



Universitat
de les Illes Balears

The Effectiveness of Using Task-Based Learning Activities to Promote Cooperative Learning and Increase Motivation of Students Learning EFL in Second Cycle of Obligatory Secondary Education

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Master's Thesis

Master's degree in Teacher Training
(With a Speciality/Itinerary in English)

at the

UNIVERSITAT DE LES ILLES BALEARS

Academic year: 2017 - 2018

Date: 4th June, 2018

UIB Master's Thesis Supervisor: Susana Cortés Pomacóndor

Abstract

There is a wide range of bibliography which deals with task-based learning (TBL) and cooperative learning (CL) and demonstrates that both methods are successful in terms of motivating students who learn English as a second or foreign language. However, very little work has been done to provide tasks ready to put into practice in class. Moreover, although TBL often is related to CL, this relationship is not as simple as it is sometimes explained. Therefore, this research intended to find an efficient way of combining TBL with CL that enhanced high-school students' motivation when learning English as a foreign language. In this way, based on the literature reviewed, a didactic proposal mixing both teaching methods was designed. Eighteen Spanish learners of second cycle of obligatory education from a public school participated in the study. They acknowledged the positive effects of the type of tasks they did in class as a way to increase their motivation and participation.

Key Words

Task-Based Learning, Cooperative Learning, Motivation, EFL

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1. Introduction and Justification

During the last decades English has achieved the status of the lingua franca, not only in the European Union but also in many parts of the world. That is why, in Spain, students learn English as a foreign language (EFL) in school and high school for at least ten years, since it is taught from the first obligatory year of school attendance. However, according to the report of the fourth edition of the Cambridge Monitor (2017), Spain was the country that registered the worst level regarding command in the English language, even below Italy and France in the ranking. Taking the long period Spanish students dedicate to learn English into account, these results should make us think about two questions:

- Why do not Spanish students achieve a good command of English language despite studying it during their whole obligatory education?
- How can teachers help their students to be more motivated to improve their level of English?

As English is not taught as a second language in Spain –but it is taught as a foreign language without a complete immersion– many students do not see the need to acquire a good command of it. In addition, it is also important to claim that the language of instruction in EFL lessons is not always English, since many teachers constantly resort to the native language, as is done in vocabulary- or grammar-translation (Benati, 2018), so the limited learners' contact with the English language is reduced. Moreover, it must be mentioned that textbooks repeat the same contents every year, adding one or two new verbal tenses as the levels increase, but maintaining the topics without paying attention to the students' needs. The suitability of English textbooks has been analysed in the current literature and it has been detected that their contents many times are meaningless and do not foster realistic speech nor communicative skills (Riasati & Zare, 2010). Consequently, many Spanish pupils who attend schools which still follow traditional methodologies –like only using the textbook as the main teaching source– are only learning EFL by repetition of the same book contents every year. In contrast to all of this, the Council of Europe has related the importance of learning languages to the human inherent need to communicate and, therefore, has promoted the use of materials and strategies that enable

students to satisfy this need and that are suitable for them as learners (CEFR, 2001). However, the kind of methods listed above, clearly omit “the oral skills of speaking and listening in the golden age of communicative approach in language education” (Afrough, Rahimi & Zarafshan, 2013, p. 50).

Taking the panorama described into account, it is easy to find demotivated students who learn English only because it is a compulsory subject according to the LOMCE (2013). In educational systems similar to the Spanish one where students have to study English by law, if they are demotivated and some stimuli are not provided by teachers, they may have such a hopeless attitude towards the subject the rest of their academic life. And this is a worrying prediction considering that the official age to start studying EFL at school is going down worldwide (Falout, Elwood & Hood, 2009). The increasing number of demotivated pupils has been reported by different authors during the last decades (e.g. Meshkat & Hassani, 2012). And the contagious lack of interest to learn and participate in class are some of the main causes (Aboudan, 2011).

To avoid and fight against demotivation it is important to be aware of learners' interests and needs. Traditional methods are no longer effective, asking students to learn things by heart in order to pass exams but without understanding why they have to learn those things will probably have a negative influence in their attitudes towards the foreign language. Nowadays, learners have to be taught to develop their critical thinking with the purpose that they are able to express their own opinions considering the world they live in, and that is something students work on when Task-Based Learning (henceforth TBL) method is used (Costa, 2016). Moreover, TBL enables the development of most of the competences stated by the LOMCE (2013). Similarly, Cooperative Learning (henceforth) fosters these competences and also the communicative approach that is promoted currently, since interaction, discussion, exchange of ideas and critical thinking are essential factors of this teaching strategy (Slavin, 1995). Furthermore, since both TBL and CL are related to real-life situations – due to their need of communication to complete the tasks and the use of authentic material, as it will be explained later–, learners are more easily engaged in classroom activities because they see the utility of the language and can establish

a relationship with their out-of-class life. Accordingly, a combination of CL and TBL could be a highly successful method to increase students' motivation towards learning EFL.

All things considered, coping with demotivation is getting increasingly more common (Dörnyei, 2001), so unfortunately it has become a phenomenon that it is worth to study. Moreover, there are many studies and resources which deal with TBL and CL to motivate students, but from a theoretical perspective. Therefore, to the best of my knowledge scarce research has been done on more practical issues. The present study hence intends to fill in this gap by finding an effective way of mixing TBL and CL to increase students' motivation towards learning English in a context where it is taught as a foreign language.

2. Literature Review

As the purpose of this work is to demonstrate the effectiveness of the TBL and CL to enhance language learners' motivation, first, it is advisable to go through the literature and analyse what other authors have said about these aspects. Given that the bibliography in which both learning methodologies are mixed is practically non-existent, the different factors involved in what this research aims to prove will be explained separately, but always relating them with motivation and trying to establish relationships among them. In this way, this section will contain three principal subsections: Motivation, Task-Based Learning and Cooperative Learning.

2.1. Motivation

In this subsection, the main intention is to provide a definition of motivation considering all that has been said on this subject by other scholars. Once the concept is clarified, the importance of motivation in academic environments will be discussed, as well as the role the teacher has to adopt to enhance it. Then, the stress will be put more specifically on the relationship of motivation and learning a foreign language, in this case, English. And finally, the close connection between authentic materials and motivation to learn EFL will be explained.

2.1.1. The Idea of Motivation

The issue of motivation has been discussed by a number of scholars (Ryan and Deci, 2000; Schunk, Pintrich and Meece, 2008; and Murray, 2011 among others) throughout the history. However, there is a lack of consensus on what motivation really is (Jenkins & Demaray, 2015). Some authors, such as Kocka (2016) mention that motivation implies an intrinsic urge of doing and continuing doing something. This author affirms that it is “an inner state of need or desire that activates an individual to do something to satisfy them” (p. 5). Notwithstanding, this kind of definitions only focuses one type of motivation as it will be explained later on.

Other scholars do not establish a necessary relationship between motivation and an inner impetus. For example, Schunk, Pintrich, and Meece (2008, p. 4), defend that “[m]otivation is the process whereby goal-directed activity is instigated and sustained”. Similarly, but more simplified, it has been defined as “*why* anyone does any of the things that they do” (Center on Education Policy, 2012, p. 5).

Notwithstanding, the disagreement of scholars does not only affect the definition of motivation itself, but it also appears when referring to the existing kinds of motivation. According to different theories, there are two fundamental and completely opposed types of motivation: intrinsic and extrinsic. In broad strokes, the former is produced when the individual does something for their self-fulfilment, while the latter is arisen to achieve an external outcome. However, there is a danger in this proposal and this dichotomy, since it divides motivation in two different types which are incompatible and distant. That is why it has been largely criticised during the last decades by several authors, such as Rigby, Deci, Patrick, and Ryan (1992), Ida and Inui (2011), and Murray (2011), who consider that both types of motivation can be combined.

Ryan and Deci (2000) introduced the Self-Determination Theory (henceforth SDT), which “focuses on the orientation of motivation (i.e., what type of motivation) and its impact on individual outcomes” (Abeysekera & Dawson, 2014, p. 4). In this theory, Ryan and Deci (2000) propose a definition for both types of motivation. First of all, they explain that we talk about intrinsic motivation

when someone does an activity just for the satisfaction it produces to the individual instead of for an external outcome, so this person wants to do something for the enjoyment or challenge it supposes. Then, Ryan and Deci (2000, p. 60) define extrinsic motivation in rough outlines as a “construct that pertains whenever an activity is done in order to attain some separable outcome”. These authors divided extrinsic motivation in different subcategories in order to blur the lines between extrinsic and intrinsic motivation. Therefore, this type of motivation is separated into four different stages depending on how autonomous the individual is and how internalised their regulation is. From less to more autonomy the order is as follows: “external regulation, introjected regulation, identified regulation and integrated regulation” (Takahashi, 2018, p. 171). Moreover, with the SDT they included the concept of amotivation as the lack of motivation to act. In this way, a ranking from lack of self-determination to complete self-determination can be established which would be as follows: amotivation, extrinsic motivation and intrinsic motivation.

