



# UNIVERSIDAD DE LA RIOJA

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Feedback para mejorar la motivación de los alumnos en el aula de EFL: un proyecto innovador para 4º de ESO

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**Trabajo de Fin de Máster**

**Feedback to enhance learners'  
motivation in EFL classroom: an  
innovative project for 4<sup>th</sup> of ESO**

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## **ABSTRACT**

The use of feedback is regarded as one of the most powerful tools to improve learning and achievement in the classroom. Likewise, the impact of feedback strategies on foreign language learning has received much attention in recent years. However, feedback processing is affected by affective factors such as learner anxiety, self-esteem and motivation. The aim of this project is to encourage motivation through feedback in the EFL classroom, following an analysis of previous studies on the topic. The different feedback practices developed in this proposal, designed for students of 4<sup>th</sup> CSE, strive for the creation of a positive classroom environment, which will consider the developmental needs in adolescence. Through feedback, the teacher will have the role of guiding the learners in the learning process, reducing their anxiety while strengthening their self-esteem and motivation in favour of their language acquisition. This project also aims to be the starting point for a future implementation of the proposal in the English classroom.

Key words: feedback, motivation, anxiety, self-esteem, English as a foreign language, innovation proposal.

## RESUMEN

El uso de la retroalimentación (*feedback*) se considera una de las herramientas más poderosas para mejorar el aprendizaje y el rendimiento en el aula. Asimismo, el impacto de las estrategias de retroalimentación en el aprendizaje de lenguas extranjeras ha recibido mucha atención en los últimos años. Sin embargo, el procesamiento de la retroalimentación se ve afectado por factores afectivos como la ansiedad, la autoestima y la motivación del alumno. El objetivo de este proyecto es fomentar la motivación a través de la retroalimentación en el aula de inglés como lengua extranjera, tras un análisis de los estudios previos sobre el tema. Las diferentes prácticas de retroalimentación desarrolladas en esta propuesta, diseñadas para alumnos de 4º de ESO, persiguen la creación de un ambiente positivo en el aula, que tendrá en cuenta las necesidades de desarrollo en la adolescencia. A través de la retroalimentación, el profesor tendrá la función de guiar a los alumnos en el proceso de aprendizaje, reduciendo su ansiedad y fortaleciendo su autoestima y motivación a favor de la adquisición de la lengua. Este proyecto también pretende ser el punto de partida para una futura implementación de la propuesta en el aula de inglés.

Palabras clave: *feedback*, motivación, ansiedad, autoestima, inglés como lengua extranjera, propuesta de innovación.

## **1. INTRODUCTION**

Traditionally, learning has been addressed from a perspective which completely separated cognitive and affective-motivational aspects (Martín & Navarro, 2011). In line with this view, behavioural psychology perceived the human mind as a *tabula rasa*, which was thought to be shaped only by external factors to the individual; thus, when analysing the success or failure of the learning process, only external variables such as the methodology employed or constant practice were taken into consideration (Martín & Navarro, 2011). Further developments in the scientific field identified the existence of internal factors and their influence on learning. Under this new perspective, the success or failure of the school performance was analysed by considering the cognitive, affective and motivational factors as inseparable (González, 2000). This is the case of the Natural Approach, established by Krashen and Terrell (1983), which pointed to the importance of the affective and motivational variables in second and foreign language acquisition.

Within this approach, the Affective Filter Hypothesis (Krashen, 1981) establishes the existence of a number of affective variables that significantly influence the language acquisition process. These factors are particularly relevant in adolescence, a developmental period when young learners undergo several physical, cognitive and emotional changes, which often result in heightened emotional vulnerability (Montoya, Postigo & González, 2016).

Development during adolescence not only poses particular challenges for students, but also for teachers. According to Paulson, Rothlisberg & Marchant (1998, p. 26), “not only must teachers master subject matter and teaching methodology, but it is assumed that instruction can only be effective when students are understood in terms of their physical, cognitive, social and emotional needs”. In this sense, feedback is a powerful tool that may exert remarkable influence on the construction of a supportive classroom environment that enhances learning.

In recent years, authors such as Hattie and Timperley (2007) and Torres, Bejarano and Restrepo (2017) have also emphasized the strong effect that feedback has on learning. According to Sousa (2014), feedback becomes very important in adolescence, so a conscious and efficient use of this strategy becomes essential to get the most out of the learning process.



In line with the above, the proposal that has been designed in this project aims to encourage learner motivation through the use of different feedback strategies in the EFL classroom. Likewise, this proposal has been designed for students of 4<sup>th</sup> CSE, so it will take into account the developmental needs that adolescent learners typically exhibit at this age. The main objective is to create a supportive classroom environment that fosters the development of learner self-esteem and motivation, avoiding the anxiety that often arises in foreign language learning (Arnold and Brown, 2000).

This project is divided into two parts. The first part contains the theoretical framework that will serve as the basis for the innovation proposal. In this part, we will explore the developmental changes that occur in adolescence and how they affect the learning process. In addition, based on Krashen's Affective Filter Hypothesis, the relationship between affective factors and language acquisition will be examined. Likewise, the different feedback strategies and their relationship with learning will be analysed. The second part of the project presents the innovation proposal, whose main objective will be the use of feedback as a tool to encourage motivation in the foreign language classroom. Finally, the expected results of the proposal will be discussed, as well as its implications.

## **2. THEORETICAL FRAMEWORK**

In recent years, there has been research concerning the influence of developmental changes in learning (Sousa, 2014). Likewise, the vast literature devoted to Second Language Acquisition (SLA) and Foreign Language Acquisition (FLA) reflects the need to understand and optimize the process through which learners acquire a language. Some theories, such as the Theory of Second Language Acquisition (Krashen, 1981), have emphasized the importance of affective factors in language acquisition.

Drawing upon the Affective Filter Hypothesis, the following theoretical framework deals with the influence of affective variables such as self-esteem, anxiety and motivation in adolescents' FLA. Furthermore, the significance of classroom environment and different feedback strategies is also addressed in terms of their relevance for language acquisition and learning.

### **2.1. Neurobiological, cognitive and affective development in adolescence**

According to Crone and Dahl (2012, p. 636), "Adolescence [...] is a natural time of learning and adjustment [...]. It is also a time when youths are discovering how to navigate new, often compelling, social challenges and are adjusting to myriad physical, cognitive and emotional changes within themselves". Thus, understanding neurobiological changes in conjunction with physical, cognitive, and social-emotional development in adolescence may enhance better understanding in terms of how adolescents behave (Arain et al., 2013). The following provides a review of the specific developmental changes that occur during adolescence, as well as their impact on adolescent social behaviour and learning.

Physical development marks the onset of adolescence. Adolescents undergo deep physical growth, large increases of hormone levels and sexual maturation (Dubas, Graber & Petersen, 1991). As stated by Crone and Dahl (20, p. 638), "pubertal development is associated with numerous changes in the brain, with evidence that hormone levels and neural function mutually influence each other". However, adolescent physiology may reach maturity earlier than cognitive and emotional aspects; this often results in problems and conflicts (Martín & Navarro, 2011).

Recent advances in neuroscience have revealed that there is a deep structural and functional development of brain regions such as the limbic system and the prefrontal cortex in adolescence, which greatly influences cognition and emotional management (Ahmed, Bittencourt-Hewitt & Sebastian, 2015). The limbic system consists of a group of brain structures which play a major role in the expression of emotions related to instincts and generate automatic emotional reactions (Arain et al, 2013). The brain region responsible for moderating these automatic emotional reactions is the prefrontal cortex, which deals with cognitive analysis, abstract thought and inhibition of inappropriate behaviour in social situations (Montoya et al., 2016). However, it is important to bear in mind that the prefrontal cortex is one of the last brain regions to reach maturation; that explains why adolescents often rely more on their emotions and frequently present a heightened emotional reactivity and instability (Ahem et al., 2015). Likewise, an increased activity in the mesolimbic dopaminergic reward system may account for typical adolescent behaviour patterns, such as risky behaviours, more sensitivity to social evaluation and loss and a continuous search for reward (Telzer, 2016). Furthermore, increased brain connections and synapses, along with myelination of the nervous system, enhance a greater ability to relate ideas and experiences in a coherent sense (Montoya et al., 2016).

Brain maturation during adolescence enables the ability to use cognitive control over thoughts and actions (Crone & Dahl, 2012). Piaget (1970) identifies in this period the development of abstract thinking, which allows adolescents to think logically about abstract concepts, as well as to think hypothetically. Abstract thinking also involves a greater introspective capacity; thus, adolescents become more conscious of how they feel and how others perceive them (Martín & Navarro, 2011).

As abovementioned, social relationships are particularly relevant in adolescence. According to Sander (2013, p. 355), the development of abstract thinking, “combined with rapid emotional and physical changes [...], causes most youth to think that everyone is thinking not just about what they are thinking about but about the youth themselves”. Hence, adolescents frequently feel as if other people were constantly observing them and therefore are preoccupied with what others think of them (Martín & Navarro, 2011).

As a result of abstract thinking and hormonal changes, emotional competencies also undergo deep development during adolescence. It is very frequent for adolescents to experience a great emotional disorder, negative moods and intense emotions of shame and guilt. These emotions are often confused, since they tend to appear together (Montoya et al., 2016).

