cohesion. Another suggestion was to avoid comparisons and favour self-referenced feedback, as it avoids the feeling of competition among students, as well as using cooperative structures that promote positive interdependence, hence, increasing group cohesion.

In conclusion, this study provides knowledge on the phenomenon of motivation in this specific case group and includes solutions on how to improve motivation in this context. The structure and methodology of this study thus can serve as a reference point for future studies that want to be conducted in similar contexts in order to have a broader understanding of the phenomenon of motivation in an EFL classroom.

## 7.1 LIMITATIONS

Although the research questions posed at the beginning of the study have been answered, the present study presents some limitations. The first of these limitations is time, as the research had to be conducted in a very short period of time, especially in the case of data collection, which only lasted for a month. An additional limitation is the size of the sample, with very few participants completing the questionnaire due to the characteristics of the context (not all students had an electronic device). Finally, the characteristics of the sample would also be a limitation, as only one group in the school participated in the study.



## 7.2 AVENUES FOR FUTURE RESEARCH

In order for future research to be conducted it would be interesting to use a larger sample that could include different groups from the same school, even contrasting the cases of a bilingual group and non-bilingual group, to identify possible differences in their levels of motivation. In addition to this, a longer observation period could be conducted to have the time to identify more factors affecting motivation.

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## APPENDICES

### Appendix I: Data from Classroom Observation

#### EVIDENCE

05/05/2021

- Many of the students have not done their homework.
- Most of the times, when asked something, they answer in Spanish.
- It is the teacher who ask a particular students to answer a question, so no spontaneous participation.
- The same students tend to participate all the time.
- They tend to ask all the questions to the teacher in Spanish.
- When doing an oral presentations, most of them look anxious.
- They tend to read what is written in the PowerPoint, so no spontaneous speech at all.
- Their body language makes them look nervous or anxious (arms crossed, looking at the floor...).
- No feedback of any kind is given after the presentations.
- Students point one another to read because nobody wants to.
- One of the students refuses to read: "Prefiero un cero antes que leer".

06/05/2021

- Some students state that they are very nervous about doing their presentations and do not want to do them: "Si no va internet, mejor"
- There is a students who is looking at the book of another subject throughout the whole lesson.
- The teacher tells them that something about the text they are working will be on the exam to try to get their attention.
- Some students interrupt during their classmates presentation.
- Some of the students comment on their classmates' errors during their presentation (aloud).
- The atmosphere of the class is disrespectful (laugh at their classmates' mistakes, they are interrupting or speaking all the time...).

-When one of their classmates do a presentation about music they are all paying attention and seem to be very involved.

07/05/2021

-One of the students ask to go to the toilet when his video is played because he says that he does not want to see himself on the screen.

-Many students cover their ears with their hands or put on their hoodies so that nobody can see them while their video is being played.

-When one of the students is participating, another student is commenting rudely on her performance (“okay, lo pillamos”)

-Students complain about the text they have to read.

08/05/2021

-The teacher does not give any feedback about their videos/presentations nor gives them a grade.

-One of the students is very nervous about doing her oral presentation (“¿qué parte de no sé inglés no entiendes?”) because she is concerned about her level of English.

-Students get very excited when trailers of films appear in their classmate’s presentation (they are very engaged)

-A debate happens about videogames as a result of one of the groups’ presentation. Many students who usually do not participate and do not seem very active raise their hand to try and express their opinion.

09/05/2021

-The student with high capacities is given some interesting information about the topic they are dealing with, but their classmates stop paying attention.

-One of the students refuses to do the oral presentation (“no voy a hablar en inglés”) because he does not want their classmates to listen. Even if this means failing the whole subject.

-The type of lesson follows a structure of question-answer: the teacher asks, and students answer.

## COLLECTION TABLE

LEARNER LEVEL	LEARNING SITUATION (Teacher)	LEARNING SITUATION (Group)	LEARNING SITUATION (Course)
-When doing an oral presentations, most of them look anxious. (1)	-No feedback of any kind is given after the presentations. (6)	-The same students tend to participate all the time. (8)	-When one of their classmates do a presentation about music they are all paying attention and seem to be very involved. (3)
-One of the students refuses to read: "Prefiero un cero antes que leer". (1)	-The teacher tells them that something about the text they are working will be on the exam to try to get their attention. (5)	-Students point one another to read because nobody wants to. (7)	-Students complain about the text they have to read. (3)/(4)
-Some students state that they are very nervous about doing their presentations and do not want to do them: "Si no va internet, mejor". (1)	-The teacher does not give any feedback about their videos/presentations nor gives them a grade. (6)	-Some students interrupt during their classmates presentation. (7)	-Students get very excited when trailers of films appear in their classmate's presentation (they are very engaged) (3)
-One of the students ask to go to the toilet when his video is played because he says that he does not want to see himself on the screen. (1)	-The type of lesson follows a structure of question-answer: the teacher asks, and students answer. (5)	-Some of the students comment on their classmates' errors during their presentation (aloud). (7)	-A debate happens about videogames as a result of one of the groups' presentation. Many students who usually do not participate and do not seem very active raise their hand to try and express their opinion. (3)
-Many students cover their ears with their hands or put on their hoodies so that nobody can see them while their video is being played. (1)		-The atmosphere of the class is disrespectful (laugh at their classmates' mistakes, they are interrupting or speaking all the time...). (7)	
-One of the students is very nervous about doing her oral presentation ("¿qué		-When one of the students is participating, another student is	

parte de no sé inglés no entiendes?”) because she is concerned about her level of English. (2)		commenting rudely on her performance (“okay, lo pillamos”). (7)	
-One of the students refuses to do the oral presentation (“no voy a hablar en inglés”) because he does not want their classmates to listen. Even if this means failing the whole subject. (1)/(2)		-The student with high capacities is given some interesting information about the topic they are dealing with, but their classmates stop paying attention. (7)/(8)	

### OBSERVED SUBCONSTRUCTS

#### 1. LEARNER LEVEL:

-Self-confidence:

- Language anxiety → 1
- Perceived competence → 2

#### 2. LEARNING SITUATION LEVEL

-Course-specific:

- Interest → 3
- Relevance → 4

-Teacher specific:

- Task presentation → 5
- Feedback → 6

-Group specific:

- Group cohesion → 7
- Classroom goal structure → 8



## MOTIVACIÓN EN EL AULA DE INGLÉS

Este cuestionario tiene como objetivo realizar un estudio sobre la motivación de los estudiantes en el aula de inglés. Las respuestas a las preguntas son CONFIDENCIALES y no serán, en ningún caso, compartidas con ningún profesor del centro ni con las familias, por lo que se pide TOTAL SINCERIDAD al responder. En ningún caso las respuestas que se proporcionen tendrán repercusión académica para el estudiante.

**\*Obligatorio**

1. Escribe tu DNI \*

\_\_\_\_\_

2. ¿Cómo dirías que es tu nivel general de motivación en la asignatura de inglés? \*

Marca solo un óvalo.

	1	2	3	4	5	
Muy bajo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Muy alto

3. ¿Por qué estudias inglés? \*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Señala tu grado de acuerdo con la siguiente afirmación: "Estudio inglés porque me parece imprescindible para mi futuro" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

5. Señala tu grado de acuerdo con la siguiente afirmación: "Me interesa aprender sobre la cultura (cine, literatura, ciudades, música, famosos, etc.) de los países de habla inglesa" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

6. Señala tu grado de acuerdo con la siguiente afirmación: "Estudio inglés porque quiero sacar muy buena nota" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

7. ¿Te interesa conocer a gente de otros países y culturas? ¿Por qué/ Por qué no? \*

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8. Señala tu grado de acuerdo con la siguiente afirmación: "Me estreso mucho cuando tengo que participar oralmente en clase de inglés" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

9. Señala tu grado de acuerdo con la siguiente afirmación: "Las actividades de la clase de inglés están relacionadas con mis intereses" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

10. Señala tu grado de preferencia por los materiales (libro, audiovisuales, fotocopias, recursos en internet, etc.) que se usan en la clase de inglés \*

Marca solo un óvalo.

	1	2	3	4	5	
No me gustan nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Me gustan mucho

11. Señala tu grado de acuerdo con la siguiente afirmación: "Lo que aprendo en la clase de inglés me sirve para mi vida diaria" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

12. Señala tu grado de acuerdo con la siguiente afirmación: "Me encanta que la profesora de inglés me felicite cuando hago algo bien" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo



17. ¿Cómo de satisfecho/a te sientes respecto a tu nivel de inglés? \*

Marca solo un óvalo.

1	2	3	4	5	
Muy poco satisfecho	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Muy satisfecho

18. ¿Cómo te sientes cuando tienes que hablar inglés en clase? (puedes elegir más de una) \*

Selecciona todos los que correspondan.

Cómodo/a  
 Nervioso/a  
 Seguro/a de mí mismo/a  
 Presionado/a  
 Otro:  \_\_\_\_\_

19. Señala tu grado de acuerdo con la siguiente afirmación: "Que la profesora de inglés me felicite me motiva mucho para seguir estudiando inglés" \*

Marca solo un óvalo.

1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Totalmente de acuerdo

20. Señala tu grado de acuerdo con la siguiente afirmación: "No participo más en clase de inglés porque me da vergüenza lo que puedan pensar mis compañeros" \*

Marca solo un óvalo.

1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Totalmente de acuerdo

21. Señala tu grado de acuerdo con la siguiente afirmación: "Si pudiera dejar de estudiar inglés ahora mismo, lo haría" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

22. ¿Sientes que tu profesora de inglés te compara con tus compañeros? \*

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23. Señala tu grado de acuerdo con la siguiente afirmación: "Estoy más cómodo trabajando en grupo en la clase de inglés" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

24. ¿En qué situaciones tu profesora de inglés deja que los alumnos tomen decisiones sobre las clases? \*

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25. Señala tu grado de acuerdo con la siguiente afirmación: "Estudio inglés para que mi familia se sienta orgullosa" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

26. Comenta las tres cosas que menos te gusten de la forma en que tu profesora de inglés presenta las actividades \*

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27. Señala tu grado de acuerdo con la siguiente afirmación: "Pienso que el inglés es muy útil para mi vida diaria" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

28. Señala tu grado de acuerdo con la siguiente afirmación: "Estudiar inglés me ayudará a conseguir un trabajo mejor" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

29. ¿Qué haces cuando una actividad de la clase de inglés te parece muy difícil? \*

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30. Señala tu grado de acuerdo con la siguiente afirmación: "Me siento a gusto con mis compañeros en la clase de inglés" \*

Marca solo un óvalo.

1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

31. Señala tu grado de acuerdo con la siguiente afirmación: "Mi profesora de inglés explica las actividades de manera clara y ordenada" \*

Marca solo un óvalo.

1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

32. Señala tu grado de acuerdo con la siguiente afirmación: "Participaría más en clase si pudiera hacerlo por escrito" \*

Marca solo un óvalo.

1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo



33. Señala tu grado de acuerdo con la siguiente afirmación: "Me gusta cómo me corrige los errores mi profesora de inglés" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

34. Señala cuál de las siguientes afirmaciones representa mejor tu situación (puedes elegir más de una): \*

Selecciona todas las que correspondan.

- No tengo amigos/conocidos de habla inglesa
- Tengo amigos/conocidos de habla inglesa
- Me gustaría tener amigos/conocidos de habla inglesa
- No me interesa tener amigos/conocidos de habla inglesa

35. Señala tu grado de acuerdo con la siguiente afirmación: "Estoy motivado/a para estudiar inglés porque me gusta hacer bien las tareas de clase" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

36. Señala tu grado de acuerdo con la siguiente afirmación: "Cuando tengo que hablar en inglés en clase me resulta desagradable" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

37. Señala tu grado de acuerdo con la siguiente afirmación: "Estudio inglés para que toda la clase pueda avanzar" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

38. Señala tu grado de acuerdo con la siguiente afirmación: "Me gustaría saber inglés para entender las publicaciones en redes sociales (Instagram, TikTok, online videogames...)" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

39. Señala tu grado de acuerdo con la siguiente afirmación: "Cada vez que hablo en clase de inglés, pienso que lo voy a hacer mal" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

40. ¿Crees que aprobarás inglés este curso? ¿Por qué/Por qué no? \*

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41. Señala tu grado de acuerdo con la siguiente afirmación: "Creo que mi nivel de inglés es peor que el de mis compañeros" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

42. Señala tu grado de acuerdo con la siguiente afirmación: "Mi profesora me motiva para aprender inglés" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

43. ¿Cómo te gustaría que tu profesora de inglés corrigiera los errores cuando hablas? \*

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44. Señala tu grado de acuerdo con la siguiente afirmación: "Creo que el inglés se me da bien" \*