Talking about motivation also implies referring to demotivation and it is important not to confuse this last concept with the concept of amotivation explained before, since demotivation does not necessarily have to end up in amotivation if the motivating factors of the individual are activated again. Dörnyei (2001, p. 143) defines demotivation as a series of “external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action”. However, some other scholars (e.g., Falout & Maruyama, 2004; Sakai & Kikuchi, 2009) defend that demotivation can also be produced by internal factors, which reduce the interest on developing an activity. Ryan & Deci (2000, p. 54) contrast the term motivation with demotivation and affirm that “[a] person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated”.

All things considered, it can be understood that motivation is not only an inner process, in the sense of being something that each individual must feel by themselves. It can be produced by an external factor which awakes the interest of the individual to carry a specific activity out just for the pleasure of achieving the goal it supposes and obtaining an expected result. Of course, it is possible

that intrinsic motivation becomes extrinsic and the other way around, since it is not a fixed process, but it may vary depending on the context and the development of the individual (Pintrich & Schunk, 2002). For that reason, it is important to bear in mind that one type of motivation is not more desirable than the other.

2.1.2. Motivation in Educational Settings

It is widely accepted that motivation is crucial in terms of education and an issue of study in terms of educational research since academic motivation can be closely related to a better academic performance and, as a consequence, to better results (Fortier, Vallerand, & Guay, 1995). Moreover, it influences the effort and level of concentration students devote to a specific learning practice (Cole, Field and Harris, 2004). According to Pintrich & Schunk (2002), motivation has an important role in what students learn, but also in when and how they do it. Similarly, Kocka (2016, p. 2) explains that “motivated students learn more, learn better, and learn by themselves”. Therefore, it is not something strange that pupils who are motivated to learn are more interested in dedicating time to develop different techniques and exercises to improve their learning process. Takahashi (2018, p. 170) declares that “motivated students tend to engage in activities that they believe will help them learn”, whereas “unmotivated students are not able to be systematic in making an effort in learning”.

In educational settings, intrinsic motivation is commonly defined as the idea that the main aim of studying is the satisfaction of learning something, so the individual enjoys the process of studying because it allows them increase their knowledge (Takahashi, 2018). Notwithstanding, this point of view places extrinsic motivation in an awkward position and, as a consequence, can cause that individuals feel that if they do not enjoy the process of studying itself, they are not appropriate to study (Ida & Inui, 2011).

The effect of extrinsic motivation on students' performance has been studied by several scholars and it has been demonstrated that depending on the stage of extrinsic motivation at which students are, the effect on the process and the results differs (Ryan & Deci, 2000). Connell and Wellborn (1991) support this by confirming that when students become autonomous while they are

extrinsically motivated, they are more engaged in doing the tasks. In addition, other authors broaden this idea and affirm that more self-determined extrinsic motivation is related to higher quality in the learning process (Grolnick & Ryan, 1987), a decrease on the dropout rate (Vallerand & Bissonnette, 1992), better academic performance (Miserandino, 1996), and higher marks (Hayamizu, 1997).

As a conclusion of all that has been just mentioned, it can be stated that motivation plays an essential role in education, since it affects students' academic performance and outcomes. Furthermore, it is important to understand the relevance of students' motivation to be more successful in academic contexts independently of whether this motivation is intrinsic, extrinsic or a combination of both. Although an intrinsically motivated student finds an inherent interest in the activity and, as a consequence, wants to acquire a specific knowledge to be satisfied, extrinsic motivation can also be highly helpful to improve the learning process, since the student can acquire the same knowledge to get a reward of their interest. However, as it has been seen above, it has to be kept in mind that the more autonomous the extrinsic motivation is, the better the outcomes that are achieved. Therefore, the main aim should be that students try to identify by themselves or with some external help the value of the activity and become more interested in the challenge it supposes.

2.1.3. The Role of the Teacher to Increase Students' Motivation

It is not a surprise that teachers have to cope with demotivation in class every day, since "it is a salient phenomenon in [...] learning and [...] teachers have a considerable responsibility in this respect" (Dörnyei, 2001, p. 51). In other words, teachers are highly important in any learning process, since the teaching methods they adopt can contribute to the success or the failure of a determinate group of students. However, there are still a large number of teachers that resort to old-fashioned and, now, inefficient methods to teach. Regarding foreign language teachers, some of them opt for grammar-translation or book-based lessons, which clearly do not satisfy the current need of a communicative approach and make students doubt about the usefulness of what they are doing in class (Afrough, Rahimi, & Zarafshan, 2013), so they might become

unmotivated in relation to what they are learning. To avoid this, the teachers should be innovative and adapt to the needs of the contemporary society in which students live.

The Center on Education and Policy (2012, p. 2) referred to the benefits of motivation by stating that it is “linked not only to better academic performance, but to greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and school completion rates”. In this way, it can be understood that motivated students have more probabilities to succeed not only at school, but also in other contexts. In a study conducted by Pintrich and De Groot (1990), the relevance of teachers in terms of enhancing motivation for schoolwork was demonstrated not because it was a synonym of improving marks, but because it led to students’ commitment towards daily in-class work. Therefore, teachers should pay attention to students’ interests but also foster extrinsic motivation among those pupils who are not intrinsically motivated by the learning process.

Taking into account that most of the educational activities carried out in academic contexts are not designed with the purpose that students are intrinsically motivated in doing them, it becomes an issue of major interest how to motivate students for them to see the importance of such tasks, start a self-regulated process and become autonomous when doing them (Ryan & Deci, 2000). For this reason, teachers must present the activities as attractively as possible to catch the interest of students and make them reconsider their opinions about that specific topic. Dörnyei (2001, p. 48) approaches the importance of the way a task is designed and exposed by pointing at the fact that “it would be very beneficial to identify components of task motivation, because it would allow curriculum designers and language teachers to [...] select and administer tasks in a motivating manner, thus increasing learner engagement”.

Some research has been done to discover the main causes of demotivation and different factors have been mentioned, such as the relationship between the teacher and the students; the attitude of the teacher with regard to the subject and the material; the conflicts between teacher and students in relation to style (methodologies); and the nature of the activities done in class (Oxford, 1998). This research was extended by Chang and Cho (2003), who

carried out a study in which they establish eight factors as the most significant causes of demotivation when learning a foreign language: “1. learning difficulties, 2. Threats to self-worth, 3. monotonous teaching, 4. poor teacher-student relationship; 5. punishments; 6. general and language-specific anxiety; 7. lack of self-determination; and 8. poor classroom management” (Hu, 2011, p. 89). It has also been reported that “with disagreeable teacher personalities or pedagogies, or inappropriate level of course or materials, learners are at risk of becoming demotivated”, mostly “lower proficiency beginners” (Falout, Elwood, & Hood, 2009, p. 411). Consequently, it can be observed how the figure of the teacher and the way they perform can affect students’ motivation towards the subject.

It is clear then that a good teacher should try to detect the factors that can awake the interest of their pupils and change their attitude towards a specific task. Notwithstanding, teachers are not given the answer key to engage their students in class, so “from a practicing teacher’s point of view, the most pressing question related to motivation is not what motivation is but rather how it can be increased” (Dörnyei, 2001, p. 52). It has to be considered that the motivational process is dynamic, so learners do not need to maintain the same interest in a specific activity at the beginning and after a few minutes, that is to say, they might adopt a more passive attitude towards the activity. Therefore, the teacher has also to be dynamic and pay attention to the students’ needs during the lesson to maintain and enhance their motivation with the purpose of developing a successful learning process (Larrenua, 2015).

Dörnyei and Csizér (1998) published a list of the ten most relevant items that teachers should take into account when trying to motivate students (see Table 1). In this paper some of the items in the list will be put into practice during the intervention to discover their effectiveness, since they are along the same line as that of other research done to find the main factors that demotivate students (e.g. Dörnyei, 1998; Oxford, 1998; Chang & Cho, 2003) and seem to counteract them.

Table 1. Ten commandments for motivating language learners: final version

1. Set a personal example with your own behaviour.

2. Create pleasant, relaxed atmosphere in the classroom.
 3. Present the tasks properly.
 4. Develop a good relationship with the learners.
 5. Increase the learners' linguistic self-confidence.
 6. Make the languages classes interesting.
 7. Promote learner autonomy.
 8. Personalize the learning process.
 9. Increase the learners' goal-orientedness.
 10. Familiarize learners with the target language culture.
-

Adaptation of Dörnyei & Csizér (1998).