The emergence of abstract thinking and the development of emotional competencies also affect adolescent learning. As Harper, Hermann and Waite (2018) state, learning environments play a vital role in brain development:

As adolescents perform complex mental tasks, the neural networks that support those abilities strengthen, increasing their cognitive, emotion-regulation, and memory skills. Without opportunities to use these skills, those networks remain underdeveloped, making it challenging for individuals to engage in higher order thinking as adults. (Hasper et al., 2018, p. 1).

Following this perspective, learning opportunities which support the development of adolescents' increasing cognitive skills must be provided. These include strategies that meet the needs arising from developmental changes, so that adolescent learners have the opportunity to practice their growing ability to think abstractly and feel emotionally supported at the same time. As suggested by Sousa (2014), one of these strategies may be to summarise what has been covered in class, either orally or in writing, using various resources such as mind maps or graphic organizers; this facilitates retention and understanding of knowledge and minimizes learning anxiety, as students feel accompanied in their learning process. In addition, both visual and linguistic resources may be incorporated to lessons, so that learning is supported through different formats (Sousa, 2014). Also, sessions that are geared towards self-reflection on the learning process itself and questions that encourage students to analyse their performance and their learning strategies are key. Furthermore, specific short and long-term objectives can be established in order to set a direction for learning. Activities that challenge adolescents are also vital, so as to promote the increase and strengthening of neurons that are involved in the coordination of learners thinking skills. Finally, cooperative learning is central, as it fosters

positive interdependence and responds to social needs in adolescence (Sousa, 2014).

The developmental changes that have been described above highly influence the way young adolescents see themselves and those around them, as well as their academic performance. Hence, as noted by Paulon, Rothlisberg and Marchant (1998, p. 26), “school teachers must understand developmental characteristics in order to provide appropriate classroom experiences”.

## **2.2. The Affective Filter Hypothesis**

According to Arnold and Brown (2000), second and foreign language learning is a discipline that often causes a lot of anxiety and mental stress in learners. As abovementioned, these negative feelings occur more often in adolescence due to the heightened emotional turmoil that young learners experience. In this regard, the Affective Filter Hypothesis (Krashen, 1982) emphasizes the importance of affective factors in the acquisition process.

First of all, it is necessary to address the distinction between “acquisition” and “learning”, which is included in Krashen’s Theory of Second Language Acquisition (Krashen, 1982). According to this theory, there are two independent systems of foreign language performance. On the one hand, the “acquired system” (“acquisition”) is the result of a subconscious process, which is similar to the process through which children acquire their first language. Acquisition takes place when meaningful interaction in the target language occurs and speakers are focused on communication rather than on language form. On the other hand, the “learned system” (“learning”) is the product of a conscious process which comes after formal and explicit instruction. This project will be focused on both the conscious and unconscious aspects of learning (Krashen, 1981).

According to Krashen (1981), learners’ emotional state and attitude may either facilitate the success of language acquisition, or act like an invisible wall between learners and the information, so the delivery of language input is blocked. Krashen identifies three affective variables which affect language acquisition: motivation, self-confidence and anxiety. Thus, those learners who are high-motivated, self-confident and have low levels of anxiety and stress are more likely to be successful in FLA; as Krashen notes, they “will not only seek and obtain more input, they will also have a lower or weaker filter” (Krashen, 1982, p. 31). In

contrast, learners who lack motivation, have a poor self-confidence and high levels of anxiety tend to have lower results in FLA; following Krashen, they “will not only tend to seek less input, but they will also have a high or strong Affective filter –even if they understand the message, the input will not reach the part of the brain responsible for language acquisition” (Krashen, 1982, p. 31).

The following sections address the relation between affective variables, such as self-esteem, anxiety and motivation, and foreign language acquisition and performance in adolescence. Nevertheless, it is important to bear in mind that the three affective factors go hand in hand. This means that, in order for students to feel motivated, they need to have positive self-esteem and low levels of anxiety. To this end, a series of strategies to improve the affective variables that influence FLA are proposed. Such strategies also take into account the adolescent-specific needs, which have been described above.

### *2.2.1. Self-esteem*

As stated by Arnold and Brown (2000), successful language acquisition goes hand in hand with healthy self-esteem. Self-esteem encompasses a person’s subjective evaluation of self-worth or personal value (Martín & Navarro, 2011). Díaz, Fuentes and Senra (2018) identify adolescence as a critical period for the development of self-esteem, and emphasize the need for educational institutions to create adequate educational environments that foster positive self-esteem development.

It is important to bear in mind that self-esteem is not innate but is acquired and developed throughout life by means of experiences in different contexts. As Díaz, Fuentes and Senra (2018) state, school is one of the main sources of socialization during adolescence. As it is addressed further below, aspects such as the support given by teachers and peers are crucial for self-esteem development, since adolescents tend to make evaluative judgments based on the feedback they receive. Thus, fostering positive classroom environments enhances self-esteem improvement and, as a result, academic motivation and performance is strengthened. Active involvement in the learning process is encouraged when learners have a positive self-esteem and feel self-competent, that is, when they trust in their abilities and have high expectations in terms of self-efficacy.

There are some studies that evidence the existence of a relationship between self-esteem and learning. Mandokhail, Khan and Malghani (2018) have conducted a study that attempted to investigate the relationship between ESL learners' oral performance and their level of self-esteem. For this purpose, 30 learners studying English language at SBK Women's University Quetta Baluchistan were selected. As for the method adopted by the researchers, non-participant controlled observation was used, so the collaboration of teachers was required. The data were obtained through a rubric for ESL Oral Proficiency with voice recording and the Rosenberg Self-esteem Scale. Learners were first asked to present the topic which was mentioned in the rubric and to read a note in front of the class to make them aware of the objective of the activity. After that, learners were required to test their level of self-esteem on Rosenberg Self-Esteem Scale. The results show a clear relationship between ESL learners' self-esteem and their oral performance; those learners who had higher self-esteem presented better oral proficiency than those with negative self-esteem.

Following these results, the development of self-esteem is a key aspect to performance and learning. Due to the sensitivity to social evaluation that emerges in the adolescent years, both teacher and peer feedback play a major role in building positive self-esteem. As explained below, a safe and supportive classroom environment is essential, so that students do not feel the need to protect their self-esteem.

### *2.2.2. Anxiety*

Krashen (1981) identifies anxiety as one of the factors that may act as a barrier between input and language acquisition. In this vein, anxiety is very common in foreign language acquisition, since it involves a great deal of vulnerability for learners who attempt to express themselves by means of an unstable linguistic vehicle (Arnold & Brown, 2000). Adolescence is considered a sensitive period for developing symptoms of anxiety due to the numerous changes it involves.

Anxiety is an unpleasant and anticipatory emotional reaction that is linked to negative thoughts and involves cognitive evaluation about a certain situation that a person perceives as threatening. It can be triggered by both external and internal stimuli such as thoughts, expectations or beliefs that cause the person to conceive a situation as threatening (Contreras et al., 2005).

Due to the development of abstract thought, adolescents tend to make self-evaluations and comparisons with their peers and often feel that others are also evaluating them in the same way. In the words of Vernberg, Abwender, Ewell and Beery (1992, p. 406), “the capacity to worry in more complex ways about an increasing array of social issues may fuel social cognitions associated with social anxiety”. Furthermore, changes in school structure and peer network may also be a source of anxiety for adolescents (Vernberg et al., 1992, p. 405).

According to MacIntyre (1995, p. 91), foreign language anxiety “stems primarily from the social and communicative aspects of language learning and therefore can be considered as one of the social anxieties”. Social anxieties may have cognitive, affective and behavioural consequences, such as a decrease in cognitive processing ability, feelings of apprehension and attempts to escape the situation. Furthermore, Horwitz (2001) identifies a great variability in terms of learner reactions to the activities; while some learners may feel comfortable with a task, others may find it stressful.

The subject of anxiety in learning of EFL has also been a topic of research for the past few years. An important study was conducted by Ansari (2015), which analyses the relationship between anxiety and language performance, as well as the main causes of speaking anxiety. Ansari’s study also focuses on the features of learners who suffer from speaking anxiety, the sources for it and the positive effect that a supportive classroom atmosphere has in this regard. To carry out this study, 30 learners aged between 17 and 19 were selected. As for the method, semi-structured interviews, such as question-answer sessions, interviews or group discussions were used. The results show that at least 10 of the selected learners suffered from English speaking anxiety. The sources for this were related to the fear of making mistakes and of negative evaluation from their peers, their perceived low ability and insufficient wait-time. As stated by Ansari, those students who suffer from speaking anxiety tend to avoid tasks that require participation and remain silent, even avoiding eye contact with the teacher, so as to avoid being asked to participate.

As reflected in Ansari’s study, a constructive and positive classroom atmosphere is vital, so that students feel safe and comfortable enough to participate and carry out the tasks that are proposed. As suggested by Sousa (2014), there are some strategies that may be used in order to reduce anxiety



and foster a warm atmosphere in the classroom. One of them may be to have learners sit in a circle while explaining the objectives of the class and discussing their expectations regarding what they are going to learn. Furthermore, the different activities that are selected for the sessions have to be appropriate to the level of the students; although some of them may be challenging, they should not be too difficult, so that learners feel confident and capable of carrying them out. Students also need to be provided with sufficient time and resources to perform the activities optimally. Lastly, feedback plays a critical role in minimizing anxiety. In this sense, feedback that focuses more on the learning process itself than on the results is more effective. On the other hand, errors should not be the main focus of feedback, but rather ways to improve. To minimize peer feedback anxiety, rubrics are an optimal option. Rubrics allow students' evaluation of their peers to be guided and neutral, so that destructive comments are avoided.