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

45. ¿Qué cambiarías de tus clases de inglés para que fueran más motivantes? \*

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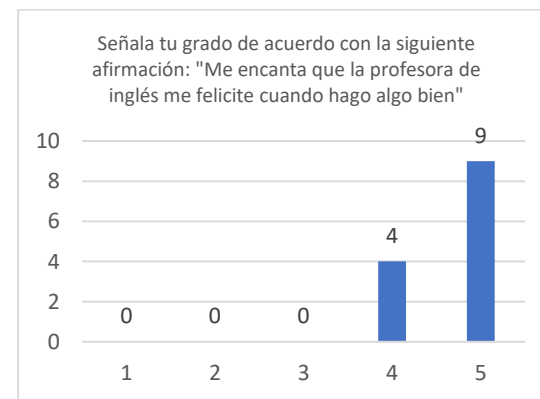
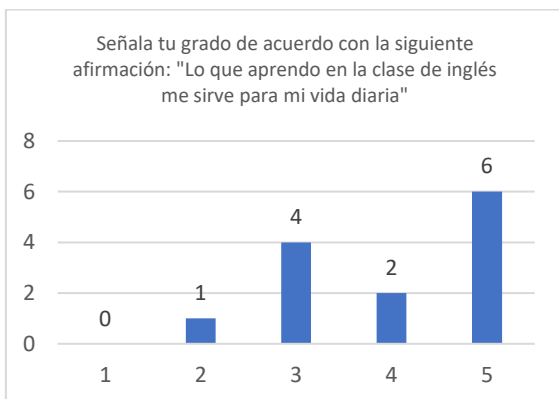
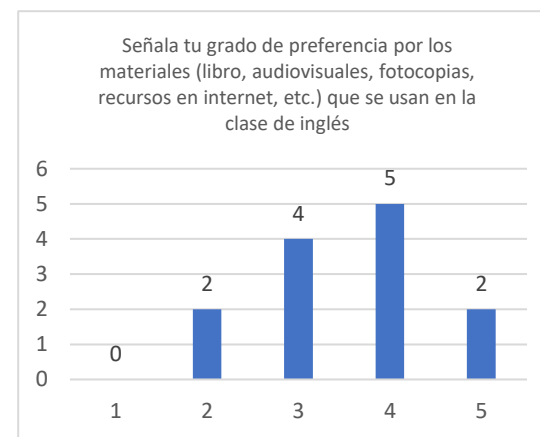
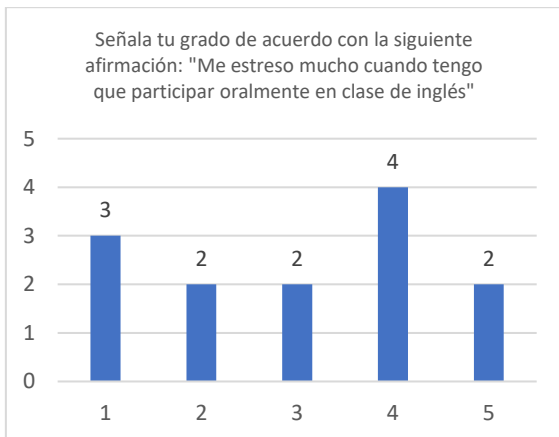
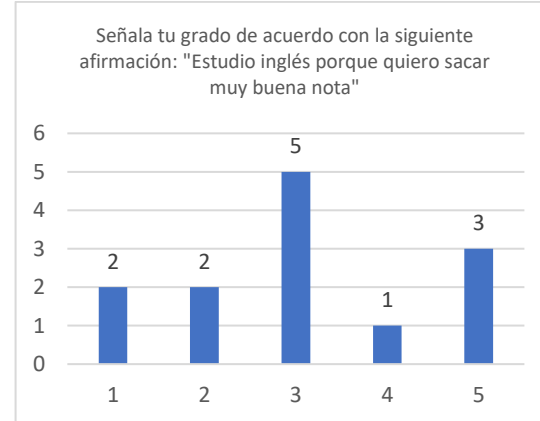
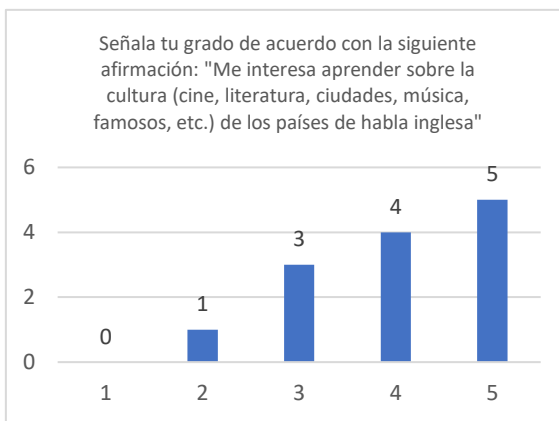
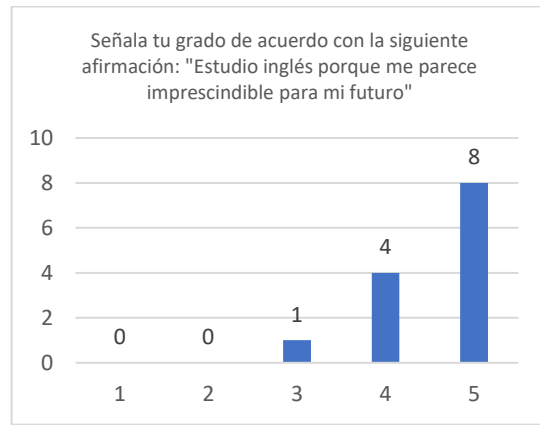
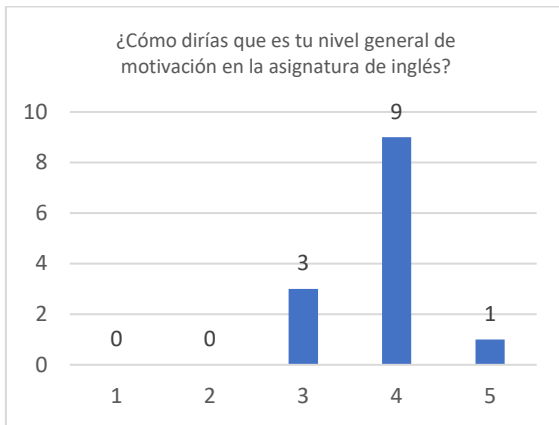
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Google Formulario

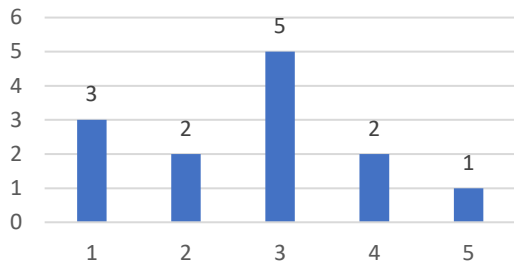
## Appendix III: Questions for Individual Interviews

1. ¿Qué piensas sobre tus clases de inglés? ¿Qué te parecen en general?
2. ¿Cuáles son las 3 cosas que más te gustan?
3. ¿Cuáles son las 3 cosas que menos te gustan?
4. ¿Te cuesta hablar en clase de inglés? ¿Por qué?
5. ¿Qué opinas del *feedback* que da la profesora?
6. ¿Alguna vez sientes que te comparan con tus compañeros cuando hablas? ¿Cómo te hace sentir?
7. ¿Qué tipo de actividades te gustaría hacer en clase de inglés? (en grupo, temas, tipo de actividad...) o ¿qué cambiarías de las actividades que hacéis?
8. ¿El ambiente de clase de inglés te parece bueno? ¿Sientes que tus compañeros te apoyan cuando participas?
9. ¿Qué opinas de tu nivel de inglés?
10. ¿Sueles participar en clase? ¿Por qué sí o por qué no?
11. ¿Te gusta cómo corrige los errores tu profesora cuando hablas en clase?
12. ¿Qué cosas cambiarías de las clases de inglés?

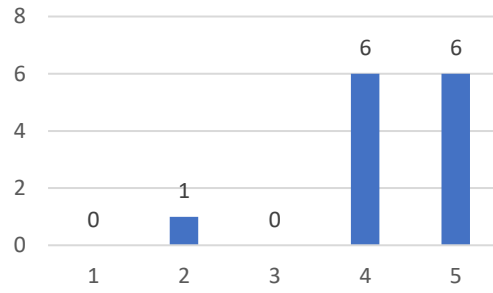
## Appendix IV: Data from the Questionnaire



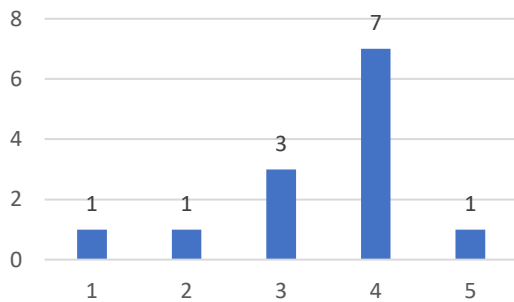
Señala tu grado de acuerdo con la siguiente afirmación: "Participaría más en clase de inglés si la profesora de inglés corrigiera los errores de otra manera"



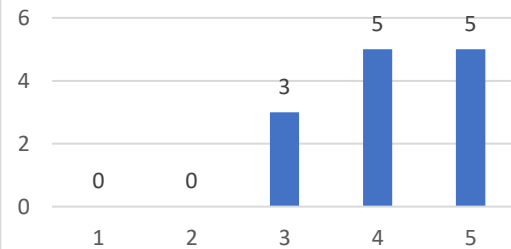
Señala tu grado de acuerdo con la siguiente afirmación: "Me interesa mucho aprender sobre otras culturas y países"



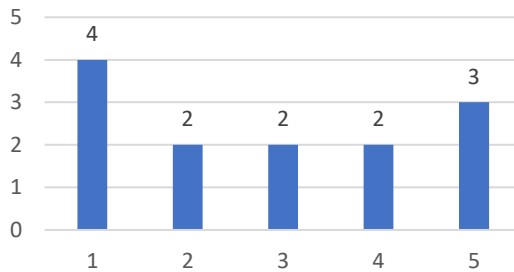
¿Cómo de satisfecho/a te sientes respecto a tu nivel de inglés?



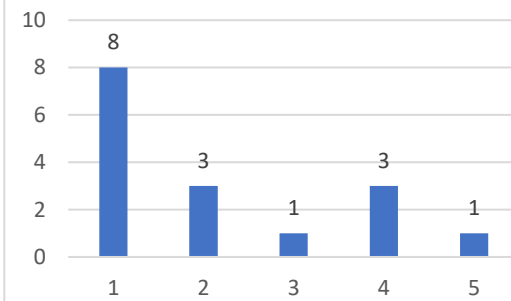
Señala tu grado de acuerdo con la siguiente afirmación: "Que la profesora de inglés me felicite me motiva mucho para seguir estudiando inglés"



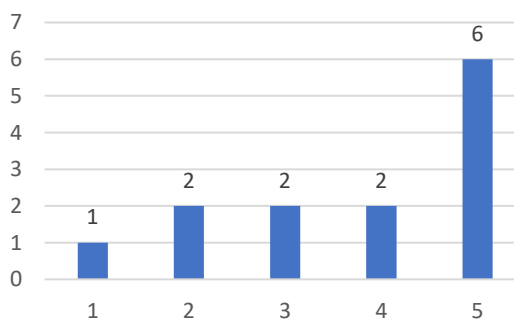
Señala tu grado de acuerdo con la siguiente afirmación: "No participo más en clase de inglés porque me da vergüenza lo que puedan pensar mis compañeros"



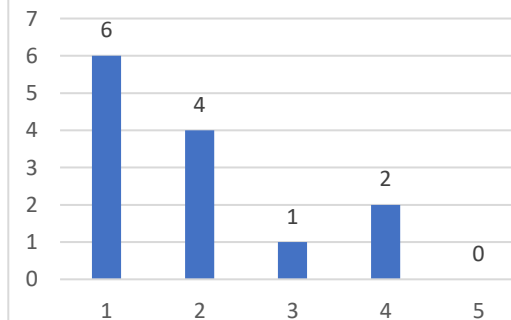
Señala tu grado de acuerdo con la siguiente afirmación: "Si pudiera dejar de estudiar inglés ahora mismo, lo haría"