Despite everything, although the way a teacher acts holds a considerable weight in the students' motivation, it must be mentioned that the students' relationships are also crucial. In different studies, it has been claimed that "[t]eachers recognize that motivation is co-regulated among all the people in the classroom" (Falout, Elwood & Hood, 2009, p. 403). Tapia (1997) pointed out the class atmosphere as a highly meaningful factor with regard to students' motivation. In this way, the way students perform in class can affect the form their classmates see them, so it is advisable that the teacher is attentive in relation to the situation in class and the relationships among students.

2.1.4. The Importance of Motivation When Learning a Foreign Language

Motivation is an important aspect to take into consideration when a foreign language is taught. Referring to what Masgoret and Gardner (2003, p. 170) claimed, it is "the responsible for achievement in the second language". Consequently, it can be understood that "if the learner is motivated when learning a language he/she will achieve proficiency in that language" (Fernández, 2013, p. 27). Other authors, such as Dörnyei (2001), support this idea of the huge influence that motivation has in foreign language acquisition. Therefore, it is logical that scholars want to find strategies to make learners feel more enthusiastic and motivated to learn a foreign language.

According to Espinar and Ortega (2015, p. 126), “[t]he idea of motivation is a recurring topic throughout the history of language teaching and it is considered fundamental for achieving positive results in any task”. Notwithstanding, in the present paper it is worth to link motivation with demotivation, since, as it has been mentioned before, it is getting increasingly easier to find demotivated students. It is essential to understand that demotivation only is a limitation of motivation, so the student has positive forces which need to be reactivated (Meshkat & Hassani, 2012). There are different ways to reactivate these forces and increase students’ motivation and this is what the present study expects to demonstrate.

It has been shown by several studies that Spanish population has a very poor command of English in comparison to the other European countries with non-native English speakers (EF ranking, 2018). And this is an illogical situation considering the fact that English is taught during the whole obligatory education. Nonetheless, in Spain, students learn English as a foreign language, since there is not a complete immersion and it can be difficult to find natural contexts where they need to use this language to communicate. That is why, it is not common that students are motivated to learn English during obligatory education, since they might not see the usefulness of acquiring this language. In this way, this lack of interest in learning English has been related to the low levels of this foreign language in Spain (Aguilera, 2015).

Although motivation is not the only factor that causes the unsuccessful mastery of Spanish students in the English language, it holds considerable weight in this situation. Therefore, it is important to pay attention to students’ attitudes and reactions in class with the purpose of trying to enhance their engagement with the subject. Keeping both intrinsic and extrinsic motivation concepts in mind, a relationship can be established between them and with regards to students learning EFL. In other words, two different statements can be formulated: one is that teachers first have to promote students’ extrinsic motivation in class, with the purpose of helping students to find aspects that might engage them with the activities done in class; and the other is that students’ interests must be taken into account to keep them intrinsically motivated with the subject.

Dörnyei (2001) demonstrated that the vast majority of language learners who were motivated improved significantly their language knowledge independently of their aptitudes. In another article, the same author refers not only to internal but also to external regulatory aspects in a sense that both of them are essential in terms of second or foreign language acquisition (2001). Hence, both types of motivation have been highlighted for their benefits either separately or as a combination. To support this, in a study conducted by Kirkağaç and Öz (2017), it was shown that, although intrinsic motivation has always been defended as the key factor to learn a language, it is also possible to get better outcomes by promoting extrinsic motivation. In this way, the teacher has a crucial role to encourage students to get involved in a learning process and awake their interests extrinsically.

For all that has just been mentioned, the main issue here is to decrease students' demotivation, since as it "has direct educational implications and with the increasing importance of learning a foreign language, it seems necessary to investigate the related demotives" (Meshkat & Hassani, 2012, p. 746). Moreover, it can be affirmed that motivation is "one of the most important individual factors contributing to the achievement and proficiency of a second or foreign language" (Fernández, 2013, p. 46).

2.1.5. The Benefits of Using Authentic Materials in Class and How They Can Increase Students' Motivation

During the last decades the Council of Europe is fostering a communicative approach based on the learners' needs "and the use of materials and methods that will enable students to satisfy these needs and which are appropriate to their characteristics as learners" (CEFR, p. 142). Considering what the Council of Europe wants to promote, it does not make any sense to restrict the materials used in class to a textbook and little more as it has happened traditionally when teaching a foreign language and as it is still happening in some schools.

According to Richards (2013, p. 10) "[a] more recent focus in syllabus design has been on the authenticity of the input that is provided as a basis for teaching and the role of corpora in determining linguistic input". So, the necessity

of using authentic materials to teach a foreign language has appeared in order to make students aware of the urge of learning a language. Accordingly, the teacher has the responsibility of creating a realistic view with regards to that specific language (Dörnyei, 2001).

For a better understanding of this section, the concept “authentic” should be defined. According to the CEFR (2001), in a linguistic context, this adjective means that its purpose is merely communicative with no teaching intention. The CEFR (2001) provides a list of different ways to expose students to an authentic use of the foreign language they are learning and suggests the use of materials that learners can have daily contact with (e.g.: newspapers, magazines, radio or TV programmes, Youtube videos or TV series). Nonetheless, to obtain a better experience and develop a more successful learning process, if the teacher considers it necessary, authentic materials can be edited to adjust them to the students’ interests and levels.

Guariento & Morley (2001, p. 347) explain that “[w]ith the onset of the communicative movement a greater awareness of the need to develop students’ skills for the real world has meant that teachers endeavour to simulate this world in the classroom”. Thus, there is a clear urge of using authentic materials with the purpose of teaching/learning the foreign language from a communicative approach to make students aware of its utility in real life. Yadav & BaniAta (2012) refer to the importance of teaching pupils in a meaningful way so that they achieve a sound command in all skills of the target language and are able to communicate in English in any daily life situation. So, once more, the relevance of simulating the use of the foreign language in the real world is highlighted. Richards (2013) supports this by claiming that, one of the main reasons for promoting the use of authentic materials in class is that when learners are outside this academic environment with a controlled use of the language, they will not find such artificial language, but the real use of English language.

Keeping all of this in mind, it is obvious that the use of this kind of materials in class is considered to be beneficial for students due to the exposure to real use of the language in realistic contexts (Berardo, 2006). Moreover, Guariento & Morley (2001) defend that when using authentic materials students are more

motivated because they deal with meaningful aspects for them. In this way, it can be understood that to maintain students motivated it is preferable to use authentic texts and sources, since EFL learners can associate them with their daily life. In fact, it is endorsed that “[a]uthentic texts can be motivating because they are proof that the language is used for real-life purposes by real people” (Nuttall 1996, p.172). Richards (2013) also points out the positive aspects of using authentic materials, since they have been proved to enhance motivation, cause the feeling of achievement when the text is understood and increase the interest on the language learning. Furthermore, the fact that the use of authentic material implies the integration of culture throughout the language cannot be omitted and this can make students’ curiosity arise and, as a consequence, further their motivation to learn that specific foreign language (Yadav & BaniAta, 2012).

Despite everything, it is important to be careful when choosing authentic materials, since if a bad choice is made, the contents might seem meaningless for learners or increase unnecessarily the complexity of their learning process. And this, can have a negative effect on their perception of the foreign language and, as a consequence, demotivate them (Berardo, 2006). According to Berardo (2006, p. 63), who extends the criteria proposed by Nuttall (1996, p.63), there are four essential factors that must be taken into consideration when looking for real materials and choosing them: a) the “suitability of the content” (interest and usefulness for the students); b) the “exploitability” (teaching purposes/strategies that can be developed); c) the “readability” (difficulty of the structures and vocabulary); and the “presentation” (attractiveness of the content).

To sum up, although there are a lot of sources available where it is possible to find real materials to use in class, not all texts are suitable for all students. Therefore, some aspects must be kept in mind, to avoid a complete failure in the students’ language learning process. Nevertheless, if these materials are chosen carefully and put to good use, they will lead to several benefits such as motivation, among others.

2.2. Task-Based Learning

After having introduced the bibliography on motivation, the two learning methods that are going to be combined should be addressed. In this subsection,

TBL will be introduced and defined throughout a revision of some literature related to this method. The stages of this teaching strategy will also be explained in detail, having the TBL Framework proposed by Willis (1996) as a reference. Then, TBL will be related to the enhancement of EFL students' motivation. To conclude, the importance of using authentic materials when developing TBL will be commented.