Further below, we address other factors which may be a source of anxiety for learners, such as classroom climate and the relationship between teacher and learners.

### *2.2.3. Motivation*

According to Krashen (1982), motivation is the incentive, need or desire that learners feel about learning and reaching a high level in a second or foreign language. Thus, motivation is understood as a process that “explains the beginning, direction, intensity and perseverance of the behaviour directed towards the achievement of a goal” (González-Torres & Tourón, 1992, p. 285). Motivational factors are extremely relevant for educational contexts, since adequate teaching performance can modify and improve student motivation through various teaching techniques, such as an adequate selection of materials and topics of interest and other strategies (Luján-García, 1999).

Motivation can be classified into intrinsic or extrinsic (Arnold & Brown, 2000). Extrinsic motivation arises from the desire to get a reward or avoid punishment; thus, the focus is on something external to learning. On the other hand, intrinsic motivation emerges when the learning experience is itself the reward. In educational contexts, it is common that the learning focus falls on grades, exams and competitiveness; this mostly encourages extrinsic motivation. If motivation is intrinsic, students will seek to learn for personal reasons, for example, to develop

competence and autonomy. Although extrinsic motivation can be beneficial, learning is more favoured by intrinsic motivation, particularly when it comes to long-term retention. According to Tapia (1992), adolescents show a marked decline in academic intrinsic motivation. As a consequence, there is a significant increase in adolescent students who never volunteer to participate or put little effort into completing tasks.

Arnold and Brown (2000) expose a series of strategies to foster the growth of intrinsic motivation in the foreign language classroom. First of all, it is necessary to promote learner autonomy, so that students are able to establish their own personal goals, as well as to use learning strategies; this involves helping learners to set realistic goals and take responsibility for their own process of learning. It is also beneficial to encourage learner participation, as well as to foster cooperative learning and engage students in content-based activities that may attract their attention or be challenging for them. Likewise, teachers should guide learning not only to the reward, but also to the satisfaction in the process of learning itself; hence, teachers should not only focus on using numerical grades, but also on offering effective feedback. As addressed below, positive feedback is especially important during adolescence, since it may help learners to cope with language anxiety and stress; in other words, it can facilitate language acquisition.

Numerous researchers have analysed the relationship between motivation on foreign language learning. The research conducted by Tuan (2012) examines the impact of motivation on students' English learning. The participants of this study were 290 students, who took part in a questionnaire survey. Participants were asked to choose between different factors in order to determine which of them is the most influential in second language learning. Results show that two main factors are the learning strategies they used when studying the language and the heavy learning curriculum. Aspects such as the classroom environment and the relationship with teachers and peers were also considered important. Furthermore, this study also provides relevant data regarding the activities that students find motivating:

Questions		Number of students	%
6.1	Not necessary	10	3.4
	Not very necessary	8	2.8
	Necessary	117	40.3
	Very necessary	155	53.4
6.2	Role play	17	5.9
	Reading and translation	92	31.7
	Playing games	104	35.9
	Group/ pair work	77	26.6
6.3	Using cassettes for listening	87	30
	Just using textbooks	33	11.4
	Lessons in PowerPoint	80	27.6
	Using televisions for watching films	89	31
6.4	Giving bonus marks	88	30.3
	Showing ways of English self-study	136	46.9
	Offering praise	39	13.4
	Designing challenging exercises	27	9.3
6.5	Applying new teaching method	57	19.7
	Paying more attention to low-performing students	76	26.2
	Design exercises more suitable for students' level	66	22.8
	Helping students' with their difficulties with English	101	34.8

*Figure 1. Students' views on motivational activities. Tuan (2018, p. 435).*

As reflected in Figure 1, a large proportion of the students indicated that motivational activities were necessary for English learning. Answers to Question 6.2 show that participants liked playing interactive games in English classes and group work. As for Question 6.3, students chose using films in English and listening activities, as well as PowerPoint lessons. In Question 6.4, participants were asked which motivational strategies they thought their teachers should use in order to encourage them in English studying. Answers to this question emphasized the need for students to be instructed learning strategies in order to become autonomous learners. Students also found motivating to get bonus marks from their teachers and to receive praise when answering correctly.

The study conducted by Alqurashi (2014) shows similar results. This study analyses the motivation of 48 students who were recently admitted to the English department of Umm Al-Qura University. The participants took part in a two-part questionnaire that aimed to measure their intrinsic and extrinsic motivation in order to examine the most common issues that learners may encounter in learning of English as a foreign language. Results show that students are highly motivated to learn the language, but also reflected that there are other factors related to learners' underachievement. Some of these aspects have to do with cognitive style and memory and affective factors, such as language anxiety. Furthermore, the study points out the importance of creating an appropriate classroom environment which enhances the development of self-esteem and builds positive attitudes towards learning the language.

Several strategies can be applied in order to encourage adolescent learners' motivation. As the above studies reflect, developing intrinsic motivation is a key aspect to learning, so that the value of it lies in the process itself and not so much in the rewards. Bearing this in mind, special emphasis should be placed on students' understanding of the usefulness of what they are learning and the value of being able to communicate in a foreign language; this may help students set their own personal goals and expectations. Drawing upon Tuan's study (2018), time should also be dedicated to the development of learning strategies for students, so that they feel autonomous in learning and their motivation is enhanced. Likewise, encouraging students to participate in projects that are linked to real life, thus, taking what has been learnt beyond the classroom walls, highly fosters motivation. The goal is to make young learners more active in their own learning process, as well as to reduce the connection between theory and practice. Last but not least, challenging activities may be proposed in order to motivate students; however, affective factors need to be taken into account, as activities that are too difficult may be a source of anxiety for certain students.

### **2.3. Classroom environment**

According to Ryan and Patrick (2001, p. 438), "classrooms are inherently social places [...]. Students pursue both social and academic goals in the classroom". An appropriate classroom environment is especially important for adolescents, which frequently exhibit a significant decrease in motivation and engagement. As it has been previously mentioned, adolescence is a period with specific developmental needs which may be related to the necessity of supportive relationships with peers and nonparental adults, a desire for increased autonomy and sensitivity regarding social comparison (Ryan & Patrick, 2001).

As stated by Piechurska-Kuciel (2011, p. 84), social support is "the perceived notion that one is cared for, valued and understood". In this regard, teachers are especially important, since they are a main source of perceived social support and have an essential role in the construction of a positive classroom social environment. Thus, young adolescents who experience their teachers as more supportive display a positive academic self-concept and higher levels of intrinsic motivation (Ryan & Patrick, 2001). Furthermore, perceived teacher support in

evaluation can help ease stressful situations that occur as a result of the learning process and guide students to academic improvement (Piechurska-Kuciel, 2011).

Furthermore, the role of the teacher is also vital in terms of encouraging student interaction in the classroom. As abovementioned, adolescence is a period when self-consciousness and sensitivity to other's perceptions increase. Peer relationships become very influential and are an important source of social and emotional support for adolescents (Martín & Navarro, 2011). Bearing this in mind, a focus must be placed on establishing a classroom social environment with mutual respect, which helps to create a comfortable atmosphere where young adolescents feel safe to communicate, interact and participate (Ryan & Patrick, 2001).

As Piechurska-Kuciel (2011, p. 86) state, "if students are not offered opportunities for such relationships, a mismatch between developmental needs and unfavourable context will make them suffer psychological and academic maladjustment". In the EFL classroom, negative classroom climate may result in language anxiety, which may cause feelings of inadequacy and fear of failure.

Following what has been previously said, the creation of a classroom environment that favours supportive relationships between teacher and students is a key aspect. In this sense, feedback is a helpful tool through which the teacher is able to show support and guide students in the learning process. Likewise, good relationships between students may be reinforced through cooperative work and peer feedback. These strategies help students feel confident and comfortable to participate in the activities proposed in class and increase motivation.

#### **2.4. Feedback**

According to Al-Ghamdi (2017, p. 38), "feedback is an information or a description provided by teachers which aims to improve students' performance". Authors such as Hattie and Timperley (2007) have emphasized the powerful influence, be it positive or negative, that feedback has on learning. Likewise, several studies have shown the influence of positive feedback in the construction of a favourable classroom environment. Due to changes in brain structure, feedback becomes especially relevant in adolescence. However, it is important

to bear in mind that students may exhibit differences in terms of learning; thus, different types of feedback may be required in order to properly foster learning.

As Konrad, Firk and Uhlhaas (2013) state, the reorganization of the brain that takes place in adolescence makes young adolescents particularly susceptible to environmental influences, both positive and negative. From this perspective, Sousa (2014) notes that effective feedback for adolescents needs to be positive, precise and specific. Positive feedback is associated with the increase of serotonin in the brain and, consequently, with the reinforcement of feelings of happiness and well-being. Furthermore, Sousa associates learning with the growth of new synapses as a brain response to feedback stimuli, thereby feedback should be precise and specific in order to be successful. Likewise, feedback is more likely to be effective when is more focused on providing concrete information for improvement than on emphasizing learner errors (Torres et al., 2017). Negative and vague feedback often results in uncertainty and decreased motivation.