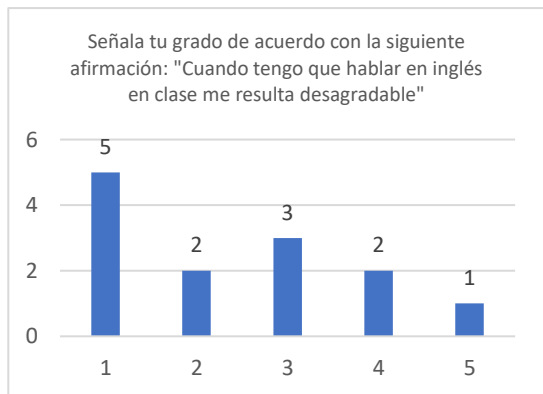
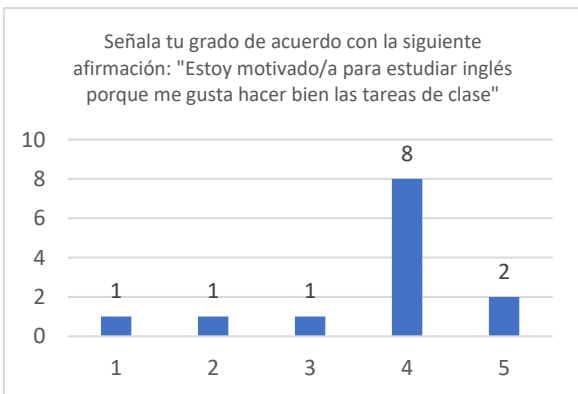
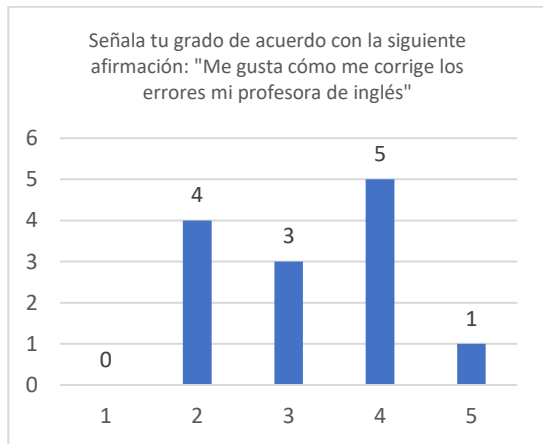
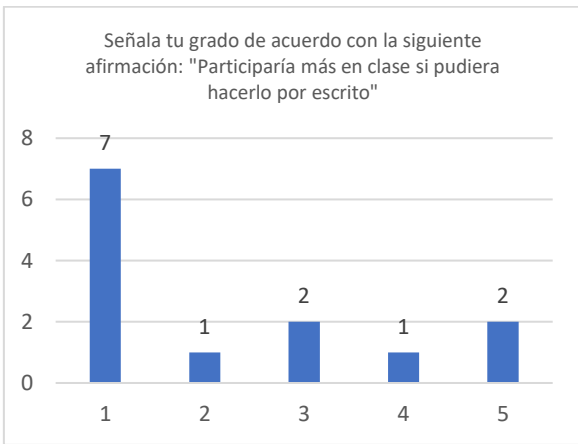
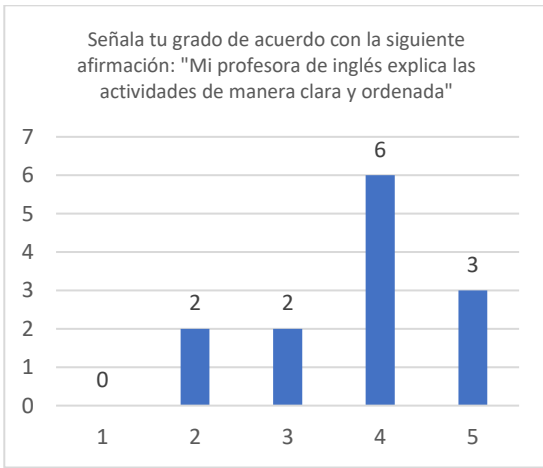
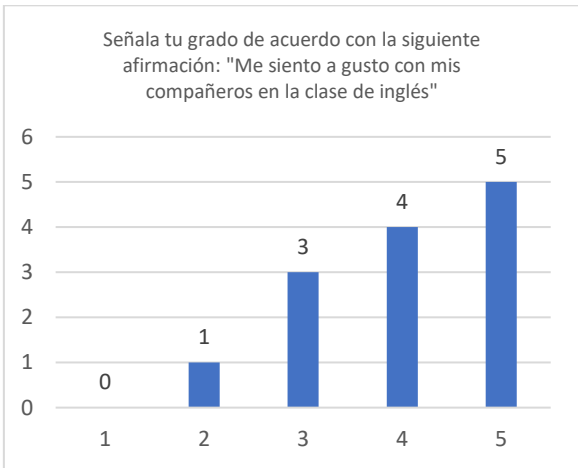
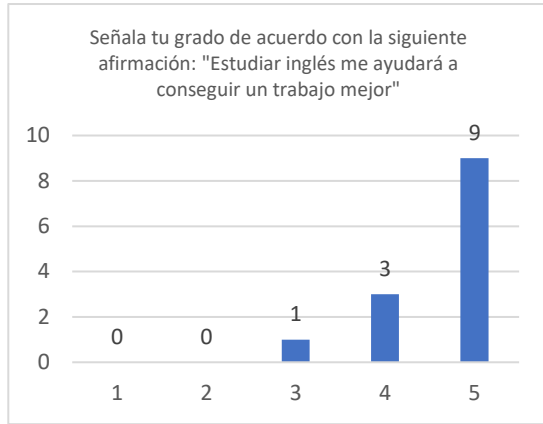
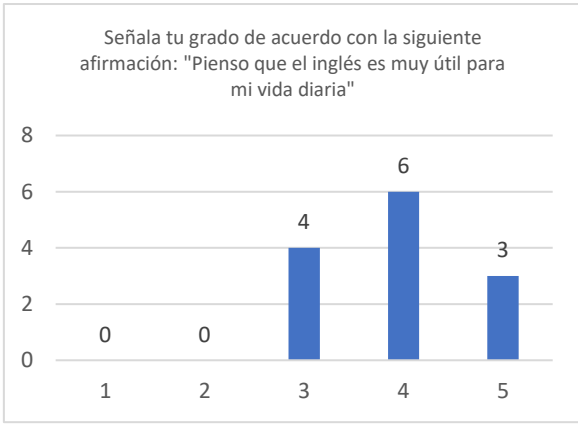


Señala tu grado de acuerdo con la siguiente afirmación: "Estoy más cómodo trabajando en grupo en la clase de inglés"

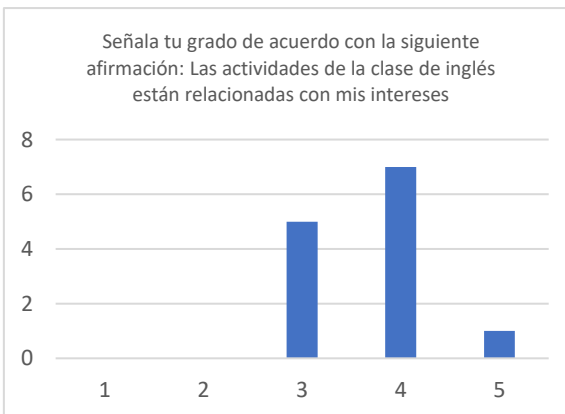
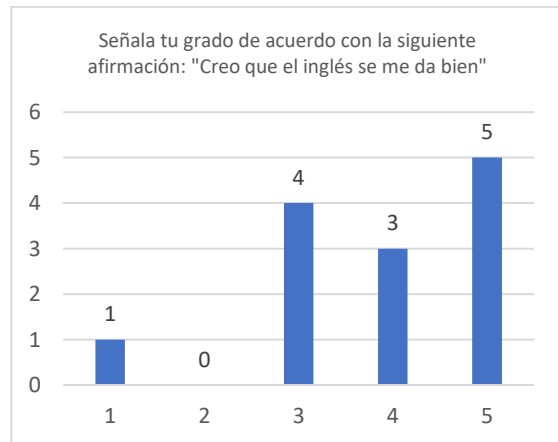
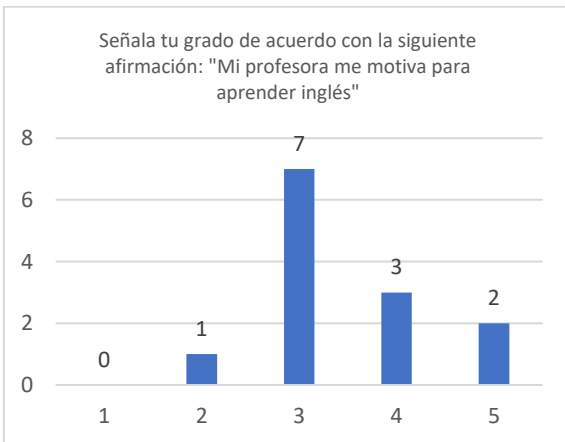
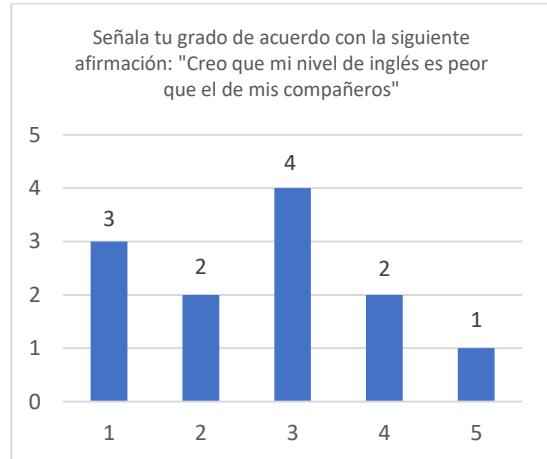
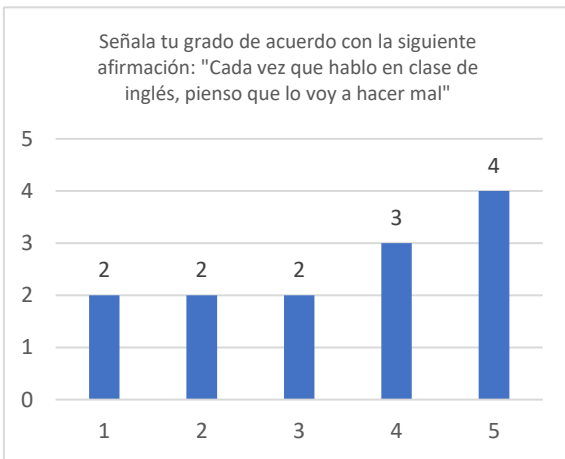
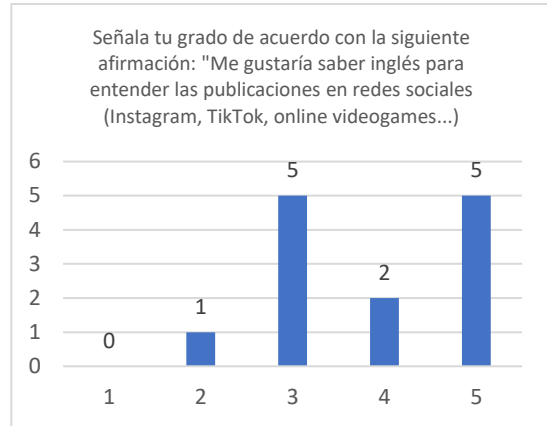
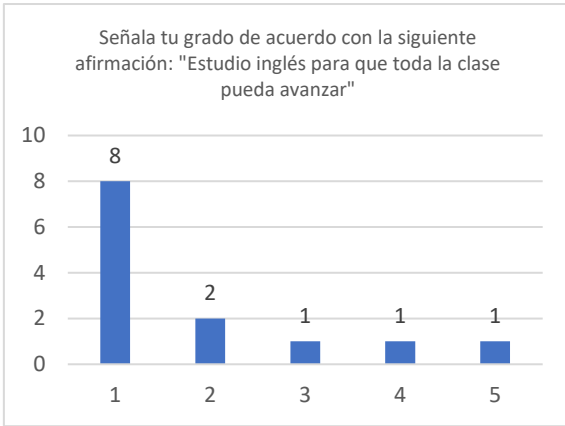


Señala tu grado de acuerdo con la siguiente afirmación: "Estudio inglés para que mi familia se sienta orgullosa"









QUESTION	MEAN	STANDARD DEVIATION
¿Cómo dirías que es tu nivel general de motivación en la asignatura de inglés?	3,846153846	0,554700196
Señala tu grado de acuerdo con la siguiente afirmación: "Estudio inglés porque me parece imprescindible para mi futuro"	4,53846154	0,66022529
Señala tu grado de acuerdo con la siguiente afirmación: "Me interesa aprender sobre la cultura (cine, literatura, ciudades, música, famosos, etc.) de los países de habla inglesa"	4	1
Señala tu grado de acuerdo con la siguiente afirmación: "Estudio inglés porque quiero sacar muy buena nota"	3,076923077	1,382120259
Señala tu grado de acuerdo con la siguiente afirmación: "Me estreso mucho cuando tengo que participar oralmente en clase de inglés"	3	1,471960144
Señala tu grado de preferencia por los materiales (libro, audiovisuales, fotocopias, recursos en internet, etc.) que se usan en la clase de inglés	3,53846154	0,96741792
Señala tu grado de acuerdo con la siguiente afirmación: "Lo que aprendo en la clase de inglés me sirve para mi vida diaria"	4	1,08012345
Señala tu grado de acuerdo con la siguiente afirmación: "Me encanta que la profesora de inglés me felicite cuando hago algo bien"	4,69230769	0,48038446
Señala tu grado de acuerdo con la siguiente afirmación: "Participaría más en clase de inglés si la profesora de inglés corrigiera los errores de otra manera"	2,692307692	1,250640861
Señala tu grado de acuerdo con la siguiente afirmación: "Me interesa mucho aprender sobre otras culturas y países"	4,30769231	0,85485041