2.2.1. Definition of TBL

To begin with, it is crucial to present Task-Based Learning as a “learner-centred pedagogy which aims to motivate lifelong learning” (Littlewood, 2004, p. 319). Nunan (2004) establishes six aspects that are achieved with this pedagogic method: a) “[a] needs-based approach to content selection; b) “[a]n emphasis on learning to communicate through interaction in the target language”; c) “[t]he introduction of authentic texts into the learning situation”; d) “[t]he provision of opportunities for learners to focus not only on language but also on the learning process itself”; e) “[a]n enhancement of the learner’s own personal experiences as important contributing elements to classroom learning”; and f) “[t]he linking of classroom language learning with language use outside the classroom” (p. 1).

The concept “task” in relation to TBL has been defined by several authors (e.g. Stern, 1992; Willis, 1996; Williams & Burden, 1997; or Ellis, 2003) and it has been more or less related to the communicative approach of language learning/teaching. Bearing the communicative approach promoted by the CEFR (2001) and the LOMCE (2013) in mind, this subsection will address TBL from a communicative point of view. An example is the definition proposed by Skehan (1996, p. 38) who states that “a task is taken to be an activity in which meaning is primary, there is some sort of relationship to the real world, task completion has some priority, and the assessment of task performance is in terms of task outcome”. Moreover, this author mentions that the main goal of this task is “the communication of meaning” (p. 38). Therefore, it is clear that any task must be meaningful and related to real life, at the same time it has a specific objective to be achieved that implies communication. Along the same lines, Willis (1996) explains that a task involves the use of the target language “by the learner for a communicative purpose (goal) in order to achieve an outcome” (p. 23). In other

words, a task in TBL requires the use of the language itself to enable communication for a specific aim. After revising in depth the different approaches to the concept task, Nunan (2006) creates his own definition and suggests that it is any activity or work done in class that activates students' comprehension, manipulation, interaction or production of the target language throughout a process in which they resort to their knowledge of grammar to be able to convey meaning. He points out the main objective which is using the language to express meaning instead of modifying structures. In addition, referring to the three stages of the task cycle proposed by Willis (1996) –that are going to be explained straightaway–, he claims that the task should have three differentiated parts: “a beginning, a middle and an end” (p. 17).

Willis (1996) establishes three stages in TBL: ‘pre-task’, ‘task cycle’ and ‘focus on form’. First of all, in the ‘pre-task’ stage, students are introduced to the topic and the task, so they are expected to recall their previous knowledge that is related to it and can be helpful to acquire the new one. It is essential that the main aims of the task are explained and understood by the students so that they are able to do the ‘pre-task’ thinking on the objectives they will have to achieve with the task. In this way, this first stage is a kind of warm up in which students do an activity related to the main task (e.g. a piece of a reading) but new contents are not introduced. The second stage is the ‘task cycle’ which is also divided into three parts as mentioned before: ‘task’, ‘planning’ and ‘report’. The task is carried out in pairs or groups of students and they have the opportunity to interact according to the knowledges they have to communicate. The teacher adopts the role of a simple guide and does not focus on correcting mistakes, but on facilitating students' spontaneous interventions and observing if they become more confident when they speak. During the planning, learners have to think about how they have done the task and what the results are, so they have to analyse the procedure they have followed. The teacher can help them with all the doubts they have regarding their expression and provide them with feedback to improve it. Thus, students get ready to explain it to their classmates (orally or in writing). The last step of the ‘task cycle’, the report, consists on an exchange of the results and the ways learners have done the task. Of course, they can also

express the difficulties they have found. The teacher can make some comments but the main point is to detect the language problems students still have. The third stage of the TBL process is the 'focus on form', which is divided into two parts: 'analysis' and 'practice'. In the 'analysis', a metalinguistic purpose is set, since, at this point, the focus is put on the use of language itself. Students are encouraged to learn new aspects and refresh their previous knowledge, as well as clarify doubts while they are doing activities related to the task they have done. In this way, they pay attention to the linguistic components of the task, such as grammar, word order or syntax. The teacher should ask questions to the students individually to verify that they understand the topic. For the 'practice' step, the teacher adopts a more active role and tries to explain the issue in question engaging students in different activities. At the end of this TBL procedure proposed by Willis (1996), there is an 'optional follow-up' that can be useful both for the students and the teacher. The idea is that students do similar tasks, extract some linguistic items and write them down, or report their opinions about the 'task cycle' to the teacher. Of course, it is neither necessary to do all the stages in class nor do them during the same lesson. Willis (1996) proposes a completely flexible TBL framework adaptable to both students' and teacher's needs.

In contrast to traditional methodologies in which a specific item of the language is first explained by the teacher and then some activities are done by students to put that item into practice and consolidate it throughout the use of the language, TBL is a didactic method that begins with the natural use of the language itself and finishes paying attention to the series of characteristics that build that language. Therefore, learners work with the language to express a meaning and then, they focus on those forms which convey the meaning. In TBL tasks, Willis (1996) also affirms that learners try by different means to complete the activities in the target language. That is to say that students have to use their previous knowledge to do the tasks, so they are constantly resorting to all what they already know and refreshing that knowledge (Skehan, 1992).

2.2.2. The Effect of TBL on Students' Motivation

Once it has been explained what TBL is, it seems clear to link this method to motivation. In fact, the motivating effect that TBL can have on learners'

perception of a specific subject has already started being discussed in the recent literature (e.g. Willis, 1996; Ellis, 2003; Anh Thu, 2016; Costa, 2016).

Scholars recommend to use TBL in EFL classes with the purpose of enhancing students' motivation due to its contribution to improve classroom atmosphere, since this method awakes learners' interest in the materials and motivates them to get involved in the tasks (Ellis, 2003). Costa (2016), referring to a study conducted by Ruso (2007), supports the same idea and concludes that TBL fosters foreign language learners' motivation and is an efficient way to acquire new vocabulary because of the kind of work done and the materials used. Moreover, she highlights that the active role students have to adopt is crucial to engage them in the activities and favours the interaction, which, as a consequence, benefits the classroom environment. It is also important to mention that students become more confident of their speech because they work in small groups (Willis, 1996), so they work in a more relaxed atmosphere that allows them to gain self-confidence. Therefore, it can be stated that TBL helps to increase learners' engagement and motivation towards foreign language learning (Anh Thu, 2016).

Ellis (2003) points out the effect TBL has on stimulating intrinsic motivation and suggests that this method is highly beneficial to motivate students in every sense. Nunan (2004) supports this and specifies that TBL boosts intrinsic motivation more than extrinsic motivation. Indeed, students are likely to be intrinsically motivated throughout TBL due to the challenge this type of tasks entail. Furthermore, the fact that they are able to complete the task without so much help can rise their motivation towards the language acquisition process and, therefore, be beneficial for their learning process. Willis (1996) declares in a more detailed way that the objectives presented with the task are the main motivating factor, since learners normally want to obtain the expected results and, to do so, they need to be engaged in that specific task and think about how to face the challenge it supposes. In addition, she explains that if students complete the tasks successfully, they will also be more motivated, because they will have done it themselves. In this way, it can be understood that TBL is an invigorating method and if students are motivated during their language learning process, they

are more likely to be able to complete all tasks and success in the achievement of the established goals (Brophy, 2005).

Nevertheless, TBL is a complex method which requires a good preparation of students in order that they know how to do the tasks. That is why, it is crucial that teachers pay special attention in the pre-tasks given and make sure that they are enough so that students get ready and have more possibilities to do the task properly (Dörnyei, 2001). Otherwise, learners might not feel capable to complete the task due to its difficulty and demotivate, since they find obstacles that they do not know how to overcome (Fernández, 2013).

In short, it has been demonstrated that the implementation of TBL during foreign language learning/teaching has motivating aspects that affect the students' attitude towards their learning process. The completion of suitable language tasks is a key factor that favours participation and learners' interests. Moreover, with the TBL method students have the opportunity of improving in terms of language performance and increase their self-confidence in the foreign language. However, it is important to dedicate enough time and effort to each stage of TBL, since, otherwise, this pedagogical method can have the opposite result and cause learners' demotivation.

2.2.3. The Use of Authentic Materials while Developing TBL

An interesting way to work with authentic material is by applying TBL methodology. According to Stroud (2013), the more tasks are related to real life, the better for the student to get involved in doing them. And, the best way to link classroom tasks with the real world is by using real materials. In a study conducted by Richards (2013), he observed that learners showed much more interest when working with authentic texts to complete the tasks, rather than when using textbooks.

Skehan (1996), based on the work of Long and Crookes (1991), reports that, in TBL, tasks require a relationship to the language used in the daily life. Therefore, teachers need to focus on the usefulness of the task when designing it, in the sense of valuing if students can extrapolate beyond the class the knowledge acquired throughout a specific task. By doing this analysis, students

will probably be more motivated to learn the language, since the process to do the activities is similar to the way they act to solve problems out of class.