On the other hand, Hattie and Timperley (2007) identify four different feedback levels. The first one is the task level, which includes information about how well a task is being performed and distinguishes between the correctness or incorrectness of a work; it is also called corrective feedback. Secondly, the process level deals with feedback specific to the process underlying tasks and includes information about the strategies used to accomplish them. Third, the self-regulation level is a type of feedback that helps students to monitor, direct and regulate their own learning process in order to foster self-confidence. The fourth feedback level has to do with evaluations about learners' personalities.

In line with the above, Hattie and Timperley (2007, p. 88) relate feedback to three simple questions: "Where am I going? How am I going? Where to next?". As the authors note, effective feedback should provide answers to these questions, so that learning is successfully guided. The first question refers to the information given to students about the learning goals, which is related to the task to be performed. The second question provides specific information regarding a task or performance goal, often by taking into account an expected standard and success or failure on a specific part of the task. The last question works as a conclusion, which may include information that enhances greater possibilities for learning, such as self-regulation over the learning process, learning strategies,

deeper understanding or more information on the topic. Moreover, Hattie and Timperley stress the importance of integrating the three questions, and not treating them as isolated: “It is closing the gap between where students are and where they are aiming to be that leads to the power of feedback” (Hattie and Timperley, 2007, p. 90).

The authors also emphasize the need of taking into account the type of students in order to determine what type of feedback to use:

Students are different in their learning and accordingly, they need different types of feedback. Beginners need corrective feedback that provides them with information about the correctness of their performance. [...] professionals need process feedback. Intermediate students have acquired the basics but they need to be guided to form alternative strategies and to relate ideas together. Students who are highly competent need self-regulation feedback along with detailed descriptions because they are ready to expand their knowledge (Hattie and Timperley, 2007, p. 38).

Moreover, Torres, Bejarano and Restrepo (2017, p. 50) highlight the importance of negotiation, “a set of conversational moves of reciprocal feedback that work toward mutual comprehension” between teacher and learners. Following this perspective, negotiation should not be a unidirectional conversation, but an interaction between “learners, the learning materials and tasks, and context and mediators” (Torres et al., 2017, p. 51). This enhances learner autonomy and active learning, since the role of the teacher and the learner are equally important during the negotiation process; thus, adolescents’ desire for autonomy is fulfilled. However, adolescents’ affective needs should be considered in order to contribute to the construction of a positive classroom social environment.

Following what has been previously said, effective feedback should take into consideration the developmental needs of adolescents; hence, it should be specific, precise and constructive, so young students are involved and orientated in their own learning processes while affective factors are also taken into account. In order to effectively guide the learning process, the three questions proposed by Hattie and Timperley (2007, p. 88) constitute a very useful didactic strategy (“Where am I going? How am I going? Where to next?”). These questions may

be answered orally or through graphic organizers prepared in advance by the teacher. Furthermore, drawing upon the concept of negotiation established by Torres, Bejarano and Restrepo (2017), feedback may work as a tool that encourages reciprocal communication, which means that the feedback given by teachers to the students about their performance is equally important to the feedback given by students about their understanding regarding the contents taught by the teacher. In this sense, peer feedback may be used as a strategy to improve communication and relationships in the classroom. Moreover, feedback may also serve as a guide for students to develop strategies for self-improvement. To this end, different resources can be used to facilitate self-reflection, such as graphic organizers or reports.

If used effectively, feedback may be a very powerful tool which may enhance learner motivation and achievement. However, as stated by Torres, Bejarano and Restrepo (2017, p. 50):

Feedback itself is not a fix-all solution, nor does it have an immediate impact. Rather, is a powerful tool that needs to be part of a process, needs to be developed, and takes a certain amount of time to show successful results.

#### *2.4.1. Feedback practices and the affective factors of learning*

As abovementioned, several studies have emphasized the remarkable impact that feedback may have on the affective factors of learning. In this sense, the role of corrective feedback in second and foreign language learning has attracted much attention in the last decades. Likewise, different feedback practices have been analysed in terms of their relevance to the affective sphere of learning. The following are some of the works and studies that provide a theoretical and practical understanding on this topic.

Krashen (1981) suggests that corrective feedback does not necessarily facilitate the acquisition process. Following this perspective, corrective and explicit feedback, that is, “a meta-linguistic explanation or overt error correction” (Kim, 2004, p. 2), may even negatively affect the learner’s motivation and contribute to their anxiety levels. For this reason, Krashen (1981) concludes that students’ errors should be completely ignored, unless they affect communication.



The study conducted by Zhang and Rahimi (2014) investigates the relationship between corrective feedback and students' anxiety in oral communication, which, as the authors emphasize, is "the most anxiety-provoking classroom activity" (Zhang and Rahimi, 2014, p. 430). The participants of this study were 160 Persian EFL learners who enrolled for an intermediate English oral communication course in Iran. Based on the results obtained in two questionnaires ("Foreign Language Classroom Anxiety Scale and Corrective Feedback Belief Scale" and a background demographic questionnaire), they were divided into a high-anxiety group and a low-anxiety one. Surprisingly, the results show that both groups agreed on the necessity of corrective feedback in foreign language learning. They considered that learning was more effective when their errors were corrected frequently. Regarding the type of errors to be corrected, errors which caused problems in terms of conveying meaning were thought to be the most relevant. As Zhang and Rahimi (2014, p. 434) note, a possible reason behind this may be "the confusion, disappointment and anxiety that resulted from errors causing oral communication breakdown". Moreover, the results show a clear support for explicit feedback. As the authors highlight, it is essential to previously discuss with students the role of corrective feedback and errors in foreign language learning and oral communication. If learners are not made aware of the purpose of this feedback strategy, their anxiety levels may be increased and, as a result, their LA will be hindered.

On the other hand, the study conducted by Torres, Bejarano and Moreno-Restrepo (2017) aimed to determine the influence of different types of feedback on foreign language learning, covering the four skills: speaking, listening, reading and writing. The research was conducted in a private institution in Bogotá, Colombia. The participants were seven students, including teenagers and adults. Three different feedback strategies were examined: corrective, motivational and developmental feedback. The results show that corrective feedback was the main strategy used by teachers and that learners seemed receptive and positive towards this type of feedback. As noted in the study, the reason behind these positive reactions on the part of students could be the manner in which corrective feedback was used by the teacher. In this regard, the authors emphasize that "explicit repetitions along with a friendly, nonaggressive tone of voice are necessary for success" (Torres et al., 2017, p. 57).

Moreover, in this study, other types of feedback practices, such as motivational feedback, were analysed. Motivational feedback is understood as “a tool to create positive motivation in students in order to enhance language production” (Torres et al., 2017, p. 58); in other words, it is a type of feedback that aims to foster learning environments where learners feel comfortable and self-confident to participate in the classroom. It includes positive expressions or words that seek to improve the learners’ self-esteem and motivation by highlighting learners’ correct achievements while allowing them to realize those errors that they have not yet been able to solve. Results show that this feedback strategy enhances receptivity and positive reactions from learners.

The study also analyses the role of developmental feedback on foreign language learning. As the authors note, developmental feedback “arises at a certain period of the educational process when a teacher supplies multiple alternatives for students to store, assimilate and apply new and complex information” (Torres et al., 2017, p. 59); thus, it is a type of feedback through which the teacher provides different strategies to the students with the objective of leading them to a successful language production. The results show that, although developmental feedback was the least used by the teachers, the students reacted positively to it, as it helped them feel self-confident and able to self-correct; thus, it enhanced their learning autonomy.

On the other hand, the study conducted by Yu, Jiang and Zhou (2020) aimed to examine the influence of different writing feedback strategies on learners’ affective factors, such as writing motivation and engagement. The research was based on the data obtained through a survey in which 1190 undergraduate students from 39 colleges in China participated. The survey was adapted to specifically assess students’ English writing motivation and engagement as well as teacher’s writing feedback. Different types of feedback practices were included: scoring-evaluative feedback, which is related to scores according to various benchmarks, e.g., task response, coherence, cohesion or use of the lexicon among others; writing process-oriented feedback, which includes feedback related to text content in the drafts of writing; expressive feedback, which encompasses the critical part of feedback, be it positive or negative; peer feedback, self-feedback and written corrective feedback, the latter related to how the teacher locates the different errors in the written text. The results show that,

in general, process-oriented feedback and written corrective feedback tended to discourage students' motivation and engagement in L2 writing, whereas scoring, peer and self-feedback and expressive feedback seemed to foster student writing motivation and engagement. The study points out its limitations in terms of process-oriented feedback, which, as they note, it "requires a high level of planning, persistence and task management" and "should be provided with strategies that fit closely with students writing abilities" (Yu et al., 2020, p. 13); in other words, this type of feedback takes time and effort from the teacher to be effective.