¿Cómo de satisfecho/a te sientes respecto a tu nivel de inglés?	3,461538462	1,050030525
Señala tu grado de acuerdo con la siguiente afirmación: "Que la profesora de inglés me felicite me motiva mucho para seguir estudiando inglés"	4,15384615	0,80064077
Señala tu grado de acuerdo con la siguiente afirmación: "No participo más en clase de inglés porque me da vergüenza lo que puedan pensar mis compañeros"	2,846153846	1,625123269
Señala tu grado de acuerdo con la siguiente afirmación: "Si pudiera dejar de estudiar inglés ahora mismo, lo haría"	1,692307692	1,182131929
Señala tu grado de acuerdo con la siguiente afirmación: "Estoy más cómodo trabajando en grupo en la clase de inglés"	3,769230769	1,423250163
Señala tu grado de acuerdo con la siguiente afirmación: "Estudio inglés para que mi familia se sienta orgullosa"	1,923076923	1,11516355
Señala tu grado de acuerdo con la siguiente afirmación: "Pienso que el inglés es muy útil para mi vida diaria"	3,92307692	0,75955453
Señala tu grado de acuerdo con la siguiente afirmación: "Estudiar inglés me ayudará a conseguir un trabajo mejor"	4,61538462	0,65044364
Señala tu grado de acuerdo con la siguiente afirmación: "Me siento a gusto con mis compañeros en la clase de inglés"	4	1
Señala tu grado de acuerdo con la siguiente afirmación: "Mi profesora de inglés explica las actividades de manera clara y ordenada"	3,769230769	1,012739367
Señala tu grado de acuerdo con la siguiente afirmación: "Participaría más en clase si pudiera hacerlo por escrito"	2,230769231	1,58922655
Señala tu grado de acuerdo con la siguiente afirmación: "Me gusta cómo me corrige los errores mi profesora de inglés"	3,230769231	1,012739367
Señala tu grado de acuerdo con la siguiente afirmación: "Estoy motivado/a para	3,692307692	1,109400392

estudiar inglés porque me gusta hacer bien las tareas de clase"		
Señala tu grado de acuerdo con la siguiente afirmación: "Cuando tengo que hablar en inglés en clase me resulta desagradable"	2,384615385	1,386750491
Señala tu grado de acuerdo con la siguiente afirmación: "Estudio inglés para que toda la clase pueda avanzar"	1,846153846	1,344504484
Señala tu grado de acuerdo con la siguiente afirmación: "Me gustaría saber inglés para entender las publicaciones en redes sociales (Instagram, TikTok, online videogames...)"	3,84615385	1,06818802
Señala tu grado de acuerdo con la siguiente afirmación: "Cada vez que hablo en clase de inglés, pienso que lo voy a hacer mal"	3,384615385	1,502135232
Señala tu grado de acuerdo con la siguiente afirmación: "Creo que mi nivel de inglés es peor que el de mis compañeros"	2,692307692	1,250640861
Señala tu grado de acuerdo con la siguiente afirmación: "Mi profesora me motiva para aprender inglés"	3,46153846	0,87705802
Señala tu grado de acuerdo con la siguiente afirmación: "Creo que el inglés se me da bien"	3,846153846	1,214231845
Señala tu grado de acuerdo con la siguiente afirmación: "Las actividades de la clase de inglés están relacionadas con mis intereses"	3,69230769	0,630425172

VARIABLES	COEFFICIENT OF CORRELATION
Activities and materials	0.43
Language anxiety and group cohesion	-0.22
Classroom goal structure and group cohesion	0.24

Language anxiety and classroom goal structure	-0.36
Activities and language anxiety	-0.37
Language anxiety and error correction	0.46
Language anxiety and perceived competence in the L2	0.86
Need for achievement and instrumentality	0.4
Affiliative drive and error correction	0.05

2.¿Por qué estudias inglés?	Course-specific	Interest	Futuro laboral
			Interés por los idiomas
			Utilidad como lengua franca
			Obligación
			Aprender cosas nuevas

6. ¿Te interesa conocer gente de otros países y culturas? ¿Por qué/por qué no?	Language level	Integrative	Sí: -Interés por diferentes culturas -Son amigables -Para mejorar el idioma -Conocer diferentes costumbres -Nuevas amistades -Conocer nuevos lugares
			No: -Prefiere su propia cultura

12. ¿Te sientes apoyado por tus compañeros cuando participas en clase de inglés? ¿Por qué/por qué no?	Group specific	Group cohesion	Sí: -Ayudan con pronunciación -Ayudan a responder -Corrigen los errores
			No: -No hablan -No dicen cuando lo haces mal -No ven bien que te equivoques

14. ¿Crees que estudiar inglés tiene alguna utilidad real? Si es así, ¿cuál/cuáles?	Language level	Instrumental	Futuro laboral
			Comunicarte con extranjeros
			Viajar
			Tecnología y redes sociales

21. ¿Sientes que tu profesora te compara con tus compañeros?	Teacher-specific	Direct socialization	Sí: -Porque me usan como ejemplo
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23. ¿En qué situaciones tu profesora de inglés deja que los alumnos tomen decisiones sobre las clases?	Teacher-specific	Authority type	Nunca
			Temas para hablar
			Fechas de exámenes
			Miembros de grupos

25. Comenta las tres cosas que menos te gusten de la forma en que tu profesora de inglés presenta las actividades	Teacher-specific	Direct socialization	Poco vocabulario
			Repetitivas
			Monótonas y aburridas
			Deberes
			Reacción cuando te equivocas
			Las presenta bien

28. ¿Qué haces cuando una actividad de la clase de inglés te parece muy difícil?	Learner level	Need for achievement	Hacerla lo mejor que pueda
			Pedir ayuda a compañeros
			Preguntar a la profesora
			Internet
			Esperar a que lo corrijan
			Ponerse nervioso/a



39.¿Crees que aprobarás inglés este curso? ¿Por qué/ Por qué no?	Learner level	Expectancy of success	Sí: -Porque saco buenas notas -Porque me esfuerzo -Porque participo
			No: -Porque se me da fatal

42.¿Cómo te gustaría que tu profesora de inglés te corrigiera los errores cuando hablas?	Teacher-specific	Direct socialization	A todos por igual
			Sin usar a otros como ejemplo
			Corrigiendo la pronunciación
			Me parece bien
			Al terminar de hablar
			Corrigiendo errores de todo tipo
			Más paciente
			Mientras hablo
			De manera clara

44.¿Qué cambiarías para que las clases de inglés fueran más motivantes			Actividades: -Más dinámicas -Más llamativas -Más amenas -Más entretenidas
			Más actualizado
			Más tecnología
			La dinámica
			Como son
			Sin deberes

## Appendix V: Data from Individual Interviews

### INTERVIEW 1

1. ¿Qué piensas sobre tus clases de inglés? ¿Qué te parecen en general?

-Depende de lo que se haga (listenings no). Mejor hablar entre ellos. (depende de las actividades)

2. ¿Cuáles son las 3 cosas que más te gustan?

-Presentaciones orales (hacerlas y verlas)

3. ¿Cuáles son las 3 cosas que menos te gustan?

-Los listenings (muchos y no se oyen bien) es muy estresante (y luego les dice que coge notas).

-Mucho vocabulario y no deja claro los significados de cada cosa (no sabes si lo haces bien).

4. ¿Te cuesta hablar en clase de inglés? ¿Por qué?

-Para nada. Cuando gritan sí, pero de normal no.

5. ¿Qué opinas del *feedback* que da la profesora?

-Me gustaría que me dijera más cosas que fallo pero no me lo dice. Normalmente solo dice si bien o mal

6. ¿Alguna vez sientes que te comparan con tus compañeros cuando hablas? ¿Cómo te hace sentir?

-Muchísimo, constantemente. Siempre dice que usen a otros como modelo (a veces te sienta bien y otras mal). Sientes que se crean conflictos en el grupo

7. ¿Qué tipo de actividades te gustaría hacer en clase de inglés? (en grupo, temas, tipo de actividad...) o ¿qué cambiarías de las actividades que hacéis?

-Más presentaciones

-Más juegos de hablar (pero que se trabaje)

-Kahoots para practicar el vocabulario (no pueden repasarlo sino)

8.¿El ambiente de clase de inglés te parece bueno? ¿Sientes que tus compañeros te apoyan cuando participas?

A días, hay veces que bien y otras hay mucho conflicto

9.¿Qué opinas de tu nivel de inglés?

-Es bueno pero me gustaría sacarme el B2, pero creo que aún estoy muy verde.

10.¿Sueles participar en clase? ¿Por qué sí o por qué no?

-Sí suelo participar en clase, de las que más. Porque te gusta

11.¿Te gusta cómo corrige los errores tu profesora cuando hablas en clase?

-Hay gente con la que es muy agresiva pero hay veces que no.

12.¿Qué cosas cambiarías de las clases de inglés?

-Los listenings, me parecen necesarios pero no tantos. Trabajar otras cosas, tipo reading.

## INTERVIEW 2

1.¿Qué piensas sobre tus clases de inglés? ¿Qué te parecen en general?

Me han gustado

Los listenings (no se oyen nada)

2.¿Cuáles son las 3 cosas que más te gustan?

-La profesora (como explica)

-Las actividades complementarias

-Las profesoras de prácticas (ejercicio de condicionales que hicimos con ella).

3.¿Cuáles son las 3 cosas que menos te gustan?

-Los listenings

4.¿Te cuesta hablar en clase de inglés? ¿Por qué?

-A veces me cuesta, me cuesta seguir hablando.

5.¿Qué opinas del *feedback* que da la profesora?

-Me gusta la manera en la que lo da.

6.¿Alguna vez sientes que te comparan con tus compañeros cuando hablas? ¿Cómo te hace sentir?

-No nos comparan a unos con otros.

7.¿Qué tipo de actividades te gustaría hacer en clase de inglés? (en grupo, temas, tipo de actividad...) o ¿qué cambiarías de las actividades que hacéis?

-Excursiones en inglés

-Actividades de writings

8.¿El ambiente de clase de inglés te parece bueno? ¿Sientes que tus compañeros te apoyan cuando participas?

-Hay mucho ruido, pero en general sí

9.¿Qué opinas de tu nivel de inglés?

-Es básico

10.¿Sueles participar en clase? ¿Por qué sí o por qué no?

-Sí suelo participar.

11.¿Te gusta cómo corrige los errores tu profesora cuando hablas en clase?

-Sí, para poder aprender más.

12.¿Qué cosas cambiarías de las clases de inglés?

-Hacer muchísimos más writings

-Quitar los exámenes

### INTERVIEW 3

1.¿Qué piensas sobre tus clases de inglés? ¿Qué te parecen en general?

-Te han gustado

2.¿Cuáles son las 3 cosas que más te gustan?

-Forma de explicar de la profesora

3.¿Cuáles son las 3 cosas que menos te gustan?

-Contenido de la materia (algunos temas no le han gustado)

4.¿Te cuesta hablar en clase de inglés? ¿Por qué?

-Suelo hablar cuando conozco del tema. A veces me trabo.

5.¿Qué opinas del *feedback* que da la profesora?

-Creo que está bien, nos corrige los fallos y nos dice en qué podíamos mejorar.

6.¿Alguna vez sientes que te comparan con tus compañeros cuando hablas? ¿Cómo te hace sentir?

-Igual en algún caso muy puntual pero de normal no.

7.¿Qué tipo de actividades te gustaría hacer en clase de inglés? (en grupo, temas, tipo de actividad...) o ¿qué cambiarías de las actividades que hacéis?

-Alguno sobre los que conozca los contenidos.

-Me gusta más individual (porque en los grupos siempre hay uno que trabaja menos y tienes que juntarte)

8.¿El ambiente de clase de inglés te parece bueno? ¿Sientes que tus compañeros te apoyan cuando participas?

-Sí.

9.¿Qué opinas de tu nivel de inglés?

-Me parece que estoy dejando de lado el inglés estos últimos años (a nivel de gramática). Los últimos exámenes de inglés los he empezado a estudiar antes.

10.¿Sueles participar en clase? ¿Por qué sí o por qué no?

-Sí, algún comentario. Depende del ejercicio (si son vocabulario, lo hago porque quiero)

11.¿Te gusta cómo corrige los errores tu profesora cuando hablas en clase?

-Hay a veces que me quedo con la sensación de que me lo ha explicado pero no lo he entendido (si fuera más clara, mejor).

12.¿Qué cosas cambiarías de las clases de inglés?

-Hablar más, para poder mejorar nuestra expresión oral. Porque a veces me cuesta mucho.

#### INTERVIEW 4

1.¿Qué piensas sobre tus clases de inglés? ¿Qué te parecen en general?

-Sí, me han gustado.

2.¿Cuáles son las 3 cosas que más te gustan?

-La actitud de la profesora

-Su forma de llevar las clases

3.¿Cuáles son las 3 cosas que menos te gustan?

-Las actividades

4.¿Te cuesta hablar en clase de inglés? ¿Por qué?

No me cuesta participar.

5.¿Qué opinas del *feedback* que da la profesora?

Me gustan, me parecen completos

6.¿Alguna vez sientes que te comparan con tus compañeros cuando hablas? ¿Cómo te hace sentir?

-Alguna vez, siempre positivamente.

7.¿Qué tipo de actividades te gustaría hacer en clase de inglés? (en grupo, temas, tipo de actividad...) o ¿qué cambiarías de las actividades que hacéis?

-Más individuales.

-De escuchar y hablar

8.¿El ambiente de clase de inglés te parece bueno? ¿Sientes que tus compañeros te apoyan cuando participas?

-Depende de los compañeros, pero en general bien.

9.¿Qué opinas de tu nivel de inglés?

-Estoy satisfecho con él, aunque según la profesora podría dar más.

10.¿Sueles participar en clase? ¿Por qué sí o por qué no?

-A veces, lo justo y necesario. De manera espontánea.

11.¿Te gusta cómo corrige los errores tu profesora cuando hablas en clase?

Sí.

12.¿Qué cosas cambiarías de las clases de inglés?

-Los trabajos en grupo, prefiero trabajar solo.

## INTERVIEW 5

1.¿Qué piensas sobre tus clases de inglés? ¿Qué te parecen en general?