It is worth to clarify that the role of the teacher when putting TBL method into practice is more active out of the classroom than in it. The main reason is that most of the work teachers are required to do for TBL implementation is the research of suitable authentic material and the preparation of the tasks, whereas in class they have a more passive role, since they observe students' performance and only provide them with feedback when it is necessary (Richards, 2013).

2.3. Cooperative Learning

Once one of the two teaching methods that will be put into practice in the didactic proposal of this work has been explained, it is advisable to deal with the other. Therefore, in this last subsection, the issue of CL will be addressed. First of all, some of the different approaches and definitions provided by the literature will be presented and explained. Then, the effect of CL on students' motivation will be discussed and, finally, a relationship between CL, TBL and motivation will be established to lead this theoretical part to the didactic proposal of this work.

2.3.1. Approaches to CL

Cooperative Learning has been frequently analysed and discussed by several authors throughout the history of pedagogy and, therefore, a wide range of definitions and approaches have been proposed. The origins of CL date back to the 1940s, however, it was not until the mid-70s that it began to spread (Johnson & Johnson, 2009). Lewin (1947) was one of the pioneer theorists in recognising the benefits of group work, focusing on the relationships among the group members. Based on Lewin's findings, Deutsch (1949) conducted a study which led him to prove that cooperative groups get better results, since students feel more interdependent and, hence, they want to share ideas and try to work equally to achieve the goal.

In the 1970s the interest in CL increased significantly and many scholars started to study it (e.g. Brown, Fewnick & Klemme, 1971; Gartner, Kholer & Riesman, 1971). The emergent studies showed some of the benefits of CL, since learners could ease academic accomplishments in their classmates and help to

enhance those underperforming students' motivation and engagement towards the subject; communicative skills were developed and improved; and the classroom environment was better (Gillies, 2014). During the same decade, with the results of a 30-year programme at the John Hopkins University, two key concepts for the success of CL were introduced: "group goals and individual accountability" (Slavin, 2008, p. 152).

From the 1980s onwards, there is a wide body of research on this topic and positive effects have continued to be demonstrated. Johnson, Maruyama, Johnson, Nelson, and Skon (1981, p. 58) reported a "strong evidence for the superiority of cooperation in promoting achievement and productivity". Later, Slavin (1995) made reference to the heterogeneity of the cooperative groups as a crucial aspect to ensure individual improvement and, accordingly, better outcomes. In 2000, Johnson, Johnson, and Stanne did an in-depth analysis of the advantages of CL methods. And nowadays, CL is still a relevant methodology that is currently under debate.

There is more or less a consensus of what CL actually is. From the very beginning it was presented as a method in which students only were able to achieve their goal and acquire a certain knowledge if the other members of the group reach theirs (Deutsch, 1962). In this way, it is observed that CL is not simply group work, but it is much more than this. According to Johnson and Johnson (1999, p. 1), two of the main experts in this field, CL "exists when students work together to accomplish shared learning goals". Slavin (2008, pp. 151-152) provides a more specific definition and declares that CL "refers to teaching methods in which children work in small groups to help one another learn". Bearing all of this in mind, CL can be defined as a teaching strategy in which students have to work in small and heterogeneous groups and help each other to achieve shared objectives. The diversity in teams is a way to ensure that students can share opinions and learn from each other, at the same time they support their teammates with whatever difficulties they have.

As well as with the definition of CL and its benefits, many authors have dealt with the keys to make the most of it. Shimazoe and Aldrich (2010) and Slavin (2014) provide lists with the aspects to take into account in order to succeed with

CL implementation. First of all, it is a clear requirement that teachers know the abilities and lacks of all students in class. In this way, the grouping can be made more efficiently. Secondly, the groups have to be made depending on different criteria, not only based on learners' abilities. The ideal number of students per group is 4, due to its flexibility, since students can work also in pairs. Moreover, it is important that teams work some weeks together before changing and creating new ones. Thirdly, the objectives, rewards and assessment criteria should be established and explained before starting the tasks. And it is crucial that teachers make sure that all groups' members understand that they share the same goal and see the sense to cooperate. The next step is that learners have to identify the role they have in the group, comprehend that each one is important to do the task and has to participate, establish connections with their teammates and also try to help and be helped. Communication among the members of the group is also essential to achieve the goals and makes possible to develop listening and speaking skills, as well as to work on social and civic competence. After the CL activities are done, teachers have to assess the groups' final product, but also the individual progress of each member. Finally, it is indispensable that the teacher provides feedback to the groups, both regarding individual work and team work.

To sum up, although CL was largely criticised during the first decades it started to be implemented, its positive effects soon began to be evident. With this learning method students improve their skills and performance significantly in any subject, as well as develop some of the key competences stated by the LOMCE (2013), e.g., social and civic competence and sense of initiative and entrepreneurship. However, in spite of all the benefits it has, it is important not to base every single lesson on CL since "effective lessons might also include teacher instruction, media- or computer-based activities, and individual assessments of various kinds" (Slavin, 2014, p. 3). Therefore, it is important to find a balance in the use of different teaching methods.

2.3.2. The Effect of CL on Students' Motivation

Once CL has been explained, it is possible to establish a relationship between this method and motivation. In fact, the positive effect of CL on students'

motivation has been largely discussed and demonstrated during the last decades (Deutsch, 1949; Johnson et al., 1981; Sharan & Shaulov, 1990; Fernández-Rio, Cecchini, Méndez-Gimenez, Mendez-Alonso, & Prieto, 2017).

Some scholars agree that CL is highly beneficial when learning a foreign language since, among other aspects, it improves the classroom atmosphere (Gunderson & Johnson, 1980); arises students' intrinsic motivation and self-fulfilment (Clement, Dornyei, & Noels, 1994; Szostek, 1994; Ushioda, 1996); and engages learners in the quest of their goals (Nichols & Miller, 1994). Similarly, Liang (2002, p. 53) defends that CL is a rich teaching method that provides students with a "supportive climate of caring and sharing in the classroom that makes learning English more enjoyable, lively, and encouraging, which, in turn, enhances the students' motivation toward learning English as a foreign language". Moreover, this author mentions that when putting CL into practice, motivational feedback and appropriate comments both from the teacher or the peers will contribute to the enhancement of learners' motivation and interest in doing the activity as well as possible. Therefore, the importance of positive reinforcement is also outlined to ensure the success of this method. In this way, it can be affirmed that CL increases the students' willingness to complete a task, so they become more persistent in their school activities and therefore in their learning process.

However, it is also important to understand that CL does not only awake oneself's motivation to learn, but it also involves students in the learning of their classmates. Two well-known experts in this field, Olsen and Kagan (1992), state that when learners are engaged in CL activities, due to the need of exchanging information and knowledges to achieve their own learning, they are also motivated to help their classmates with their learning process. They follow the same idea proposed by Deutsch (1949), who claimed that, when working on CL, learners are more aware of the need to share ideas with their partners, the group becomes more cohesive, and their motivation to surpass themselves and overcome the group's challenges is higher than in a competitive situation. Furthermore, he added that, due to their motivation, CL groups turn out to be more efficient and get better outcomes.

All in all, it is possible to come to the conclusion that CL awakes the interest of students on their learning process and makes them aware of how beneficial the interaction with their peers can be to achieve both personal and group goals. Thus, “to meet their personal goals, group members must both help their group mates to do what enables the group to succeed, and, perhaps even more important, to encourage their group mates to exert maximum efforts” (Slavin, Hurley, & Chamberlain, 2003, p 179). The fact is that the group only has the opportunity to succeed if each of its members succeeds, and this is only possible if they exchange information and knowledges and help each other. Slavin (1995) conceives a reciprocal relationship between task motivation and the willingness to participate and interact with the other team mates. The idea is that “task motivation leads to the development of group cohesion, that development may reinforce and enhance task motivation” (Slavin et al., 2003, p. 179). Nonetheless, to maintain students motivated positive reinforcement is crucial, so the teacher must provide learners with it and teach them to be respectful with their partners and to give them constructive criticism, avoiding negative comments. In this way, the interdependence will be positive and it will encourage them to improve and make a bigger effort and, as a consequence, it will probably lead them to a better outcome (Johnson & Johnson, 2009).

2.3.3. The Relationship between TBL, CL and Motivation

After giving some notions about TBL and CL, it can be concluded that both pedagogic strategies can be closely related, since both of them are approached from a communicative perspective and share many of their benefits, especially the enhancement of motivation. When doing TBL tasks students need to communicate with their classmates, either orally or in writing, so they are encouraged to interact with their partners in order to develop the tasks. In a study conducted by Carrero (2016), it was demonstrated that when TBL tasks were carried out, students cooperated and helped each other to achieve the goal, because they were working on topics of their interest. Paying attention to these findings, it might seem that TBL implies CL, but this is not a strict requirement. Of course, TBL can be based on CL but to achieve this, it is necessary to take the key aspects of CL into account. Jacobs & Hall (2006, p. 74), referring to Richards

and Renandya (2002), state that “cooperative learning is more than just putting students in groups and giving them something to do”. They also claim that it is better that the teacher forms the groups until students understand and learn to collaborate and cooperate. However, the statements made by these authors are not always taken into account when elaborating TBL tasks, since most times the attention is focused on the task itself and not on the details of grouping. However, these aspects are crucial to obtain a successful hybrid of TBL and CL.