Furthermore, the study conducted by Wang (2013) seeks to analyse learners' perceptions of peer feedback on their EFL writing and their thoughts on the use of a rubric in the feedback practice. The participants were 53 Chinese EFL learners, including six case study informants. The data obtained was based on questionnaires, interviews and students' reflective essays. The results show that, although students initially found peer-feedback useful, over time the perceived usefulness of this practice followed a downward trend. As the study reflects, there may be different reasons behind this, such as the students' different stances on the same topic, their insufficient knowledge of assigned topics, the limited amount of time devoted to negotiate in peer feedback sessions and the learners' concerns with interpersonal relationships in peer interaction among others. As for the rubric, the findings revealed that learners' mostly had positive opinions about its use, since it provided a clear guide to the assessment of their partners' EFL writing.

As the studies referenced above note, feedback processing is closely related to affective factors of learning. Bearing this in mind, Krashen (1981) emphasizes that teachers should be aware of the state of learners' affective filter when employing feedback in the EFL classroom. Likewise, it is essential for learners to be aware of the purpose of feedback, especially when it comes to corrective feedback, one of the most anxiety-provoking for adolescent students (Zhang and Rahimi, 2014). A conscious and effective use of feedback in the EFL classroom will make young learners feel accompanied and guided in their learning process (Sousa, 2014), which is central to the approach explained below.

### 3. INTERVENTION PROPOSAL

#### 3.1. Contextualization and timing

This innovation proposal is designed for 4<sup>th</sup> of Compulsory Secondary Education. It will be conducted in a private high school located in La Rioja.

The school has classrooms equipped with interactive whiteboards (computer, interactive whiteboard and projector). Moreover, they have a wireless network that provides connection to the Internet from anywhere in the centre. There are also school 3 computer rooms available, which can be booked by teachers in advance.

In this school, methodology is based on Constructivism. The main premise of learning is that knowledge is constructed and learners are active creators; hence, their autonomy is encouraged as they learn new ideas. Taking this into consideration, this innovation proposal seeks to promote students' learning autonomy through various strategies described below.

There are 20 students in this group. Some of them show motivation and a good level of English, while a small group seems to need more support. In general, the group is able to work with texts of the expected level for 4<sup>th</sup> ESO and interest is observed. Relationships among the students are fluid and the atmosphere seems adequate to work in groups.

As for timing, this proposal will take place during the first term of the course, which lasts three months and a half (13 weeks). The first term will cover units 1-3, as well as a starter unit in which basic content from previous years. Each unit will last approximately 2-3 weeks.

Regarding to the distribution of the proposal, a total of ten sessions have been designed following the school calendar of La Rioja 2020-2021 (appendix 1). The structure will be as follows:

*Table 1. Timing for the innovative project*

<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>
Monday 21	Friday 2 Monday 5 Wednesday 7 Friday 21 Monday 27	Monday 9 Tuesday 10 Monday 16	Friday 11

### **3.2. Target group**

As abovementioned, this innovation proposal is designed for 4<sup>th</sup> of CSE. This school year has been chosen as a target group for the reasons that are explained below.

First of all, most students of 4<sup>th</sup> of CSE are 15-16 years old, a stage in adolescence when young learners are extremely concerned about what others think of them; thus, peer pressure may peak at this age. Furthermore, as noted by Tapia (1992), it is also at this age when adolescents show a marked decline in intrinsic motivation. With that in mind, this school year is one of the most vulnerable in terms of affective factors in learning.

On the other hand, 4<sup>th</sup> of CSE is the last course of the compulsory education stage. As such, it may be the last opportunity for some students to improve the quality of their learning, as this proposal has been designed with the aim of improving autonomy in learning, developing conscious learning strategies and, ultimately, increasing their motivation for the English language. In line with this, students at this age are mature enough to acquire some autonomy in learning, as well as to develop strategies to facilitate long-term learning of content.

As for attention to diversity, the group includes a student with ADHD. His English level does not correspond to the average of the group and he often struggles when completing a task. Bearing this in mind, he will receive special attention during the sessions, including personalised feedback with the aim of enabling him to complete the assigned tasks successfully. As for the relationship with the rest of the students, he functions well within the group dynamics, so he has no problems integrating.

### **3.3. Methodology**

This innovation proposal aims to encourage learner motivation through feedback, which will be used as a strategy to guide learning effectively and to foster supportive relationships in the EFL classroom (Piechurska-Kuciel, 2011). Moreover, the communicative competence will be developed through different tasks and feedback practices, aiming at interaction between learners throughout the sessions (Torres et al., 2017). Below is an explanation of the approaches, procedures and resources used in the classroom in order to achieve these objectives, as well as to cater for the specific needs of adolescent learners.

The Affective Filter Hypothesis (Krashen, 1981) is one of the essential parts of this innovative proposal. Following this perspective, feedback will be used as a tool to help affective factors work in favour of the students' learning process. Hence, to avoid anxiety arising from exposure to peers, it is necessary to discuss with learners the vital role of feedback and errors in foreign language learning from the first session. As suggested by Zhang and Rahimi (2014), particular emphasis will be placed on explaining the role of corrective feedback, which may be one of the most anxiety-provoking for learners. The goal is to help learners understand the purpose of feedback and include it as an integral part of the sessions.

As abovementioned, corrective, developmental and motivational feedback will be key to this proposal. Throughout the sessions, these strategies will complement each other. As for corrective and developmental feedback, they will be focused on providing concrete information for improvement rather than emphasizing learner errors (Torres et al., 2017). Moreover, as suggested by Sousa (2014), they will also aim to be as specific as possible. For this purpose, three different rubrics have been designed to provide precise guidance to learners in the feedback practice. The teacher will take class time to explain the content of the rubrics to the students in order to ensure their understanding. In addition, the rubrics will be available to students at all times, both during the development of the proposed tasks and in the assessment process. Based on the criteria established by the rubrics, corrective and developmental feedback will be given both orally and in writing.

On the other hand, feedback should be used in a positive and constructive way in order to be effective (Sousa, 2014). In this sense, motivational feedback will be essential to build a positive and supportive classroom environment. This type of feedback will mostly be used orally and as an immediate response to learner performance. By using motivational feedback on a consistent basis, EFL learners will build confidence in their skills which in turn will help them progress towards the expected goals.

Moreover, bearing in mind that adolescence is a stage in which socialisation is essential, peer feedback will also be addressed in groups to encourage motivation and to strengthen supportive relations in the classroom (Yu et al., 2020). Rubrics will also be used to guide students in giving feedback to their

peers and, at the same time, minimise the possibility of negative and destructive comments to each other. Initially, the rubrics will be provided ready-made to the students; however, for the last task, a rubric will be designed collaboratively, so that students will also be involved in deciding what is assessed. In this way, learners will gradually acquire responsibility for their learning process.

In line with the concept of negotiation in feedback practice (Torres et al, 2017), feedback will aim at interaction and communication between teacher and learners; hence, the different strategies focused on the practice of feedback will follow a communicative approach. The use of the target language will be fostered throughout the sessions, which means that learners will be asked to intervene in English as much as possible; however, the mother tongue may be used when necessary. The main objective is to improve the ability to communicate, both orally and in writing.

As noted by Arnold and Brown (2000), autonomy in learning is a source of intrinsic motivation for adolescent learners. With this in mind, another purpose of this innovation proposal will be to instruct students in learning strategies, so that they become self-efficient. In this respect, self-feedback is key, as it allows young students to become active participants in their own learning process and evaluation. In this way, the constructivist perspective of learning is followed, which has also been adopted by the school where this proposal is going to be developed (see section 3.1).

Although intrinsic motivation will be the main focus of this proposal, students' extrinsic motivation will also be used to support the learning process (Arnold and Brown, 2000). To this end, the benefits of feedback will be explained in detail during the introductory session and reference will be made to the positive effects this practice can have on grades.

Throughout the sessions, ICT will be used in order to involve learners in their learning process. Platforms such as *Flipgrid*, *Peergrade* and *Twitter* will facilitate the inclusion of different skills (speaking, listening, writing and reading) in the different tasks and feedback practices. For the use of some of these platforms, students will need to create a g-mail account, for which the teacher will ask parents' permission beforehand. Nevertheless, the privacy of the students will be ensured and no personal data will be included in the profiles that need to be created.

As abovementioned, this proposal is meant to be carried out during the first term of the school year, which has been chosen for several reasons. On the one hand, instructing students to develop their own learning strategies from the first term will provide them with a certain autonomy and self-efficacy in the following terms of the course. As a result, their motivation and school performance will be considerably improved. Moreover, it is also essential to build a positive learning environment in which learners feel supported, so that learning and language acquisition is facilitated as much as possible from the very beginning.

The school term will be structured in units and the textbook *All Clear* (Howarth, Reilly & Morris, 2016) will be followed, often using other materials for revision, reinforcement and extension in order to give variety and dynamism to the class. During the first session of each unit, the objectives, contents and assessment criteria will be clearly stated. Moreover, the teacher will provide the students with a graphic organizer sheet adapted from the three question model (Hattie and Timperley, 2007) (appendix 2). Learners will fill in the first two columns at the beginning of the unit, while the last column will be reserved for the end of the unit. Through this model, students will reflect on their learning process, considering where they are starting from, what their goals are and how they are going to achieve them. At the end of the unit, they will determine for themselves the next steps they consider they should follow.