Sí, bien, no me quejo.



2.¿Cuáles son las 3 cosas que más te gustan?

-Compañeros

-Interacción con los compañeros en algún momento.

-La profesora, que me ha aprobado.

3.¿Cuáles son las 3 cosas que menos te gustan?

-Los writings

-Los exámenes

4.¿Te cuesta hablar en clase de inglés? ¿Por qué?

No, tengo soltura, pero como no practico mucho me trabo.

5.¿Qué opinas del *feedback* que da la profesora?

-Comenta cosas que podíamos mejorar.

6.¿Alguna vez sientes que te comparan con tus compañeros cuando hablas? ¿Cómo te hace sentir?

-Sí, a veces nos compara (con el alumno superdotado).

7.¿Qué tipo de actividades te gustaría hacer en clase de inglés? (en grupo, temas, tipo de actividad...) o ¿qué cambiarías de las actividades que hacéis?

-Trabajar más la expresión oral.

-Más actividades en grupo.

8.¿El ambiente de clase de inglés te parece bueno? ¿Sientes que tus compañeros te apoyan cuando participas?

-Sí, en general sí. Hay veces que no

9.¿Qué opinas de tu nivel de inglés?

Normalito, podría mejorar.

10.¿Sueles participar en clase? ¿Por qué sí o por qué no?

Sí, cuando tengo hechos los deberes. Hay veces que espontáneamente y otras que no.

11.¿Te gusta cómo corrige los errores tu profesora cuando hablas en clase?

-Sí, me gusta.

12.¿Qué cosas cambiarías de las clases de inglés?

-La forma de dar el profesor la clase.

## INTERVIEW 6

1.¿Qué piensas sobre tus clases de inglés? ¿Qué te parecen en general?

-Me han parecido interesante, sí me han gustado.

2.¿Cuáles son las 3 cosas que más te gustan?

-Repasar lo que hemos dado.

3.¿Cuáles son las 3 cosas que menos te gustan?

-Las exposiciones orales

-Los exámenes

4.¿Te cuesta hablar en clase de inglés? ¿Por qué?

-Hablar sí, participar no. Preferiría hacerlo por escrito. Me pongo nervioso.

5.¿Qué opinas del *feedback* que da la profesora?

-Sí, está bien.

6.¿Alguna vez sientes que te comparan con tus compañeros cuando hablas? ¿Cómo te hace sentir?

-No lo recuerdo.

7.¿Qué tipo de actividades te gustaría hacer en clase de inglés? (en grupo, temas, tipo de actividad...) o ¿qué cambiarías de las actividades que hacéis?

-Más dinámicas, Kahoots

-Más en grupo

8.¿El ambiente de clase de inglés te parece bueno? ¿Sientes que tus compañeros te apoyan cuando participas?

-Dependiendo del día. Hay veces que parece que se levantan con el pie izquierdo.

9.¿Qué opinas de tu nivel de inglés?

-Creo que es bueno.

10.¿Sueles participar en clase? ¿Por qué sí o por qué no?

-Sí, suelo participar.

11.¿Te gusta cómo corrige los errores tu profesora cuando hablas en clase?

-Sí, podría dar ejemplos de cómo hacerlo bien.

12.¿Qué cosas cambiarías de las clases de inglés?

-Que las clases sean un poco más dinámicas.

### 1. INTRODUCTION

The aim of this paper is to analyse a unit from the book *Advanced: Think Ahead* (Marks and Scott, 2019) by Burlington Books, used in the non-bilingual class of 4<sup>o</sup>ESO at CPI La Jota in order to determine whether, according to the criterion established in Dörnyei (1994), the materials could be considered to be motivating for the students of this specific group.

### 2. PURPOSE AND OBJECTIVES

The purpose of this analysis is to determine whether the present unit could be considered to be motivating. For this purpose, the work of Dörnyei (1994) would be used as a reference, as it provides some criteria on how to create motivating materials. As it has been mentioned, the set of criteria selected for the analysis have been extracted from Dörnyei (1994) and can be observed at the end of this paper, in the form of a collection table. The main objective of this analysis is to serve as a starting point in the discussion of the materials in a multiple case study conducted in the aforementioned group and see if any improvements need to be done with regards to motivation.

### 3. THEORETICAL FRAMEWORK

For the purpose of this analysis, several references will be used. Firstly, with regards to legal specifications, the document that will be used is the Aragonese Curriculum (ECD/65/2015). In this document, it is specified that motivation is one of the elements that is aimed to be promoted. Within the methodological specifications that the Aragonese Curriculum includes, one of them addresses the need for teachers to help students develop motivation and creativity. This is suggested to be done by providing a wide variety of materials and activities that will promote curiosity and motivation. This analysis, thus, will aim to determine whether this specifications in terms of motivation are met.

With regards to the theory of motivation, the main reference that will be used for the analysis of materials would be Dörnyei's (1994) model. In this model, Dörnyei (1994) establishes several subconstructs that play a significant role in students' motivation. In this model, the construct of motivation in the L2 is subdivided into different levels: *Language Level*, *Learner Level* and *Learning Situation Level*. With regards to Language Level, the subconstructs included in this category are instrumentality of the language and integrativeness, that is, the desire to integrate within the culture in which the L2 is spoken. In the Learner Level, subconstructs such as self-confidence (language anxiety, perceived competence in the L2, self-efficacy...) and need for achievement. The third, and most relevant for the purpose of the analysis, is the *Learning Situation Level*, formed

by course-specific, teacher-specific and group-specific components. The most relevant of these subconstructs in this case, would be course-specific components, as they are the ones that are constituted by the materials used in the classroom. Within this category, we find interest, relevance, expectancy and satisfaction, which are directly connected to the materials that are used in the classroom.

#### **4. METHODOLOGY**

All the conclusions and results that will be exposed in this paper are extracted from a collection table that can be found at the end of the paper, along with the unit that has been analysed. First, a set of criteria were selected and extracted from the specifications in Dörnyei (1994) regarding course-specific components. The next step consisted in the analysis of the activities in the unit to see whether they followed the criteria specified in Dörnyei (1994), so as to test whether they could be considered motivating. Once the activities were analysed, some suggestions for improvement were added.

#### **5. RESULTS, DISCUSSION AND SUGGESTIONS FOR IMPROVEMENT**

The first criterion selected for the analysis is whether *activities can be considered challenging for students* (Dörnyei, 1994). Most of the activities in the unit do not pose a challenge on students, as is the case with p.12 ex. 2, in which students are required to complete gaps with vocabulary; p.13 ex.6, in which students have to fill in gaps with the Present Perfect; and p.15 ex.15, in which students have to find words to match some definitions. As it can be observed, most of the activities in the unit are drills or activities that only aim at accuracy, so students do not need to write whole sentences, but just words. Only two of the activities could be considered to be challenging, since they involve looking for information on the Internet, selecting information, writing long pieces of information and preparing a presentation. Examples of these would be tasks in page 15 and 19, in which students have to write a petition to a local company and complete an info card about a historical event, respectively. A possible improvement in this regard would be to include more activities that challenge students in different ways (by writing, selecting information, quizzes, games or cooperative activities to solve a mystery, a problem...). In this respect, using PBLT (Project-based language teaching) could be a good idea, as the initial stage of the process consists in the presentation of a challenge that students will have to complete.

The second criterion is whether *activities match students' interests* (Dörnyei, 1994). In this case, after analysing the activities present in the unit, it can be concluded that there are no activities in the unit that match students' interests. Some examples of this are p.14 ex. 11, which is a text about the environment in some regions of Africa; p.15 ex.17, in which a text about straws in the US is included; and p.23 ex.19, where there is a text about a rodeo in Vietnam. The general topics (the environment and history) can be too

repetitive as they are usually dealt with in other subjects. Activities focus too much on events in faraway countries, so it is difficult for students to feel related and, consequently, be interested in them. A possible way of improving this would be to include activities to which students can relate or that address issues of their own lives. A good practice in this regard could be to give students a questionnaire at the beginning of the course asking them about the topics they would be interested in, so that the teacher can design some activities matching their interests.

Criterion number three is whether *meaningful exchange of information is encouraged* (Dörnyei, 1994). Regarding this criterion, it can be stated that is not met by any of the activities in the unit, as is the case with p.12 ex.4, in which students have to make a list of words they know about the environment; p.13 ex.9, where students are requested to compare themselves with the character of a text and tell their partner; and p.20 ex.2, in which they have to make a list of forms of transport that they know. As it can be observed, most of the activities are individual and, even in the case of some of them being supposed to be done in pairs, the exchange of information is not meaningful. A possible improvement would be to include more activities with functional use of language, as it will prompt meaningful exchange of information. In the case of p.12 ex.4, students could use the structure 'Jot thought' in groups to try to cover the table with as many words as they can, instead of just making a list individually. In p.13 ex.9, students could try to guess the character their classmate is comparing with and in p.20 ex.2, they could do a collaborative word cloud in groups trying to include as many words as possible.


With regards to criterion 4, which is whether *peer and group interaction is involved* (Dörnyei, 1994), it can be stated that most of the activities are designed to be done individually, such as p.12 ex.2 (fill in the gaps), p.13 ex.7 (put the words in the correct order) and p.19 ex.16 (complete with the right word). There are few activities that involve pair work but as mentioned above, they do not require meaningful interaction (e.g.: p.13 ex.9 and p.19 ex.15). With regards to group work, there are no activities in the unit that promote this kind of structure. A possible solution to this would be to include more activities in which pair and group work are required, so as to promote interaction and cooperative learning. Some of the existing activities could be turned into cooperative ones very easily, such as p.19 ex.5, in which a 'Find Someone Who' structure could be implemented, so that students have to interact with each other to find people to whom certain events happened in the past.

Finally, regarding the last criterion, which is whether *students are required to create finished products* (Dörnyei, 1994), only two activities require students to create a finished product: Task in p.15 (write a petition) and task in p.19 (complete an info card about a historical event). In this regard, more activities that include creating a finished product should be included. A good idea in this respect would be to use PBLT, as this will solve many of the problems of the unit: lack of interaction, lack of creation of a finished product, lack of group work and lack of a challenge. In this regard, PBLT includes a stage

in which a challenge is posed to motivate students, interaction is promoted in the whole sequence as cooperative learning structures are used (which also requires group work) and a finished product is created at the end of the sequence.

## **6. CONCLUSION**

To conclude, after the analysis of this learning unit using the criteria extracted from Dörnyei (1994), it can be stated that the materials used in this specific classroom are not motivating. Most of them do not pose a challenge for students, do not match students' interests, they do not require peer and group interaction and students are not required to create a finished product. In addition to this, none of them involve meaningful exchanges of information. A possible improvement would be to follow a PBLT sequence, so that students encounter challenging activities, group work and interaction is required, and a finished product is created at the end. In addition to this, a good idea would be to provide students with a questionnaire at the beginning of the course to know their interests and be able to adapt the activities to those. Finally, an additional possible improvement would be include activities in which a functional use of language is encouraged, so that meaningful interaction can take place.

Criteria	DATA	 Interpretation	Suggestions for improvement
<p>1. Activities can be considered challenging for students (Dörnyei, 1994)</p>	<p>No:</p> <ul style="list-style-type: none"> <li>-p.12 ex.2 → complete gaps with vocabulary</li> <li>-p.13 ex.6 → complete gaps with Present Perfect</li> <li>-p.15 ex.15 → find words for definitions</li> </ul> <p>Yes:</p> <ul style="list-style-type: none"> <li>-p.15 TASK → writing a petition to a local company and presenting it to the rest of the class</li> <li>-p.19 TASK → complete an info card about a historical event and present it to the rest of the class</li> </ul>	<p>Most of the activities in the unit do not pose a challenge on students. Most of the activities are drills or activities that only aim at accuracy (finding words for definitions, completing with the correct form of a verb...) so students do not need to write sentences, but just words.</p> <p>Only two of them could be considered to be challenging, as they involve looking for information on the Internet, selecting information, writing long pieces of information and preparing a presentation of their work.</p>	<p>1.Include more activities that challenge students in different ways: by writing, selecting information, speaking, telling a story to the rest of the class, creative activities, quizzes, games or cooperative activities to solve a mystery, a problem...</p> <p>2.A possible way of improving this would be to include texts and activities with which students can relate, either because of their interests or because they are addressing issues from their own lives. In addition to this, another possible improvement would be to give a questionnaire at the beginning of the course asking students about the topics they would be interested in, so that the</p>
<p>2. Activities match students' interests (Dörnyei, 1994)</p>	<p>No:</p> <ul style="list-style-type: none"> <li>-p.14 ex.11 → text about the environment in some regions of Africa</li> <li>-p.15 ex.17 → text about straws in the US</li> </ul>	<p>None of the activities can be considered to match students interests. The general topics (the environment and history) can be too repetitive as are dealt with in other subjects. Activities focus too much on events in far away countries, so it is difficult</p>	<p>2.A possible way of improving this would be to include texts and activities with which students can relate, either because of their interests or because they are addressing issues from their own lives. In addition to this, another possible improvement would be to give a questionnaire at the beginning of the course asking students about the topics they would be interested in, so that the</p>