The emphasis of this work is put on motivation, since it is a key factor in terms of foreign language acquisition. In fact, according to Granta (2015, p. 2764), “language learning does not happen without motivation exposure”. If students are engaged towards the activities in class, there are more probabilities that they make a higher effort to show their knowledge and improve their skills, at the same time they become satisfied with the work done (Gareau & Guo, 2009). Moreover, going back to the SDT proposed by Deci and Ryan (1985), learners feel motivated and want to participate when they think that they are able to interact without many problems, they are capable to cope with the activities and have a certain control on them, and they feel that they have a place in the group (Anh Thu, 2016). TBL and CL have many aspects that favour the enhancement of motivation and many authors have defended this. On the one hand, with TBL, students are encouraged to use the foreign language with a definite manageable purpose and cooperating with their classmates (Granta, 2015). On the other, due to the group nature of CL, interactions are more relaxed and all students have a specific role in their group (Olsen & Kagan, 1992), so the sense of belonging is reinforced. In addition, it has been demonstrated that in foreign language instruction if the teacher adopts the role of facilitator instead of authority figure and centre of knowledge, learners are more motivated (Oxford & Shearin, 1994). And this is a requirement fulfilled by both TBL and CL.

Continuing with the link between these teaching strategies and motivation –which is the issue this work aims to demonstrate–, as it has been explained, there is a wide range of literature, but dealing with both methods separately. However, it is easy to see a connection between them in relation to motivation. Anh Thu (2016) refers to seven items that are known to motivate students

intrinsically and divides them into two categories. In the first one, she includes personal factors: “students’ personal efforts, challenge, curiosity and fantasy” (p. 106). Whereas in the second, the interpersonal category, she mentions “competition, cooperation and recognition” (p. 106). With this list of motivating factors, a relationship between TBL and CL to engage learners in class can be established. TBL is aimed to pose a suitable challenge which awakes students’ curiosity and lets them be creative and make an effort to overcome that challenge. And the main intention of CL is that learners make an individual effort and help each other to achieve a shared goal, which is only achievable if each member of the group is recognised to have a specific role and assumes it.

In this way, it seems feasible to create an efficient combination of both teaching strategies to develop in class. Nevertheless, as mentioned before, it is necessary to keep both concepts in mind, as well as the aspects implied in each one, to avoid the failure of the proposal. Furthermore, although motivation plays an important role in foreign language learning process, it is relevant not to forget about other positive items involved in TBL and CL. Several authors, such as Johnson et al. (2000), Slavin (2008), Shimazoe and Aldrich (2010) or Gillies (2014), recognise the benefits of CL strategies and techniques, and state that, besides motivation, this approach favours the cohesion of the group and that with this methodology students learn to: a) work in group; b) help and be helped, c) develop their critical spirit and social skills and, d) learn to express their opinions respecting the others. Some of these strengths are also found when working with TBL, since most of times students work in pairs or small groups and, therefore, the interaction with the others is essential.

Considering what has been mentioned so far, from now on, a research will be conducted with the purpose of filling the existing gap of practical proposals to implement in class that involve a combination of TBL and CL and enhance learners’ motivation.

3. Methodology

3.1. Setting and Participants

The study took place at IES Binissalem, which is a public high school located in Binissalem, in Majorca. It receives 775 students and most of them

come from Binissalem, Consell and Alaró, from middle-lower class families. The levels of education covered in this high school are *ESO* and *Batxillerat* and classes are only taught in the morning.

English is taught as a foreign language with three 55-minutes sessions per week, when the groups are split into two. There are two types of classrooms: the ordinary classrooms of the main building and the prefabricated classrooms. Each ordinary classroom has one electronic board, a projector, loudspeakers and a computer desk for the teacher. Moreover, the whole main building has WIFI connection and there are laptops available for the students. In the prefabricated classrooms the fixed resources are the same, but it is not possible to move the laptops from the main building to these classrooms and there are troubles with the WIFI connection.

The participants who have been involved in this study are 18 4th of *ESO* students, 9 girls and 9 boys, aged 15 to 17. There is one student with Asperger syndrome and another one who, taking the comments of the teacher into account, might be an exceptionally gifted student.

3.2. Data Collection

Three qualitative methods have been used in order to try to make an effective didactic proposal and to gather information: a questionnaire, observation and an interview.

Questionnaire: It was prepared with the aim of discovering students' interests and how they see the English language subject at the beginning of the unit (see Appendix A). To make it easier to complete, it was divided into two parts. The first one was based on multiple choice answers and the main objective was to find out their opinion on the English language, their perception of the subject, and their daily contact to this language. The second part consisted in fourteen sentences they had to complete in relation to their interests, such as their favourite books, TV series, *Youtube* channels, songs, etc. Moreover, at the end of the questionnaire they had a section where they could write the observations or comments they wanted. They completed it two weeks before starting the intervention. In this way, all their answers were taken into consideration to prepare the lessons.

Observation: This stage was done before and during the intervention and the objective was to observe students' performance before working with TBL tasks and while doing them. It also helped to confirm whether the activities were working or not and to detect what needed to be improved. Field notes were taken every day in order to see if students' motivation increased and to ease the discussion about the effectiveness of the combination of TBL and CL.

Interview: At the end of the intervention a five-question interview (see Appendix B) was conducted individually but only up to a maximum of eight students because of the little time available. In this way, it was possible to find learners' opinions out. The questions were related basically to their opinion on the different tasks they had done, and to their perception of the English subject and the way they had learnt it during this unit. Six of the interviewed students were chosen randomly, but the other two were the student with Asperger syndrome and the student that seemed to be exceptionally gifted; the former, because before the intervention he did not usually do the activities in which they need to work in a group; and the latter, because she showed a rebellious attitude and seemed to be one of the least motivated students in class.

3.3. Didactic Proposal

The didactic unit was divided into three different categories of activities: a) TBL tasks to carry out in cooperative groups in order to introduce the different contents, b) CL activities to work on the contents of the unit once they had been explained, and c) individual exercises to see if students were able to put into practice the contents autonomously. Nonetheless, in this didactic proposal only categories a) and b) are addressed, because they involve the mixture of TBL and CL, which is the topic of this work. Due to the limited space, only the activities with higher acceptance will be explained as a successful proposal that demonstrated an enhancement of motivation towards learning EFL in a group of secondary education. However, two other tasks are also added because they were designed along the same lines as the activities carried out and could have the same effect.

First of all, the teacher must devote enough time to form balanced teams that can work together and help each other to improve their learning process.

This is a complex decision and to make efficient groups it is crucial to know the students and base the grouping criteria on different aspects (Slavin, 1995). In this case, the teams were made at the beginning of the intervention and taking into account three essential factors: the different levels of English, the friendships, and the sense of initiative they had. There were five outstanding students in the class who had a very good level of English and it seemed obvious that if those students had been put together in the same group, they would have got better results than the others, so they were separated into different teams. Then, with regard to the rest of the group, the relationships among students were the main aspect to keep in consideration. During the period of familiarisation with the group, it was observed that the class was divided into two closed subgroups that did not interact between them and there were also two students that were not part of any of the groups. Therefore, based on the work of Simazoe and Aldrich (2010) all students were mixed with classmates they never interacted with, in order to improve the learners' social skills and, as a consequence, the class atmosphere. And the last criteria was that all the groups had to have at least one member with certain sense of initiative who could enhance the others' motivation when doing the tasks at the same time that they acted as a kind of leader. Moreover, it is important to mention that, following the instructions of Slavin (1995), the groups were formed with 4 or 5 members. So, it was also possible to work in pairs in some of the activities.

Secondly, it is crucial that the aim, the guidelines and the assessment criteria of the tasks are explained clearly before the students start working (Simazoe & Aldrich, 2010). In this way, students know what they are expected to do from the very beginning and the possibilities of success are higher. Therefore, in this study, learners were explained all that they needed to know to do the activities at the beginning of each session. Moreover, having the standards proposed by Skehan (1996) in mind, each task was presented as a communicative act in which they had to interact with their partners to complete it, make both an individual and a collective effort to achieve the goal, and look for the connection to their real life. Of course, the questionnaires students had to

complete before starting the unit were highly useful, since without knowing it, they gave the principal ideas to create the activities.