Moreover, some of the sessions will be dedicated to the preparation of the final tasks of each unit, while others will focus on feedback. The aim of the preparation sessions is for students to acquire learning strategies by means of developmental feedback, so that they gradually develop self-autonomy. The feedback sessions will not only target students' performance, but will also promote reflection on the learning process. Corrective and motivational feedback will be key throughout these sessions (Torres et al., 2017).

### **3.4. Goals**

As the literature review has reflected, affective factors play a crucial role in the learning process of young learners, especially in the adolescent period, when individuals undergo constant changes that bring with them, among other issues, a great deal of emotional turmoil (Sousa, 2014). In the field of foreign language learning and teaching, numerous studies have analysed the role of motivation as



a determining factor in learning. Likewise, the studies referenced above reflect the great influence of feedback practices on learners' motivation.

The literature review has also revealed that feedback plays a major role in EFL outcomes. However, it has been continuously discussed that there is a lack of information and training regarding the positive impact of feedback strategies when used effectively by teachers of English as a foreign language (Torres et al., 2017). Therefore, in order to improve EFL teaching in Spain, it would be valuable for teachers to make conscious use of the different feedback strategies provided by previous research.

Moreover, feedback should not only be seen as a learning pathway for students, but also as a negotiation process (Torres et al., 2017) where the role of the teacher and the learner are equally relevant; thus, learners' autonomy and active learning are enhanced. Learning autonomy is one of the cornerstones of the Spanish curriculum, which favours learning by competences, among which we find the competence Learning to Learn (Decree, 19/2015, 2015). Through this competence, students are encouraged to develop their own learning strategies and critical thinking.

Hence, our innovation proposal seeks to pursue the following goals:

- The inclusion of corrective, developmental and motivational feedback as facilitating tools for EFL learning (Torres et al., 2017)
- The use of feedback as a source of communication and negotiation (Torres et al., 2017) to foster a positive and participatory social environment in the EFL classroom.
- The use of the three-question model (Hattie and Timperley, 2007), through which learners will be able to reflect on the direction of their learning process, as well as gradually develop self-autonomy in EFL learning.
- The inclusion of the blocks that make up the Spanish curriculum in the different tasks and types of feedback, through which learners will give and receive oral and written feedback in a variety of formats.

### **3.5. Competences**

This project is competence-based, as it aims to develop the key competences which students need to develop as individuals, active citizens and for social

inclusion. As established by the Boletín Oficial de La Rioja in its Order 19/2015, dated June 12<sup>th</sup>, the key competences are the following:

- Linguistic Competence (LC): It is developed through the practice of the four language skills, which make up the 4 blocks of contents established in Order 19/2015, dated June 12<sup>th</sup>.
- Social Civic Competence (SCC): It is encouraged through the promotion of attitudes that involve empathy and respect.
- Sense of Initiative and Entrepreneurial Spirit (SIE): It is developed through tasks which help learners to take the initiative and participate.
- Learning to Learn (LLC): Students are encouraged to develop their own learning strategies and critical thinking is promoted.
- Cultural Awareness and Expressions (CAE): In the process of learning a foreign language, students raise their awareness about different cultures.

### 3.6. Contents and assessment criteria

Following the established in the Order 19/2015, dated June 12<sup>th</sup>, the contents and assessment criteria are the following:

*Table 3. Contents and assessment criteria*

<b>BLOCK I. COMPREHENSION OF ORAL TEXTS</b>	
<b>CONTENTS</b>	<b>CRITERIA</b>
Comprehension strategies: <ul style="list-style-type: none"> <li>– Mobilization of prior information on topic.</li> <li>– Distinguish types of comprehension (general meaning, essential information, main points, relevant details).</li> <li>– Formulation of hypotheses on content and contexts.</li> <li>– Narration of present states and situations.</li> <li>– Requesting and offering opinions and points of view.</li> </ul> Communicative functions: <ul style="list-style-type: none"> <li>– Narration of past events, describing present states and situations, and expressing future events.</li> </ul>	<ul style="list-style-type: none"> <li>– Identify the general meaning, essential information, main points and relevant details in short or medium-length oral texts.</li> <li>– Know how to apply appropriate strategies for understanding general meaning, essential information, main points and ideas or relevant details of the text.</li> <li>– Know and use for the comprehension of the text the basic sociocultural and sociolinguistic aspects of daily life, relationships and sociolinguistic aspects of everyday life, interpersonal relation, conventions and customs.</li> </ul>

<ul style="list-style-type: none"> <li>- Requesting and offering information, indications, warnings and notices.</li> <li>- Expression of opinion, knowledge and ignorance.</li> <li>- Expressing taste, preference, interest and surprise.</li> <li>- Making suggestions and wishes.</li> <li>- Establishing and maintaining communication.</li> </ul>	<ul style="list-style-type: none"> <li>- Distinguish the most relevant communicative function(s) of the text and a repertoire of its most common exponents, as well as frequently used discourse patterns relating to the organisation and extension or restructuring of information</li> </ul>
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<b>BLOCK II. ORAL TEXT PRODUCTION: EXPRESSION AND INTERACTION</b>	
<b>CONTENTS</b>	<b>CRITERIA</b>
<p>Production strategies:</p> <ul style="list-style-type: none"> <li>- Conceive the message clearly, distinguishing its main idea or ideas and its basic structure.</li> <li>- Build on and make the most of prior knowledge (use 'ready-made' language, etc.).</li> <li>- Narration of present states and situations.</li> <li>- Formulation of hypothesis.</li> <li>- Sound, accentual, rhythmic and intonation patterns.</li> <li>- Initiation and maintenance of personal and social relationships.</li> </ul> <p>Communicative functions:</p> <ul style="list-style-type: none"> <li>- Narration of past events, describing present states and situations, and expressing future events.</li> <li>- Requesting and offering information, indications, warnings and notices.</li> <li>- Expression of opinion, knowledge and ignorance.</li> <li>- Expressing taste, preference, interest and surprise.</li> <li>- Making suggestions and wishes.</li> <li>- Establishing and maintaining communication.</li> </ul>	<ul style="list-style-type: none"> <li>- Produce short or medium-length texts, both in face-to-face conversation and by technical means, in a formal, neutral or informal register, in which information, ideas and opinions are exchanged, the reasons for actions and plans are justified in a simple but sufficient manner, and hypotheses are formulated.</li> <li>- Know how to apply the most appropriate strategies to produce oral texts, of a simple and clear structure, exploiting the resources available.</li> <li>- Incorporate into the production of oral texts the sociocultural and sociolinguistic knowledge acquired concerning sociocultural and sociolinguistic knowledge.</li> <li>- Interact in a simple but effective manner in clearly structured exchanges</li> </ul>

<b>BLOCK III. COMPREHENSION OF WRITTEN TEXTS</b>	
<b>CONTENTS</b>	<b>CRITERIA</b>
<p>Comprehension strategies:</p> <ul style="list-style-type: none"> <li>– Identification of the textual type, adapting comprehension to it.</li> <li>– Distinguishing types of comprehension (general meaning, essential information, main points, relevant details).</li> <li>– Formulation of hypotheses on content and context.</li> <li>– Inference and formulation of hypotheses about meanings from the comprehension of meaningful, linguistic and of significant linguistic and paralinguistic elements.</li> </ul> <p>Communicative functions:</p> <ul style="list-style-type: none"> <li>– Narration of past events, describing present states and situations, and expressing future events.</li> <li>– Requesting and offering information, indications, warnings and notices.</li> <li>– Expression of opinion, knowledge and ignorance.</li> <li>– Expressing taste, preference, interest and surprise.</li> <li>– Making suggestions and wishes.</li> <li>– Establishing and maintaining communication.</li> </ul>	<ul style="list-style-type: none"> <li>– Identify the essential information, the most relevant points and important details in texts, both in printed and digital format, short or long.</li> <li>– Know how to apply the most appropriate strategies for the comprehension of the general sense, essential information, main points and ideas or details.</li> <li>– Know and use for the comprehension of the text the basic sociocultural and sociolinguistic aspects of daily life, relationships and sociolinguistic aspects of everyday life, interpersonal relation, conventions and customs.</li> <li>– Distinguish the most relevant communicative function(s) of the text and a repertoire of its most common exponents, as well as frequently used discourse patterns relating to the organisation and extension or restructuring of information</li> </ul>

<b>BLOCK IV. PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION</b>	
<b>CONTENTS</b>	<b>CRITERIA</b>
<p>Production strategies:</p> <ul style="list-style-type: none"> <li>– Mobilize and coordinate one's general and communicative skills in order to perform the task effectively (review what you know about the topic, what you can or cannot do, what you can or want to say, etc.).</li> <li>– Locate and make appropriate use of linguistic or thematic resources.</li> </ul>	<ul style="list-style-type: none"> <li>– Write electronically short texts, coherent and clearly structured, on topics on everyday matters, in a formal, neutral or informal register.</li> <li>– Know, select and apply the most appropriate strategies to elaborate short or medium-length written texts, e.g. rephrasing structures from other texts with similar characteristics and communicative purposes, or writing previous drafts.</li> </ul>