	-p.23 ex.19 → text about a rode in Vietnam	that it can generate interest amongst students, as they cannot be related.	teacher can design some activities that can be of the interest of students.  3.Include more activities in which a functional use of language is present, as this will prompt meaningful exchange of information. In the case of p.12 ex. 4, students in groups could use the structure 'Jot thoughts' to try and cover the table with as many words about the environment as they could. In p.13 ex.9, students could try to guess which character is the classmate comparing with and in p.20 ex.2, students could do a collaborative word cloud in groups trying to include as many words as possible.
3. Meaningful exchanges of information are encouraged (Dörnyei, 1994)	No: -p.12 ex.4 → students have to make a list of words they know about the environment -p.13 ex. 9 → students have to compare themselves with the character of a text and tell their partner  -p.20 ex.2 → make a list of forms of transport that they know	Most of the activities do not promote meaningful exchange of information. Most of them are individual (e.g.: making lists) and, even though there are a few of them supposed to be done in pairs, the exchange of information is not meaningful.	4.More activities should be included in which pair and specially group work is required, so as to promote interaction and cooperative learning. Some of the activities that require pair work do not promote meaningful interaction, so a good idea could be to turn them into cooperative activities, such as p.19 ex.5,
4. Peer and group interaction is involved (Dörnyei, 1994)	-Yes: p.13 ex. 9 → students have to compare themselves with the character of a text and tell their partner	Most of the activities in the unit are designed to be done individually, such as drills: fill in the gaps, put the words in the correct order, etc. There are a few activities	

	<p>p.17 ex.5 → students have to write correct and incorrect sentences so that their classmate has to guess</p> <p>-p.19 ex.15 → students in pairs have to tell their partner something that happened to them.</p> <p>No:</p> <p>-p.12 ex.2 → fill in the gaps</p> <p>-p.13 ex.7 → put the words in the correct order</p> <p>-p.19 ex.16 → complete the text with the right word</p>	<p>that involve pair work, although most of them do not require meaningful interaction (e.g.: p.13 ex.9 and p.19 ex.15). No activities in the unit require group work.</p>	<p>which could be implemented using 'find someone who', so that students have to interact with each other to find people to whom certain events happened in the past.</p>
<p>5. Students are required to create finished products (Dörnyei, 1994)</p>	<p>p.15 → TASK: write a petition and share it with the rest of the class</p> <p>p.19 → TASK: complete an info card about a historical event</p>	<p>Only two activities require students to create a finish product: a petition and an info card.</p>	<p>5. More activities in which a finished product needs to be created should be included. A good idea would be to use PBLT, as this will solve many of the problems of the unit: interaction, finished products, group work and challenge</p>

## DIGITAL PRACTICE AND SUPPORT

**IS** INTERACTIVE STUDENT

▶ Go to [www.burlingtonbooks.es/IS](http://www.burlingtonbooks.es/IS) for videos, vocabulary practice, grammar practice and more.



▶ Go to [www.burlingtonbooks.es/WA](http://www.burlingtonbooks.es/WA) and download your FREE Burlington mobile WordApp.  
▶ Then scan the QR code on the inside cover of your book – and start practising!

Students should note that they must not write in this book.

# ADVANCED THINK AHEAD

Student's Book

4

**B** Burlington Books

Linda Marks | Alice S

# 1 Game Changers

## Section A: Changing the Land

In this section, you will:

- learn vocabulary: environment
- use the Present Perfect Simple / Past Simple
- practise comparing experiences

In order to:

 Write a petition.




## Section B: Making History

In this section, you will:

- learn vocabulary: history
- use the Past Perfect Simple / Past Simple
- practise talking about experiences

In order to:

 Make an info card about an important event in history.




## Section C: Going the Distance

In this section, you will:

- learn vocabulary: transport
- use gerunds and infinitives
- practise getting information

In order to:

 Write a narrative.



## Section D: Advanced Practice

- Advance Your Language
- Culture: Travel Firsts
- Advance Your Exam Skills
- Life Skills: Giving Directions



Bicycles Then and Now, page 20



Off to Manchester!, page 21



Travel in London, page 25



Going Underground, page 28



# A

## Changing the Land

Environment  

**IS** FLIPPED CLASSROOM

**IC** VOCABULARY PRESENTATION

- 1 Read the notices. Pay attention to the words in red. What environmental problem does each organisation want to solve? What action does it propose to solve the problem?



### RUN FOR THE FOREST!

Run a marathon in one of 10 cities across the country. **Raise money** to help us with one of the biggest problems on our planet: deforestation. We are losing over 18 million acres of forests annually. That's an area the size of 27 soccer fields every minute!

We need to **take action** to prevent more destruction of our forests and **bring them back** to life. We want to restore 5 million square kilometres of forest by 2030!

### ADVANCED Language!

The word *over* has got several different meanings.  
*Over a thousand people ran in the marathon.*  
*Please hang the picture over the sofa.*  
*I'll meet you when the marathon is over.*

- In which sentence above does *over* mean *above*? In which does it mean *more than*? In which does it mean *finished*?
- What does the word *over* in notice A above mean?

B

### Come to our March 22nd December at 5 pm!

Humans have **caused** the problem of **global warming**, and only we can stop it. When we burn **fossil fuels** like coal and oil, gases enter the atmosphere, where they absorb heat from the sun, causing the temperature to rise. Let's **ban** all fossil fuels and use only **renewable energy** from the sun, wind and water.

Help us create a world free of fossil fuels!

C

### MAKE YOUR VOICE HEARD! SIGN OUR PETITION!

Oil and gas **drilling** is big business. In fact, it makes up between 4.6 % and 6.5 % of the global economy – and that's bad news for the environment. It has already done a lot of damage on land and in the ocean. It:

- kills **wildlife** and destroys habitats.
- exposes** natural areas to the **threat of oil spills**.
- damages the **landscape** and contaminates our water **sources** with toxic chemicals.

HELP US FIGHT PLANS FOR EVEN MORE DRILLING!



- 2 Copy and complete the sentences. Use the correct form of words in red in Exercise 1.

- Temperatures are increasing because of ...
- No one knows what ... last month's forest fire.
- The sun is our planet's main ... of energy.
- The ... contaminated the beach.
- Air pollution is a serious ... to human health.
- Students are trying to ... to start a recycling centre at school.
- Warm weather will ... our farm ... after the long winter.

- 3 Rewrite the sentences by replacing the words in bold with words in red from Exercise 1.

- They've decided to **do something** against oil drilling.
- On a safari, you can see plenty of **animals** living in a natural habitat.
- The floods caused **severe damage** everywhere.
- Most carbon emissions come from **oil and gas**.
- Building a new road will damage the beautiful **countryside**.
- Our city has decided to **prohibit the use** of plastic bags.



- 4 Make a list of other words you know that are connected to the environment.

Present Perfect Simple / Past Simple

IS FLIPPED CLASSROOM IC GRAMMAR PRESENTATION

5 Read the examples. Copy and complete the rules.

Present Perfect Simple / Past Simple

- a. He **has worked** for Greenpeace since 2003.
- b. He **worked** for Greenpeace from 2003 to 2004.

Which example above is ... ?

- 1. a completed action at a specific time in the past
- 2. an action that started in the past and is relevant or continues in the present

GRAMMAR APPENDIX, WORKBOOK, page 108  
IRREGULAR VERB LIST, pages 128-139

NOW YOU!  
I haven't ... yet.  
Last week, I ...

6 Copy and complete some quick facts about a famous young environmentalist. Use the Present Perfect Simple or the Past Simple form of the verbs in brackets.

The Voice of a Generation

- 1. Xiuhtezcatl (pronounced Shoë-Tez-Cahñ) Martinez was born in 2000. He's young, but he <sup>1</sup> ... (do) more for the environment than people much older than him. What's more, he's also a hip-hop dancer and singer!
- 2. Xiuhtezcatl <sup>2</sup> ... (be) an activist since he was six, when he <sup>3</sup> ... (speak) at a demonstration against global warming.
- 3. When he was nine, he <sup>4</sup> ... (work) successfully to ban pesticides in public parks in his city.
- 4. In 2015, he <sup>5</sup> ... (talk) at the United Nations for the third time, calling on world leaders to take action.
- 5. In recent years, he <sup>6</sup> ... (travel) all over the world, educating young people about climate change.
- 6. President Obama <sup>7</sup> ... (give) him the United States Community Service Award in 2013. He <sup>8</sup> ... (receive) many more awards since then.
- 7. In 2017, he <sup>9</sup> ... (publish) a book called *We Rise*.
- 8. Since 2015, he <sup>10</sup> ... (take part) in performances, including a concert with hip-hop legends Jurassic 5.



Xiuhtezcatl Martinez

7 Write questions about Xiuhtezcatl. Use the words below and the Present Perfect Simple or the Past Simple. Then answer the questions according to the information in Exercise 6.

- 1. when / he / become / an activist
- 2. he / succeed / in his work / against pesticides
- 3. he / ever / speak / at the United Nations
- 4. he / only / travel / in the US
- 5. what award / he / receive / at the age of 13
- 6. how many books / he / publish
- 7. he / ever / play / in a concert
- 8. what famous musicians / he / perform with

8 Listen and repeat. Pay attention to the pronunciation of /æ/ and /ɒ/.

- 1. global • expose /æ/
- 2. concert • toxic /ɒ/

PRONUNCIATION APPENDIX, Module 1, Exercises 1-3, page 121

9 Compare yourself to Xiuhtezcatl. Tell your partner.

I've never performed in a concert.

I've spoken to my class about global warming.

10 Complete the text with the verbs in brackets. Use the Present Perfect Simple or the Past Simple.



When I <sup>1</sup> ... (order) a cola last month at the Buckingham Palace Garden Café, I was quite surprised when the waiter <sup>2</sup> ... (refuse) to give me a straw. It seems that Queen Elizabeth II <sup>3</sup> ... (recently / ban) plastic straws and cups at all the royal residences and public cafés. The Queen <sup>4</sup> ... (decide) to take action when she <sup>5</sup> ... (see) the hit documentary *Blue Planet II*. This <sup>6</sup> ... (help) her understand the terrible damage that plastic pollution <sup>7</sup> ... (cause) to the world's oceans during the past few decades. Straws may be small, but they are an important source of this pollution. Queen Elizabeth II <sup>8</sup> ... (always / worry) about global warming, and this isn't her first environmental project. In 2015, she <sup>9</sup> ... (start) The Queen's Commonwealth Canopy. This organisation hopes to protect and restore forests all over the world. Since then, 20 countries <sup>10</sup> ... (promise) to preserve large forest areas or to plant new forests.




THINK TANK

Do you think it makes a difference when famous people support a cause? Give an example to explain your answer.

GRAMMAR CHALLENGE Do exercises 1-2, page 126



### Reading a webpage

 **11** Read the page from an environmental website.  
What is the Great Green Wall? What is the writer's opinion of it?



## OUR AFRICA.COM

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# The Great Green Wall

*I'm sure you've heard of the Great Wall of China, but how about an 8,000 kilometre-long wall made entirely of trees and plants? It's called the Great Green Wall and it's going to cross the entire continent of Africa.*

5 My name is Amadou and I'm from Senegal, south of the Sahara Desert. Long ago, the land here was fertile and there were plenty of trees and birds. But because of climate change, the desert has expanded. The earth has turned to dry sand and the trees have died. The weather is hotter now, and droughts come more often. Nothing grows, so hunger is a constant threat. The United Nations estimates  
10 that by 2025, two thirds of Africa's fertile land will be covered in sand. In 2007, my country, together with 10 other countries in the region, decided to take action. By joining forces to plant a "wall" of millions of trees, we hoped to restore the land and bring it back to life. We  
15 believed that this could improve the living conditions of the local population and transform millions of lives. Although the Great Green Wall seemed like a fantasy at the time, today it is becoming a reality. In fact, here in Senegal, we've already planted over 11 million trees!

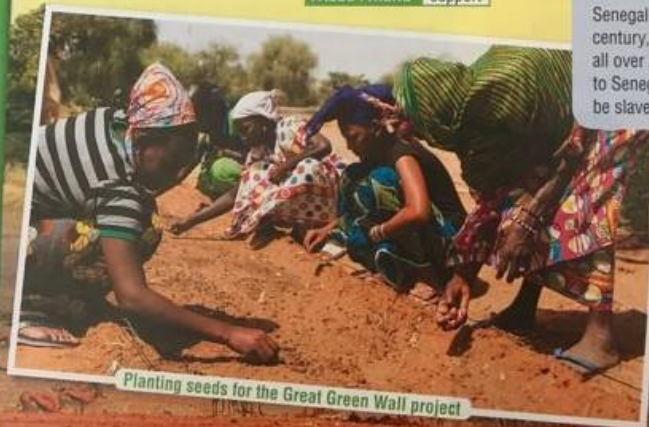
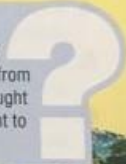
20 In the area of the wall, the trees now hold the earth together so that it is not eroded by the wind. They add humidity to the air, so the water sources have improved – in fact, some of the wells that have been dry for years have filled up. My mother and the other village women  
25 can now grow vegetable gardens, so we've finally got enough food. Wildlife that no one has seen for 50 years has returned, too!

30 But the Great Green Wall is also helping us in other ways. Because of the terrible situation here, there are few young men left in our region. They've migrated to Europe to find work, and many have died on the way. I'm 16 now, but I'm not planning to leave. The project has created many jobs in our community. My friends and I, along with thousands of others, have been planting trees for the wall. We're proud of what we're doing and we know that we can earn money and support our families here at home. The Great Green Wall isn't finished, but it has  
35 already brought new hope of a better future to our country.