Furthermore, the TBL tasks were based on the structure proposed by Willis (1996), so they had three different stages: a warm-up activity related to the main task ('pre-task'), the development of the task ('task cycle'), and the metalinguistic background explanation ('focus on form'). These tasks were carried out the sessions when a new aspect had to be introduced, for example the grammar point or the writing assignment of the unit. It is important to mention that to elaborate the tasks, learners had to work in the cooperative groups they were assigned at the beginning of the unit. In addition, following the recommendations of Willis (1996), after each TBL task, students had to do some activities to consolidate the new knowledge. In this case, CL was the method applied for the learners to improve and extend all they had learnt and for the teacher to monitor them and detect what should be repeated.

The grammar point of the unit was reported speech and for the listening activities students had to put it into practice; the vocabulary and readings were based on the entertainment world; and the writing and speaking tasks were related to reviews, so they learnt how to give their opinions in this kind of texts. In the following subsections, some of the activities carried out for this study will be explained and analysed with the purpose of providing a didactic proposal that could be implemented when teaching contents related to this topic as a way to enhance learners' motivation.

3.3.1. Task 1. Introduction to the Topic.

The first task of the unit is an overview of the topic of the unit. The main idea is that students had an initial contact with the contents they will have to learn, above all, the vocabulary related to the entertainment world. Therefore, the session is developed as a TBL task and has three stages in which they will develop reading and speaking skills.

The 'pre-task' is a jigsaw reading about different British reality shows (British Council, 2012). Learners are divided ideally into groups of 4 members. However, in this case they were divided into two groups of 4 and two groups of 5 because they were 18. They must be told that the groups they have been

assigned are the groups they will have to work most of times during the unit. As explained above, the groups must be formed carefully and conscientiously taking different criteria into account. Then, each member of the group is given a brief text (see all the texts used in Appendix C) about one or two British reality shows and has to read it and try to understand most of its content. All texts are marked with a letter from A to D (in this case, to E), so after reading and comprehending the text, they have to join all people in the class who have the same letter in their piece of paper. Once they are reunited, they have to become experts in the text, so they need to share ideas and discuss about it. Moreover, they have to think about the three questions below the texts, which aim at connecting the extracts to their real life, and give their opinion. Immediately, they join their original groups and they have to explain what their text is about to their partners and the answers they have given to the questions below the text. Furthermore, if any of the group members do not understand something, they have to be able to look for another way to explain it. For this reason, it is completely necessary that the teacher goes around the classroom and observes the explanations given by the students and helps them. Some minutes later, the teacher has to ask each group to talk about one or two of the reality shows. The idea is that one member of each group, volunteer or chosen by the teacher, explains one text in front of the class, but it is important that that learner is not the expert of the text they are talking about. In this way, the teacher can see if all students have understood the explanations of their partners and if the activity has been done properly.

The 'task-cycle' consists in an exercise in which the groups are maintained and students are given a worksheet with a list of definitions of the vocabulary they will be exposed to during this unit (see Appendix D). The objective is that they have to guess the words that correspond to the definitions. Therefore, students have to resort to their previous knowledge to associate the information they have been given to a specific concept. They are invited to divide the worksheet into 4 parts to read individually and to ask their partners all that they do not understand or are not sure about. After that, they have to share their ideas and exchange the pieces of paper to see if the others have different points of view. In this stage, the teacher should act just as a mere observer without giving any clues.

The 'focus on form' is a quiz and, keeping in mind that students have had some time to think about the vocabulary, it should be quite dynamic. However, it is important to stop with the more difficult or less frequent words to make sure that all learners understand them. Initially, this activity was thought to be a Kahoot and it might be a better option, since it would be more attractive for the students. However, it had to be simplified due to the limited technological resources, since there were not laptops available for the students and there were some troubles with the WIFI connection in the classroom where they had to do the session. Therefore, the proposal is that a document with all the words without following the order of the definitions is projected or that the words are written on the blackboard. Then, students are asked to read aloud one definition and match it to one of the words on the white- or blackboard. If one team makes a mistake, the correct word is not said immediately by the teacher, but the next team has the opportunity to say the right option. That is why it is fundamental that all the teams are respectful with the others and pay attention to what their classmates say, because if they are given the opportunity to answer and they do not know the definition the previous team has read or repeat the same wrong word, they lose their turn and the correct answer is given by the teacher. However, if they propose another word, although it is also wrong, the correct option is not provided, so another group can try to guess it. Moreover, they will not lose their turn, so they can read another definition and match it to a specific concept. To ensure that all students participate, each time one different member of the group has to answer and, to facilitate this, the 'numbered heads' strategy (Kagan, 1989) can be highly helpful. It is very easy to put into practice, since each member just needs to be assigned a number (from 1 to 4) and, then, the teacher only has to indicate the group and the number.

When this task was put into practice, the last stage was the more engaging for learners, because, as some of them stated in the interview, they liked the idea of the contest because it was a kind of game. Furthermore, as it is a kind of competition the most probable is that this activity always motivates students, but the most relevant is that they have to cooperate with their groups, since the proposal must be agreed.

3.3.2. CL Activity 1. Which Is Your Favourite TV Series and Why?

To continue with the topic of entertainment and trying to see the grammar knowledge learners have to report the information other people have given, this activity makes students think about their favourite TV series and explain why they are. The task is based on the CL technique ‘think, pair, share’ proposed by Kagan (1989). At the beginning, the teacher asks the learners to think about their favourite TV series and gives them about five minutes to think about it and write down some notes. As they will probably know what they want to say, they just need to think about how to say it. Therefore, the teacher should go around the class and help students with the difficulties, for example with specific vocabulary, such as adjectives to describe the series.

After that, the teacher asks students to form a pair with one of the partners of their cooperative group and explains that they have to share their ideas and opinions. Students should have about five minutes more to discuss about the topic and exchange information. It is important that they listen to their partners and pay attention to the details they give. Moreover, if they want, they can take some notes. The teacher should listen to the conversations and help students with the problems they might have to express the meaning. In this way, the teacher should act as a guide to ensure and ease communication in the foreign language.

Then, each learner has to share with the rest of the class which the favourite TV series of their partner is and why. If necessary, the teacher has to remind them to use the third person and provide them with instantaneous feedback to help them improve their speech. This last step is the one that requires more time since all students have to talk. However, from ten to fifteen minutes, depending on the number of students, should be enough to carry it out.

3.3.3. Task 2. Modern Family

This task is again a three-stage task, since it is thought to be the introduction to the grammar topic in question, which is reported speech. Although this proposal is based on a specific TV series, it can be adapted to another series or film depending on the preferences and the level of the group.

The 'pre-task' consists in watching and discussing about a video extracted from one of the episodes of the American TV series called *Modern Family* (see the link in Appendix E). Specifically, it is a scene of about three minutes of duration that takes place in a restaurant. Four of the main characters of the series are involved in it and it turns out to be so comical due to the number of inoffensive but unfortunate comments they make and that the other people in the restaurant hear out of context. For the activity, students have to watch the video at least two times and, individually, take some notes about what happens. Then, the teacher asks randomly questions about the video, such as "Why did Lily say that she wanted to be gay?" or "Why did Gloria say that she was worried?" The main aim is that the learners show what they have understood and answer the questions. However, the teacher can help them if necessary and give examples in reported speech of statements that appear in the video to answer the questions. Furthermore, the teacher can make instantaneous corrections, for example, with regard to the sentence structure or the verb tenses.

It is important to mention that the video proposed in this activity offers a quite comprehensible speech, which can also be understood thanks to the images. In this case, the video was chosen according to the students' likings, which were based on the information gathered from the answers of the questionnaire, and to the level of the class, in order to ensure its comprehension and the usefulness of the activity. Both of these criteria were considered to be essential in terms of engaging students with the task since, on the one hand, they were familiarised with the authentic material used and it was of their interest and, on the other, the activity was suitable for them and was helpful to complete the following stage.

The 'task cycle' is a worksheet students have to complete in pairs (see Appendix E), so they have to join one member of their cooperative group. After having seen and commented the video, they have to put into practice their grammar knowledge. Therefore, in the photocopy, there appear some sentences extracted from the video that they have to rewrite in reported speech. At the end of each statement, they can find one word they need to report it, for example the verb of the original sentence in reported speech or a pronoun with the appropriate

form. Moreover, there is an image of the ending and they have to explain why it is so comical; the answer, of course, requires a reference to the last statement of one of the characters, so they have to use reported speech again. In this stage, it is probable that the learners need some help, so the teacher has to move around and provide them with some feedback and recommendations. However, it is highly important that the teacher does not give them the correct answer directly, since the main objective is that they think together and share their opinions to find it. Nonetheless, when this task was carried out for the present study, learners were given some examples of how to report before starting working with the worksheet. In this way, they were a bit prepared for it. This kind of reminder was necessary because their first answer had been that they did not know how to do that and they would not do it. Notwithstanding, when they were given some examples of how to report different statements, they started to work.