<ul style="list-style-type: none"> <li>- Express the message clearly, following the models and formulas of each type of text.</li> </ul> <p>Communicative functions:</p> <ul style="list-style-type: none"> <li>- Narration of past events, describing present states and situations, and expressing future events.</li> <li>- Requesting and offering information, indications, warnings and notices.</li> <li>- Expression of opinion, knowledge and ignorance.</li> <li>- Expressing taste, preference, interest and surprise.</li> <li>- Making suggestions and wishes.</li> <li>- Establishing and maintaining communication.</li> </ul>	<ul style="list-style-type: none"> <li>- Incorporate into the production of written text the sociocultural and sociolinguistic knowledge acquired concerning sociocultural and sociolinguistic knowledge.</li> <li>- Know and correctly apply elementary punctuation marks and basic spelling rules, as well as basic spelling conventions when writing texts in digital format.</li> </ul>
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<b>Syntactic-discursive structures</b>
<ul style="list-style-type: none"> <li>- Lexicon of common usage related to personal identification; daily life activities; family and friends; free time; leisure and sport; trips and holidays; education and studying; language and communication; environment, climate and natural setting; information and communication technologies.</li> </ul>

### 3.7. Sessions

*Table 4. Session 1 (50') – Introductory session*

<b>Activity 1</b>	<b>Time</b>	<b>Group</b>
Introduction of the proposal	15'	All the students
<b>Resources</b>	<b>Development</b>	
<i>PowerPoint</i> presentation Computer with projector	The teacher will describe the proposal to the students using a <i>PowerPoint</i> presentation as visual support. In the presentation, aspects related to feedback and errors as well as their relevance to the learning process will be addressed.  As a way to increase extrinsic motivation, the link between the use of feedback and the score earned will be explicitly shown by means of two hypothetical examples of student scores from previous courses. Through these examples, students can compare a case of a student who benefited from feedback with a student who experienced the opposite case. The goal	

	<p>is for learners to see how incorporating feedback can improve both performance and grades.</p> <p>Moreover, time will also be devoted to explain the role of the rubric, which will be a key tool throughout this project.</p>
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Activity 2	Time	Group
Questionnaire	15'	All the students
Resources	Development	
Computers with internet connection Computer with projector	<p>Students will fill a questionnaire, which aims to explore their motivation, expectations, reasons for learning English and interests. The questionnaire is adapted from Tuan's (2012). Furthermore, they will be given some space to provide their opinion on how they think the teacher can keep them motivated.</p> <p>Through this questionnaire, the teacher will gain a more complete picture of the students' general attitude towards English.</p>	

Activity 3	Time	Group
Open-ended questions	20'	All the students
Competences	Development	
LC SSC	<p>For this oral activity, learners will sit in a circle. Taking turns, they will draw a card containing an open-ended question, which they will have to answer.</p>	
Resources		
Deck of speaking cards	<p>This activity aims to stimulate interesting and communicative exchanges between students. The main purpose of this is for the students to get to know each other better, as trust between them will help feedback practices to be smooth and comfortable for them. Furthermore, sitting them in a circle brings them physically and emotionally closer, so that affective factors are taken into account.</p>	

*Table 5. Session 2 (50') – Preparation for the final task (unit 1)*

Activity 1	Time	Group
Final task introduction	20'	All the students
Resources	Development	
Computer with projector	<p>During this session, the final task of the first unit ("Lifestyle changes") will be explained. It will be a short oral presentation (no more than 5 minutes long), which should include:</p> <ul style="list-style-type: none"> <li>– A life-changing trip the students have taken.</li> </ul>	

	<ul style="list-style-type: none"> <li>- A <i>Power Point</i> presentation with pictures that illustrate the experience and facilitate comprehension to the audience.</li> <li>- The grammar and vocabulary that has been studied throughout the unit (present simple, past simple, the structure “used to” and the vocabulary related to trips and life experiences).</li> </ul> <p>After the task has been introduced, the rubric that will be used to give feedback and assess the oral exposition will be presented to the students (appendix 3). The contents of the rubric will also be discussed, so that students are clear about what is to be assessed. The rubric will also be available to them at home as it will be shared with them online through <i>Google Classroom</i>.</p>
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Activity 2	Time	Group
Elaboration process	30'	All the students / pairs
Competences	Development	
LC LLC DC	<p>Learners will start designing their presentations. To facilitate the task, the teacher will provide them with a graphic organizer (appendix 4), which will allow students to order their ideas and give structure to their presentation. They will also think about the vocabulary and the grammar they need to use, which they may include as well. If there is enough time, students can help each other and exchange ideas in pairs about their presentations, always with reference to the rubric.</p> <p>To work on the pronunciation, they will be introduced to <i>YouGlish</i>, a website which allows students to learn the correct pronunciation of words or phrases by hearing them spoken on <i>YouTube</i> videos. This platform can be used without prior registration.</p> <p>At home, learners will be required to record a draft video of the oral exposition and upload it to <i>Flipgrid</i> before the next session. This recording will serve as a rehearsal for the final presentation, as it will make the students more aware of the things they need to improve. The next session will be dedicated to peer feedback and the videos will be used.</p>	
Resources		
Computers with internet connection Headphones		

*Table 6. Session 3 (50') – Peer-feedback on oral expositions*

Activity 1	Time	Group
Self and peer feedback	50'	All the students / In pairs

Competences	Development
LC LLC DC	During this session, learners will be given some time to watch their presentations and that of their assigned partner. With the rubric as a guide, students will reflect on their strengths and those issues that need to be improved.
Resources	
Computers with internet connection Headphones Rubrics	Students will also give feedback to their peers. After taking notes using the rubric, they will have some time to orally discuss these aspects in pairs with the teacher as a mediator. If there is more time available, it will be used to finish the presentations.

*Table 7. Session 4 (50') – Negotiation (unit 1)*

Activity 1	Time	Group
Feedback and assessment	50'	All the students
Competences	Description	
LC LLC	This session will take place after the oral expositions. The concept of feedback as negotiation (Torres et al., 2017) will be applied, aiming at interaction between learners.	
Resources		
Graphic organizers	During the first minutes, learners will have some time to give their personal opinion about how they think they performed. At this point, they will have the rubrics that their peers used to assess them during the last session, so they can also say if they agree with the results. Furthermore, the teacher will give students corrective feedback on those issues that can be improved and will positively highlight the strengths of their performance. Motivational feedback will be key at this point, since corrective feedback may be a source of anxiety if it is not applied carefully.  At the end of the class, learners will be given some time to complete the graphic organizer sheet adapted from the three question model (Hattie and Timperley, 2007), which they would have started at the beginning of the unit.	

*Table 8. Session 5 (50') – Preparation for the final task (unit 2)*

Activity 1	Time	Group
Final task introduction	10'	All the students
Resources	Description	
Tablets with internet connection Computer with projector	During this session, the final task of the second unit ("Books") will be explained. It will be a review of a book they have	



	<p>recently read (100-130 words). In the review, they should include:</p> <ul style="list-style-type: none"> <li>– A catchy title and an attractive introduction that includes relevant information.</li> <li>– A brief summary of the plot.</li> <li>– A surprising moment within the plot.</li> <li>– Their recommendation.</li> <li>– The grammar, vocabulary and connectors that have been studied throughout the unit (past tenses and vocabulary related to literature).</li> </ul> <p>The rubric will be available on <i>Peergrade</i> (appendix 5). Through this online platform, learners will give feedback on the written tasks assigned to them by using a co-assessment rubric. They may also include advice on how to improve the review.</p> <p>Although <i>Peergrade</i> is a very intuitive website, some minutes will be devoted to explaining how it works. To access this platform, learners will only need a code that will be provided by the teacher.</p>
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Activity 2	Time	Group
Elaboration process	40'	Pairs / all the students
Competences	Description	
LC LLC	<p>In pairs, students brainstorm important ideas that should be included in a review (if necessary, the teacher can guide them). Once the ideas are gathered, they will be compared with those that are included in the rubric. After that, learners will be asked to give structure to their review by creating their own graphic organizer with the teacher's assistance. They will also think about the vocabulary, grammar and connectors they need to use that have been reviewed throughout the unit. After that has been done, they will have some time to start writing.</p>	
Resources		
Computer with projector Notebooks		

Table 9. Session 6 (50') – Feedback on the final written task (unit 2)

Activity 1	Time	Group
Feedback and assessment	50'	All the students
Competences	Description	

LC LLC DC	This session will be devoted to corrective and motivational feedback. Students will have some time to assess the reviews and give feedback to their peers through <i>Peergrade</i> . The teacher will also give students corrective feedback on those issues that could be improved orally and will provide them with specific examples.
<b>Resources</b>	
Computer with projector Computers with internet connection Pen and paper	At the end of the class, learners will be given some time to complete the graphic organizer sheet adapted from the three question model (Hattie and Timperley, 2007), which they would have started at the beginning of the unit.