**FALSE FRIEND** support

### DID YOU KNOW?

Senegal has a sad history. In the 18th century, tens of thousands of people from all over Africa were captured and brought to Senegal. From there, they were sent to be slaves in Europe and America.



Planting seeds for the Great Green Wall project



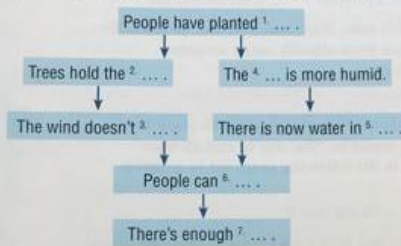
**12** What do the following numbers in the text refer to?

- |          |               |       |
|----------|---------------|-------|
| 1. 8,000 | 3. 2007       | 5. 50 |
| 2. 2025  | 4. 11 million | 6. 16 |

**13** Answer the questions.

- In what ways has the climate changed in Senegal?
- In what ways has climate change affected the landscape?
- What is the purpose of the Great Green Wall?
- Why have many young Senegalese men migrated to Europe?
- Why might the Great Green Wall stop more people from migrating?

**14** How has the Great Green Wall improved life in Senegal? Copy and complete the chart to show cause and effect.



**15** Find words or phrases in the text to match the definitions below.

- completely (lines 1-4)
- long periods with no rain (lines 5-11)
- working together (lines 12-18)
- deep holes in the ground to hold liquid (lines 19-26)
- cultivate (lines 19-26)



**A discussion about pollution**

**16** Listen to a discussion and choose the correct answers.

- Where does John volunteer?
  - at a wildlife reserve
  - at a beach-cleanup centre
  - at the office of an organisation
- Most of the plastic in the oceans comes from ...
  - factories
  - litter
  - cafés
- Marine animals eat plastic because ...
  - it's colourful
  - it looks like food
  - it tastes good
- To Karen, straws don't seem like ...
  - a big problem
  - a fun way to drink
  - something most people use
- Who does John think should take responsibility for banning straws?
  - restaurants and cafés
  - customers
  - factories

**17** Listen to the discussion again and complete the petition below.

**To Walton's Cafés**

The amount of plastic in the oceans has increased. This is killing marine <sup>1</sup> ... and it has become a serious threat to the environment. Straws from Walton's Cafés end up in <sup>2</sup> ... and, eventually, the sea. In the USA, people use <sup>3</sup> ... million straws every <sup>4</sup> ... – enough to go around the world <sup>5</sup> ... times!

We demand that you stop <sup>6</sup> ... straws with your <sup>7</sup> ... drinks. Last <sup>8</sup> ... , Starfish Restaurant did it – now it's your turn!



**18** Before they wrote the petition, John and the other volunteers wrote the outline below. Copy and complete it with the information from Exercise 17.

**Petition Outline**

- Who to petition: <sup>1</sup> ...
- Environmental problem: <sup>2</sup> ...
- Why this is a problem: <sup>3</sup> ...
- What to demand: <sup>4</sup> ...

**TASK**

- Write a **petition** about an environmental issue to a local company or your mayor. Use the petition outline in Exercise 18 to help you. Use the Present Perfect Simple and the Past Simple.
- Present your petition to the class.



**B****Making History**History   **IS** FLIPPED CLASSROOM **IC** VOCABULARY PRESENTATION**1** Do the quiz below. Pay attention to the words in blue. **ANSWERS**, page 148*How's your History?*

- 1** After this Macedonian had taken control of his own country, he defeated the armies of Greece, Persia and Egypt and created a huge empire. All this was an amazing accomplishment, especially because he died at the young age of 32!
  - a. Alexander the Great
  - b. Richard the Lionheart
  - c. Ivan the Terrible
- 2** It was once widely believed that during this time, there was a decline in scientific knowledge. Now historians agree that there were actually many amazing innovations and developments during this era.
  - a. The Stone Age
  - b. The Age of Discovery
  - c. The Middle Ages
- 3** In this war, more people were killed than in any war that had taken place before it. It lasted four years. Everyone hoped it would be "the war to end all wars". Sadly, it didn't turn out that way. Events in the following years led to another disastrous war 21 years later.
  - a. The Cold War
  - b. World War I
  - c. World War II
- 4** This major route for trade between Europe and Asia used to play a very important role connecting people, ideas and cultures, long before the age of the Internet!
  - a. The Imperial Highway
  - b. The Silk Road
  - c. The King's Road
- 5** A massive wall used to go through the middle of this city so that no one could escape from the eastern half, ruled by the Communists. In November 1989, after months of demonstrations, the Communist government opened the gates and thousands of ecstatic residents celebrated their new freedom.
  - a. Prague
  - b. Budapest
  - c. Berlin

4-5 correct: You know a lot of history. Keep up the good work!

3 correct: Not bad, but listen a little more in history lessons.

1-2 correct: You need to learn some history!

**ADVANCED Language!**

The suffixes *-ment* and *-tion* are often used to form nouns.  
*develop* → *development*  
*innovate* → *innovation*



- 1.** Form nouns from the verbs below.  
create • agree • connect • celebrate
- 2.** What other nouns with these suffixes do you know?

2 Are the sentences below true (T) or false (F)? Correct the false sentences without changing the words in bold.

1. **Trade** means buying and selling things.
2. A **decline** means there is less of something.
3. If something is **widely believed**, not many people believe it.
4. If someone **rules** a country, they control it.
5. If something **leads to** war, it prevents war.
6. The computer was invented **long before** the telephone.
7. **Freedom** of speech means you can't say what you think.
8. You can be proud of your **accomplishments**.

3 Name a / an ...

1. major event in your country's history
2. product that lasts for a long time
3. person in your government
4. competition that took place at your school
5. important development in technology

4 Listen and repeat. Pay attention to the pronunciation of /i:/ and /ɪ/.

1. defeated • believed /i:/
2. middle • discovery /ɪ/

→ PRONUNCIATION APPENDIX, Module 1, Exercises 4-5, page 122

5 Write two correct statements and two incorrect statements about the people and events in the quiz on page 16. Take turns reading your statements to your partner and ask him / her to say which are correct and which are incorrect.

Alexander the Great defeated the Greeks and the Turks.

That's wrong - he didn't defeat the Turks. My turn: There weren't many discoveries in the Middle Ages.

### ADVANCED Speaking!

When playing a game, you can use these expressions:

You start. My turn.  
I'll go first. You're next.

Choose the correct answer.

We use the expressions above to **decide on the winner / take turns**.

→ WORKBOOK, page 10

### Descriptions

6 Listen to the description of a TV series. Who is the main character and what special thing is he able to do?

7 Listen again. Copy and complete the sentences.

1. At first, Brandon thinks the programme ...
2. According to Americans, ... changed because of Kennedy's assassination.
3. Jake goes back in time because he wants to ...
4. Brandon and Jessica are both interested in ...
5. After he returns to the present, Jake finds terrible destruction caused by ...
6. He realises that changing history is ...

8 Jessica is listening to a podcast about time travel in books, films and TV programmes. Listen and correct the mistakes.

One of the oldest books about time travel is **The Time Machine**, written by H.G. Wells in 1876. It's about a man who travels 800,000 years into the future. Wells was the first person to invent the idea of a time machine.





In the 1985 film **Back to the Future**, an old man accidentally goes back to the past and finds himself in the year 1955. It's a very scary film, which is why it's still popular today.

In the American TV programme **Doctor Who**, a character from another country uses a spaceship to time travel. This show has got lots of fans all over the world.





Reading a magazine article 

 **9** Read the magazine article. Why are kings, cardinals and the Aztecs mentioned?

## The Bug That Changed History

If you're eating something pink or red, watch out! The colour of your food may come from dead insects. Even Starbucks used to put insects in their strawberry Frappuccinos, until horrified customers found out and protested. They had no idea the tiny bug in their drinks was the cochineal, an insect that changed history.

Medieval Europeans were experts at dyeing cloth, but they had never produced a red dye that was both vibrant and durable. Red clothing, rare and expensive, was a symbol of money and power, and was worn by kings and cardinals. That's why the Spanish were amazed when they arrived in Mexico in the early 1500s and found the Aztecs wearing bright red clothes. The Aztecs had discovered the secret of making red dye long before the arrival of the Spanish and used it to make paints, to dye clothes and feathers, and even as a medicine.

When the Spanish discovered that the source of the Aztecs' dye was a tiny insect called the cochineal, they quickly realised the great importance of their discovery. They knew that if they brought the dye to Europe, they could

sell it for a huge profit. And so, along with silver and gold, the first ships that sailed back to Spain from Mexico carried another treasure: cochineal dye. It was instantly in demand as a fashion status symbol and eventually became one of the Spanish Empire's greatest treasures. The cochineal trade sold a major role in making Spain the largest and richest empire of its time.

Cochineal was soon used by artists as well, suddenly making it possible to paint with reds that were brighter and lasted longer than anything people had seen before. During this time, the dye also became widely used as a food colouring and in cosmetics. Because the process was kept secret, people could only guess what the red dye was made from.

When synthetic dyes were developed in the 1880s, bright red became easy to produce, leading to the decline of the cochineal trade. This also meant that red clothes were no longer considered special. In the end, because it had become so common, the elite classes stopped wearing red!

But cochineal is still used today as a food colouring. Any time you see an ingredients list with *cochineal extract* or *natural red 4*, you can be sure there are little insects inside. It may seem disgusting, but don't forget that synthetic food dyes are made of dangerous chemicals like petroleum. Compared with that, bugs might even sound appetising!

**FALSE FRIEND** eventually

**10** Are the sentences below true (T) or false (F)? Which sentences in the text give you the correct answer?

- Starbucks used insects to make their drinks taste better.
- In Medieval times, it was difficult to make good red dye.
- Everyone wore red in Medieval times.
- Cochineal dye wasn't immediately popular in Europe.
- Synthetic red dye was easier to make than cochineal dye.
- Cochineal is healthier than synthetic food colouring.

**11** Answer the questions.

- In what ways was cochineal better than previous dyes?
- How did cochineal help to build the Spanish Empire?
- What was cochineal used for in addition to clothes?
- Why do you think the Spanish kept the cochineal dyeing process a secret?
- Why did the wealthy classes stop wearing red clothes?

**ADVANCED Language!**

We use **connectors of sequence and time expressions** to make the order of events clear.

Look at the **bolded words and expressions** in the text. Which one means "after a short time"? Which one means "after a long time"?

**12** Find words or expressions in the text to match the definitions below.

- changing the colour of (lines 7-17)
- money earned in business (lines 18-31)
- more intense (lines 32-37)
- conjecture (lines 32-37)
- not any more (lines 38-42)

### Past Perfect Simple / Past Simple

Gr  

**IS** FLIPPED CLASSROOM **IC** GRAMMAR PRESENTATION

**13** Read the examples. Copy and complete the rules.

#### Past Perfect Simple / Past Simple

Before the 1500s, it **had been** hard to produce red dye. After they **had discovered** the source of the dye, the Spanish **brought** it to Europe. The elite classes **stopped** wearing red because it **had become** so common.

Choose the correct answers to complete the rules.

1. We use the Past Perfect Simple to talk about an action that happened **before / after** a specific time or another action in the past.
2. The more recent action is in the **Past Simple / Past Perfect Simple**.

GRAMMAR APPENDIX, WORKBOOK, page 108  
IRREGULAR VERB LIST, pages 136-139

**14** Write sentences about the ship *Titanic* with the words below. Use the Past Perfect Simple or the Past Simple.

### THE TRAGIC KEY

- 1 the *Titanic* / sink / after it hit / an iceberg. It's widely believed that this is how it happened.
- 2 before / the ship / set off / the ship's company / replace / an officer named David Blair
- 3 Blair / go / home, / but / he / forget / to return / the key / of the locker room
- 4 he / lock / the ship's binoculars / in this room / before / he / leave
- 5 the sailors / not be able / open the room / so / they / not use / the binoculars
- 6 the ship / hit / the iceberg / because / they / not see / it in time
- 7 in the end / 1,503 people / die / because / an officer / not remember / a key



**15** Tell your partner something that happened to you. Use the Past Perfect Simple and the Past Simple.

*I missed a concert because I had forgotten my ticket.*

*I had studied really hard, so I passed a difficult history test.*

**16** Complete the text with the verbs in brackets. Use the Past Perfect Simple or the Past Simple.

### An Unusual Tea Party

On the night of 16th December, 1773, 60 men dressed as Native Americans boarded British trade ships in Boston Harbor and <sup>1</sup>... (throw) 42,000 kilos of tea into the sea. A few months earlier, the British <sup>2</sup>... (impose) high taxes on all tea, making the Americans angry. This act of protest, called the Boston Tea Party, eventually <sup>3</sup>... (lead) to the independence of the United States.

Britain <sup>4</sup>... (rule) the 13 American colonies for 166 years, but now the colonies <sup>5</sup>... (want) their freedom. After the Bostonians <sup>6</sup>... (destroy) the tea, the British <sup>7</sup>... (close) Boston Harbor to punish them, but this made the Americans even angrier.

In 1775, war between the Americans and the British <sup>8</sup>... (begin). By the time it was over, the Americans <sup>9</sup>... (win) their independence. The fact that the Americans <sup>10</sup>... (get) freedom from a king <sup>11</sup>... (inspire) the French people to do the same. They <sup>12</sup>... (start) the French Revolution in 1789.



#### THINK TANK

In what ways were the French and American Revolutions the same? How were they different?

**17** Copy and complete the info card according to the information in Exercise 16.

Event: <sup>1</sup>
Place: <sup>2</sup>
Date: <sup>3</sup>
Reason for event: <sup>4</sup>
How the event changed history: <sup>5</sup>

GRAMMAR CHALLENGE Do exercises 3-5, pages 126-127

#### TASK

1. Make an info card about an important event in history. Use the info card in Exercise 17 to help you. Find information on the Internet.
2. Present the event to the class with the help of the info card.



C

## Going the Distance

Transport   

**IS** FLIPPED CLASSROOM

**IC** VOCABULARY PRESENTATION

1 Read the poster. Pay attention to the words in yellow. What changes were brought by each new mode of transport?

### TRANSPORT THROUGH THE AGES

The first form of transport was, of course, using your own two feet. **However**, humans eventually thought of easier ways to **get around**.

Between 4000 BC and 3500 BC, two great inventions made it possible to travel farther and faster:

- Someone **came up with** a brilliant idea – the wheel!
- Horses and camels were domesticated, making it possible to transport heavier **loads**.

For millenia, sailing ships were the main mode of transport for trade, **yet** ocean voyages were **time-consuming** and **risky**. That changed in the early 19th century with the development of the **steam** engine – the biggest change in transport in 6,000 years!


- With steam ships for **long-distance** ocean travel, crossing the Atlantic took days rather than months.
- Trains began to **run on** steam instead of being pulled by horses. England was the first country to **set up** a **network** of railway lines connecting every town. People could suddenly travel long distances easily.

Travel and trade became safer, faster and more reliable. Products could easily be **shipped** around the world and the **standard of living** increased dramatically.

By the mid-1900s, air travel had become common: people could **hop on** a plane and **reach** a foreign country in hours.

#### WHAT ABOUT THE FUTURE?

Here comes the hyperloop, the biggest transport revolution of the century. **Capable of** reaching much faster speeds than today's trains and planes, the hyperloop will revolutionise transport. What is it? It's a **high-speed** car that moves along a **track** inside a tube. **Even though** it sounds like science-fiction, experimental tracks have already been set up all over the world.

 2 How many forms of transport do you know? Make a list for each of the following categories:  
land • sea • air

3 The words in bold are in the wrong sentences. Write the sentences with the correct words.

1. At first, train travel seemed **time-consuming** and frightening.
2. A train needs a **standard of living**, while a car travels on a road.
3. Driving is less **high-speed** than walking.
4. Better transport meant people's **network** went up.
5. **Risky** travel has become much easier since the invention of the steam engine.
6. A **track** of roads connects all towns and cities in the country.
7. The AVE is a **long-distance** train capable of reaching 310 kph.

**IC** SLIDESHOW

#### ADVANCED Language!

We use **connectors of contrast** to present two ideas that contrast with each other. Look at the connectors of contrast in **bold** in Exercise 1. Which one/s can be replaced with the connector *but*? Which one/s can be replaced with *although*?

**Write a sentence using each of the connectors in bold.**

4 Complete the text with the words below. There are more words than you need.

get around • loads • reach • network • came up with  
ship • run on • track • hop on • capable of • set up

### The Amazing Elon Musk

World-famous billionaire Elon Musk doesn't have time to relax. He's too busy changing the way we travel. In 2013, Musk <sup>1</sup> ... a brilliant idea – the hyperloop. This innovation means we'll soon be able to <sup>2</sup> ... destinations hundreds of kilometres away in minutes. We'll just <sup>3</sup> ... and travel at 750 kph – faster than today's planes! Musk is also the man behind Tesla Motors, a company making cars that <sup>4</sup> ... batteries, as well as cars that drive by themselves. But Musk's ideas aren't just about helping us <sup>5</sup> ... on Earth. His SpaceX company produces rockets that are used to <sup>6</sup> ... items to the International Space Station. He's also planning much larger rockets that are <sup>7</sup> ... carrying immense <sup>8</sup> ... as well as people. Can you guess what he'll need these rockets for? To <sup>9</sup> ... colonies on Mars, of course!

It seems that for Elon Musk, the sky is certainly not the limit.



Elon Musk

#### THINK TANK

Would you want to be part of a colony on Mars? Why or why not?

5 Tell your partner how you think the hyperloop will change people's lives. Think of ...

work • shopping • visiting places and people • trade

It will be quicker to get to work.

Families will spend more time together.

→ WORKBOOK, page 12

#### Getting information

IC/IS VIDEO: OFF TO MANCHESTER!

6 Ben and James are going to Manchester on the bus. Watch or listen and complete the questions.

1. What bus ... ?
2. How often does ... ?
3. How long does it take ... ?
4. How much ... ?
5. Where does the bus ... ?

→ GRAMMAR APPENDIX, WORKBOOK 4, page 108

7 Match the answers below to the questions in Exercise 6.

- a. Every hour on the hour.
- b. We need to take the 312.
- c. About two hours.
- d. From the central bus station.
- e. A return ticket is £15.

8 Watch or listen again and check your answers.

9 Student A: Ask your partner for information about the bus from London to Edinburgh. Use the questions in Exercise 6 to help you. Student B: Use the information on page 120 to answer your partner's questions.

10 Reverse roles. Student B: Ask your partner about the bus from Brighton to Cardiff. Student A: Use the information on page 119 to answer your partner's questions.

#### Gerunds and infinitives

IS FLIPPED CLASSROOM IC GRAMMAR PRESENTATION

11 Read the examples. Copy and complete the rules.

##### Gerunds and infinitives

Taking the train will save you time.  
We enjoy travelling by ship.  
I feel like hopping on a high-speed train.  
My mum is afraid of flying.  
We've decided to spend our holiday in France.  
It isn't easy to set up a business.

Choose the correct answers to complete the rules.

1. Gerunds / Infinitives are used as the subject of the sentence and after certain verbs, expressions and prepositions.
2. We use gerunds / infinitives after certain verbs and adjectives.

##### TIP!

The verbs like, love, hate, prefer, start, begin, continue and intend can be followed by either a gerund or an infinitive without a change in meaning.

I've begun studying / to study ancient history.

The verbs stop, remember, forget, try and regret can be followed by a gerund or an infinitive, but the meaning changes.

I'm a vegetarian. I stopped eating meat. (I don't eat meat any more.)

I was hungry. I stopped to eat lunch. (I stopped what I was doing in order to eat lunch.)

See the list of verbs followed by gerunds and infinitives in the Grammar Appendix.

→ GRAMMAR APPENDIX, WORKBOOK 4, page 108



**12** Copy and complete the sentences with the verbs below. Use the gerund or infinitive form of the verb. Which can take either?

sail • eat • look • hurry • cycle • visit

1. ... is good exercise.
2. You need ... or you'll miss the train.
3. Dad dislikes ... . He always feels ill on boats.
4. We plan ... the transport museum in London.
5. I don't feel like ... now. I'm not hungry.
6. Have you started ... for cheap flights yet?

**13** Complete the text with the verbs in brackets. Use gerunds or infinitives.



### A SUPERSONIC GAME CHANGER

X-59 QueSST

Can you imagine <sup>1</sup> ... (hop) on a plane to New York and returning on the same day? It may sound incredible, but around 30 years ago, <sup>2</sup> ... (cross) the Atlantic ocean in just a few hours was possible on Concorde, a supersonic aeroplane that travelled three times faster than the speed of sound. In fact, your parents might remember <sup>3</sup> ... (see) Concorde as it crossed the skies. But there was a problem. People kept <sup>4</sup> ... (complain) about the loud noises, or 'sonic booms', caused by the plane's rapid speeds. As a result, some governments decided <sup>5</sup> ... (ban) Concorde from flying over their territory. With fewer flights, airline companies found it hard <sup>6</sup> ... (make) enough money. In 2003, Concorde stopped <sup>7</sup> ... (fly) completely and engineers did not continue <sup>8</sup> ... (develop) supersonic technology. However, that has changed recently. NASA has designed a new supersonic plane, the X-59 QueSST. It will be so quiet that people won't complain about <sup>9</sup> ... (hear) it. Hopefully, in a just a few years, ordinary people can look forward to <sup>10</sup> ... (travel) at supersonic speeds.

**14** Write questions with the words below. Use gerunds or infinitives. Then answer the questions about yourself.

1. you / want / travel / to exotic / destinations
2. how much / time / you / spend / watch / TV
3. what / you / plan / do / this weekend
4. can / you / reach / school / by / walk
5. when / you / start / learn / English
6. you / ever / get used to / speak / English

### ADVANCED Grammar!

*used to* is followed by the base form of the verb.  
 We **used to live** here but we don't any more.  
*be used to* and *get used to* are followed by a gerund.  
 I'm **not used to travelling** by taxi. I usually take a bus.  
 We can't **get used to living** in the city. It's so noisy!

Name something that ...

1. you used to believe
2. you are used to doing
3. people need to get used to

**15** Copy and complete the sentences to make them true for you. Use gerunds or infinitives.

1. When I was younger, I used to ...
2. I'm used to ... when I come home from school.
3. I don't think I could get used to ...
4. I didn't use to ... , but I do now.
5. I'm not used to ...
6. It's easy to get used to ...


**GRAMMAR CHALLENGE** Do exercises 6-8, page 127


WORKBOOK, page 13

### A podcast

**16** You are going to hear a podcast describing a journey on the world's fastest train, the Maglev. Before you listen, read some facts about the Maglev. Which do you think are true?

1. It's easy to get a ticket for the Maglev.
2. The Maglev is still being tested.
3. The Maglev levitates above the ground.
4. It's a very quiet ride.
5. You can photograph many beautiful views along the way.
6. Not many people know about the Maglev.



 **17** Listen to the podcast and check your answers to Exercise 16. Correct the false statements.

 **18** Listen again and write the numbers in the fact file.

### THE MAGLEV

1. Year the Maglev will begin running: ...
2. Speed when the wheels are pulled in: ...
3. Height above the tracks: ...
4. Maximum speed during test ride: ...
5. Maglev's maximum speed: ...
6. Duration of test ride: ...



Writing a narrative   Gr

**STEP 1: Content**

In a narrative, we write a series of events that tell a story, with a clear beginning and end. A story often presents a difficult situation the characters need to overcome and shows how it is resolved. It also includes the characters' feelings.

**19** Read the model narrative and answer the questions below. Which paragraph gives the answer to each question?

**Model THE NIGHTMARE RIDE**

Last year, my parents took me to Vietnam, a beautiful and exotic country. One of the places we visited was a charming town called Hoi An. Our hotel offered free bicycles to their guests, so we decided to try cycling, even though we weren't very experienced riders.

At first, the trip was lovely. Passing through green rice fields and tiny villages, we eventually reached a town. However, after we had eaten lunch, it started to rain. A taxi driver offered to take us and our bikes back to the hotel in his van, but he wanted a lot of money, so we decided to ride back ourselves. Unfortunately, we got lost on the way back. Instead of a quiet bicycle track, we were riding along a very narrow road full of heavy traffic. During the ride, hundreds of vehicles hooted at us while they were passing us in the pouring rain. I was sure that one of us would get hit or fall off our bike because the road was so wet. I had never been so frightened in my life!

In the end, we reached the hotel, wet but safe. Although nothing bad had happened, we felt a bit silly because we had done something so dangerous to save money. I think we have all learned something from our mistake!

1. Who are the characters in the story?
2. When and where does the story take place?
3. What is the main event in the story?
4. What difficulties do the characters overcome?
5. Why was the writer scared?
6. How does the story end?

**STEP 2: Language**

**20** In this module, you saw the following writing points highlighted in the Advanced Language boxes. Complete the rules with the words below. Look at the underlined examples in the model to help you.

**contrast** • **however** • **during** • **even though**  
**sequence** • **in the end** • **at first**

1. We use connectors of ... and time expressions such as eventually, ..., ..., and soon to make the order of events clear.
2. We use connectors of ... such as but, ..., although, ... and yet to present ideas that contrast with each other.

**21** Copy and complete the sentences with connectors of sequence and time expressions from Exercise 20. There may be more than one correct answer.

1. We waited for an hour. ..., someone came to help us.
2. They began to walk and ... a stranger approached them.
3. The bus stopped several times ... the journey.
4. I didn't like sailing ..., but I soon got used to it.

**22** Match A, B and C to make sentences.

A	B	C
1. We decided not to stop	however,	we enjoyed every
2. It was scary,	even though	minute.
3. Her car was old;	yet	it was very fast.
		we were tired.

**23** Correct the mistakes.

1. However we arrived late, we didn't miss the train.
2. They during the summer are going on a cruise.
3. In the end, I was afraid of flying, but I overcame my fear.
4. We hadn't eaten all day, even though we didn't feel hungry.
5. She was very tired and fell asleep soon.

**STEP 3:**

**TASK**

Think of something exciting, dangerous or funny that happened to you while travelling. It can be real or imaginary. Copy and complete the chart. Then write a narrative. Use the model to help you.

Paragraph 1:	Time, place and characters
Paragraph 2:	Events in the story, difficulties, feelings
Paragraph 3:	How difficulties were resolved

WRITING GUIDE, WORKBOOK, page 130