Table 10. Session 7 (50') – Preparation for the final task (unit 3)

Activity 1	Time	Group
Final task introduction	15'	Teams
Resources	Description	
Computers with internet connection Computer with projector	<p>During this session, the final task of the second unit (“Save the planet”) will be explained. In teams of 4, learners will have to create a twitter thread (80-100 words) (appendix 6). They should include:</p> <ul style="list-style-type: none"> <li>– Measures that can be taken at the local level to protect and improve environment.</li> <li>– References to places in La Rioja that inspire them to think about these measures. Images of the places may also be included.</li> <li>– Hyperlinks to reference their sources of information.</li> <li>– Hashtags that make the thread visible to the audience.</li> <li>– The grammar and vocabulary that has been studied throughout the unit (past simple, present perfect, and vocabulary related to the environment).</li> </ul> <p>At the end of the threads, a poll will be included to see if other teams have found the information useful. Moreover, interaction and feedback between the teams will also be required.</p> <p>In order to carry out the task, each team will create a Twitter account using their g-mail account (see point 3.3). Twitter is an intuitive and popular social network among adolescents, so it is assumed that most learners will know how it works. If there are any students that are not familiar with the platform, their teammates or the teacher will guide them.</p>	

	Once the Twitter account is created, students will be required to change the default language into English. Moreover, the user name should refer to the team they are in, without including personal information.
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Activity 2	Time	Group
Elaboration process	35'	Teams
Competences	Description	
LC LLC DC SIE	In teams, students will be asked to think of at least 5-6 ways in which they can create content that will engage audience on <i>Twitter</i> . They will brainstorm their ideas on a sheet of paper. The ideas will later be orally discussed and later used to collaboratively create a rubric (appendix 7), through which the teams will give each other feedback once the threads are created.	
Resources	After the contents of the rubric have been discussed, students will be given time to discuss their choice of topic in teams. Once they have that topic ready, they will be suggested to use a graphic organizer to structure the thread, as in the previous sessions.	
Computer with projector Computers with internet connection Pen and paper	After that has been done, they will have some time to start writing, using a document on <i>Google Drive</i> for the purpose.	

Table 11. Session 8 (50') – Preparation for the final task (unit 3)

Activity 1	Time	Group
Elaboration process Feedback	50'	Teams
Competences	Development	
LC LLC DC SIE	During this session, learners will continue working collaboratively on their <i>Twitter</i> thread. The teacher will orally give them corrective, motivational and developmental feedback on the elaboration process.	
Resources	During the last part of the session, the teams can start following each other. When their threads are ready, they will be given some time to read all of them, interact with each other and give feedback through the Twitter poll and comments addressed to those issues that can be improved, taking into account the rubric designed in the previous session. As <i>Twitter</i> only allow messages of 140 characters maximum,	
Computers with internet connection		

	students will be required to be clear and concise in giving feedback.
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*Table 12. Session 9 (50') – Feedback on the final task*

<b>Activity 1</b>	<b>Time</b>	<b>Group</b>
Feedback and assessment	50'	Teams
<b>Competences</b>	<b>Development</b>	
LC LLC DC	This session will be devoted to feedback. The concept of negotiation will be applied here, aiming at interaction between learners.	
<b>Resources</b>	During the first part of the session, the teams will have some time to give their personal opinion about how they think they performed. Furthermore, they can also say if they agree with the feedback given by their peers through <i>Twitter</i> . Furthermore, the teacher will give students specific corrective feedback on those issues that can be improved, using some of the <i>Twitter</i> threads as examples to illustrate the corrections. As in previous sessions, motivational feedback will be key at this point.	
Computer with projector	At the end of the class, learners will be given some time to complete the graphic organizer they had started at the beginning of the unit.	

*Table 13. Session 10 (50') – Final session*

<b>Activity 1</b>	<b>Time</b>	<b>Group</b>
Introduction	10'	All the students
<b>Resources</b>	<b>Development</b>	
	As a way to introduce the last session, students will comment on whether their perceptions of feedback have changed during this proposal. They can also give examples of concrete situations to illustrate their attitude towards this practice and share them with the rest of the class.	

<b>Activity 2</b>	<b>Time</b>	<b>Group</b>
Questionnaire	15'	All the students
<b>Resources</b>	<b>Development</b>	
Tablets with internet connection Computer with projector	Learners will complete a questionnaire similar to the one provided at the beginning of the proposal, which will aim to determine whether their motivation for learning English has	

	changed. They are also given some space to provide their opinion on the teacher's performance and the proposal.
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<b>Activity 3</b>	<b>Time</b>	<b>Group</b>
Final report	30'	All the students
<b>Competences</b>	<b>Development</b>	
LC LLC	<p>Students are required to write a report (80-100 words) on their progress during this proposal. In doing so, they should take into account the graphic organizer sheet adapted from the three questions model (Hattie and Timperley, 2007) they have covered throughout the units. Then, if they wish, they can share it orally with their classmates.</p> <p>The data collected in the questionnaire and in the reports will serve as feedback to the teacher to check the effectiveness of the innovation proposal.</p>	
<b>Resources</b>		
Sheet of paper		

### 3.8. Assessment

There will be three assessable tasks throughout this term. Each task will be evaluated following the criteria in the curriculum of La Rioja (Section 3.6).

Three rubrics have been designed in order to evaluate the tasks. The first rubric (appendix 3) will assess an oral exposition about a life-changing trip the students have taken. Three aspects will be evaluated: (i) structure, (ii) language usage and fluency and, (iii) originality. The second rubric (appendix 5) focuses on a written book review and will evaluate the following: (i) structure, (ii) language usage and, (iii) grammar and spelling; it will also include space for students to give feedback to each other. The last rubric (appendix 7) will assess the creation of a Twitter thread on measures that benefit environment at the local level as well as the interaction among learners on the topic. It will assess three main aspects: (i) content selection, (ii) language usage and, (iii) peer feedback.

#### **4. EXPECTED RESULTS**

The expected results of this innovation project are in line with the main objective of the proposal, which is to encourage motivation through feedback in the EFL classroom. As previously mentioned, one of our main priorities is to create a favourable learning classroom environment, so that students feel supported in their learning process. Therefore, the main expected result in learners is to make them feel confident in their skills and performance, so that their intrinsic motivation is promoted.

As the literature review has portrayed, affective factors play a major role in foreign language acquisition (Krashen, 1981). Due to marked sensitivity to social evaluation in adolescence, feedback can be a source of anxiety for students (Torres et al., 2017). Bearing this in mind, this proposal expects to create a supportive classroom environment in order to enable students to feel motivated, self-confident and predisposed to learning (Ryan & Patrick, 2001).

Taking the above into consideration, this innovation project proposes the inclusion of feedback in the learning routine, so that students understand the benefits that can be obtained from this practice. The objective is to prevent adolescent learners from feeling that their self-esteem is under attack when they receive feedback, but rather that they conceive this strategy as a support and guide in the learning process. To this end, corrective feedback will be focused on providing concrete information for improvement than on emphasizing learner errors (Torres et al., 2017). Moreover, in order to avoid the confusion, disappointment and anxiety that often results from errors, they will be treated as an intrinsic part of learning (Zhang and Rahimi, 2017). Likewise, motivational feedback will aim to foster learning environments where students feel comfortable and self-confident to participate in the classroom (Torres et al., 2017).

Another objective of this intervention is to encourage student self-autonomy in the learning process, which also responds to the growing need for independence that arises in adolescence (Sousa, 2014). As a result, students will be expected to develop their own learning strategies through developmental feedback, which will provide them with the feeling of self-efficacy they need (Torres et al., 2017). Furthermore, the inclusion of the three question model (Hattie and Timperley, 2007) will enhance learner reflection on the direction of their learning process. Awareness of the learning process will lead to learners being able to set their own

goals, the direction they want to take and thus their own autonomy in the process. The expected result is for learners to feel more intrinsically motivated.

In line with the above, this proposal conceives feedback as a source of communication and negotiation between teacher and learners (Torres et al., 2017). It therefore seeks to use feedback as a reciprocal interaction that encourages student autonomy and active learning. In this sense, the role of the teacher will be equal to that of the student and will aim to develop students' critical thinking.

## **5. CONCLUSIONS**

The final section of this project will focus on reviewing the conclusions obtained following the completion of the proposal.

The main objective of this project was to encourage motivation through the inclusion of feedback in the EFL classroom. Feedback has been regarded as a powerful tool which, if used effectively, may increase learner motivation and self-determination in language learning. However, this strategy needs to be carefully developed in order to show successful results. Bearing this in mind, this proposal has taken into account the different factors that surround the feedback process, which will be addressed below.

As the theoretical framework has reflected, adolescents typically present a marked decline in academic motivation. Likewise, they also tend to exhibit high emotional vulnerability due to the numerous changes they experience. The degree of confidence that adolescent learners have in their competence has remarkable influence on their academic motivation and receptivity to feedback. Hence, affective and motivational variables should be taken into consideration in the feedback practice. Effective feedback should address students' specific developmental needs, that is, their need for competence, autonomy and social relatedness from a positive and constructive point of view.

Moreover, it is essential to understand feedback as a process rather than as a miraculous practice that has immediate effect. Feedback is indeed an ongoing process that requires constant attention, instruction and takes a certain amount of time to show successful results. In line with this, it is vital to spend time in class familiarising students with this practice so that they understand its function and can benefit from it.

In addition to what has been addressed above, the creation of this project has contributed to the consolidation of the knowledge I have gained throughout the Master's Degree. Through the design of this work, I have learnt how to design a syllabus which integrates the curriculum provided by the legislation. Moreover, I have become familiar with different strategies that favour the creation of a supportive learning environment for students. All in all, this project has allowed me to evolve as a teacher. Furthermore, this proposal could be the starting point for future research and even the implementation of something similar into the academic curriculum.





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