Finally, the metalinguistic explanation or 'focus on form', has two parts: the correction of the activity and the explanation of the grammar point. To correct the task, students have to read their proposals aloud and, if any of them is correct, the teacher makes some suggestions to make them reformulate their sentences or, depending on the time, gives them the right option. The procedure is the same for each sentence and also to comment the image. In this study, learners found this part a bit difficult, however, it was crucial for them and facilitated the process to understand the grammar point. After that, the teacher explains that the different constructions used to refer to what other people have said is known as "reported speech" and starts the metalinguistic explanation. Nonetheless, students must participate in it, so the teacher has to ask them different questions, for example, "What have you eaten this morning?" or "Where did you go yesterday?" The next step is that students have to answer the questions with complete sentences and, after that, the teacher asks another student to report what their classmate said.

3.3.4. CL Activity 2. WhatsApp Conversations

Once new knowledge has been introduced, it is important to consolidate it and this is the purpose of this activity, in which the grammar topic is put into practice. It is based on the CL strategy of 'jigsaw' (Kagan, 1989), so it is very dynamic and fosters communication. Students are asked to join their cooperative

groups and each of them is given one worksheet with a WhatsApp conversation (see Appendix F). They are explained that the conversations are from the previous day and that they have to read them individually and try to understand as much as possible. Then, each member of the group has to tell the rest of their teammates what the people involved in the conversation in question said. Together, they have to order the conversations logically to explain the day of the main character. It is crucial that the teacher pays attention to the way learners use the structures and form the sentences and, if necessary, provides them with feedback and corrects them. At the end, optionally, the story can be discussed with the whole class, so the teacher can ask different students to report the sentences of the conversations and write them on the blackboard to put the stress on the metalinguistic use of the language.

This activity is quite easy to prepare, since only imagination is needed to invent the story and the conversations, but surprisingly, it had a great acceptance and students seemed to enjoy it. Some reasons they gave were that the conversations were completely credible for them and that they found the design of the activity very attractive.

3.3.5. Task 3. Reviews of TV Series

To prepare the writing assignment, which is a review of a film, a TBL task is suggested in this proposal. Therefore, the whole procedure is aimed to be the 'pre-task' of the final writing, however it has the three stages required in TBL tasks. Moreover, it is based on the CL strategy known as 'three-step interview' proposed by Kagan (1989).

For the 'pre-task' each cooperative group is divided into two pairs and each pair is given a worksheet with a list of short reviews (extracted from Rotten Tomatoes and IMDb) about the same TV series (see Appendix G). In this case, the reviews were about the favourite series of the students according to the questionnaire. Moreover, there were more options than groups and each one was repeated two times, just in case they preferred one to another. It is important that all members in each group work on the same series, so they have to come to an agreement. Then, the students have to read the reviews with their pairs and each

one has to give their opinion about the reviews and the series. The procedure is that student A asks what student B thinks and then B interviews A.

To prepare the 'task-cycle', the pairs join the rest of their teammates and share their ideas and opinions about the TV series. In this way, they are engaged in a discussion with the purpose of reaching an agreement on the issue in question. After that, they have to write a brief joint review about the TV series taking into account the contribution of all group members and all that they have read. In this way, if there is one member of the group that do not know the series, with the reviews of the audience and the explanations given by their partners they can imagine the topic and the kind of series it is. Moreover, as one case in this study, this student can help with other aspects, such as the grammar or the vocabulary.

The last stage or 'focus on form' consists in sharing the groups' opinions with the rest of the class. But to do it, first, they have to explain which of the reviews they have read would attract their attention and would make them watch the series, or quite the opposite, and why. Then, they can share their own review with the whole class and ask their classmates whether it would be helpful for them if they had to decide whether watching that TV series or not. After each group reads its review, the teacher can give them some advice to improve it as regards the individual writing assignment, for example related to the structure of the text or the information included. However, it is also important that the teacher outlines the strengths of the joint work and provides them with positive feedback.

In this case, learners liked this task because they saw what other people thought about their favourite TV series and were motivated to discuss about it and tried to give some convincing arguments, without being ashamed of sharing their opinions. Nonetheless, the student with Asperger syndrome complained that he did not know anything about any of the TV series proposed, so he would not participate. However, the teacher proposed him to help their teammates with the grammar and the vocabulary to prepare a better review, as well as, to listen to their partners and ask them questions to know more about that series. In this way, he could participate in the task and contribute to the final product.

3.3.6. CL Activity 3. Celebrity Buzz

This is a highly useful activity to put into practice more complex structures and see whether the students have understood the grammar point in question. In this way, it is possible to see if they know how to use the language in different situations where they have to use reported speech. The activity is inspired on a proposal made by Pesce (n.d.) on the website BusyTeacher.org. However, due to the available time, the proposal in this work has been simplified.

Students have to form pairs with one of the partners in their cooperative groups. Then, they are given a worksheet in which there appear two exercises (see Appendix H). In the first one, there are a series of statements and the pictures of the celebrities who have said them, so students just need to read and match them to the correct personality. They have to work together to guess who said what and the decisions must be taken by consensus. In this way, in this exercise students are supposed to practice their oral skills. Therefore, the teacher has to go around the class to make sure that all learners are giving their opinions in the foreign language and provide them with instantaneous feedback if necessary.

Once the first part of the worksheet has been finished, it must be corrected together with the whole class. For this reason, the teacher can ask for volunteers or directly choose students randomly to explain the combinations they have made. Then, when students know who said each sentence, they are ready to do the second exercise. In this part, they need to rewrite the statements in reported speech using the reporting verbs indicated in each case. Finally, this part can be corrected again all together or given to the teacher to correct it.

To engage students with the activity, before starting it, it could be explained that they would get extra points in the exam if they do a certain number of sentences correctly, for example 0.25 more if they complete 4 sentences properly. Furthermore, it is important that the famous people chosen are known by the students and awake their interest. Therefore, in this case, the questionnaire was very helpful to prepare the worksheet, since most of the personalities appeared in the students' answers. Moreover, most of the statements should be more or less easy to relate to the celebrities, because the

most important part in terms of grammar is the second exercise. However, it is also interesting that part of the statements are not as easy to relate. In this way, in the first exercise students will have to think and discuss before coming to an agreement, so oral skills will be thoroughly developed.

3.3.7. CL Activity 4. Gossiping about the Teacher and the Classmates

This activity could be presented as a game and, as it can be guessed from its title, it consists in gossiping. It is based on the CL technique called 'reverse snowball' (Kagan, 1989) and it is divided into four stages, in which students have to work on the grammar topic in question at the same time they improve their oral skills.

First of all, each student has to write down two or three questions to discover information that they want to know about different classmates or the teacher. Then, they have to join one of the members of their cooperative group and compare the questions, see if they can unify any of them and write a list of four questions addressed to different people. After that, the pairs have to join their teammates and share their questions. The objective here is that the groups come to an agreement of which are the most interesting questions, eliminate some of them and end up with a list of four questions. Finally, each member of the group has a turn to ask a question in reported speech to one person in the class. The questions always have to start with "One of my teammates wants to know..." and the person, of course, can decide if they want to answer or not.

Besides being a way to put reported speech into practice, this activity is also useful to improve the in-class climate, since students will know better their classmates and their teacher, as well as the teacher can learn a lot about the group. At the same time, thanks to its dynamism, students can be provided with instantaneous feedback, both by the teacher or their teammates, when they use the foreign language. However, to put this exercise into practice, the teacher has to be completely sure that the students will be respectful among them. Therefore, before starting with the questions, the teacher must warn learners to be polite and go around the class to check the questions and detect any possible offense.

This activity was carried out during one of the last sessions because, at the beginning, the class climate was not the best one and it was a bit risky to do

it. Nonetheless, when the students did the exercise, they had a good behaviour and demonstrated respect to their classmates and the teacher. And, in the interviews, some of them recognised that they enjoyed the activity and that it had been a good way for the teacher to come closer to the group and for them to eliminate prejudices.

3.3.8. CL Activity 5. Who Said That?

This activity could not be put into practice due to the scarcity of time and technological resources, but it might have been interesting and enjoyable for the students. It is quite similar to the “Celebrity Buzz” activity proposed above and it is also based on the proposal by Pesce (n.d.) on BusyTeacher.org.

It is a time-filler in which students have to work with their cooperative groups to find on the Internet four statements one famous person said. Therefore, they have to choose a personality and look for four more or less known statements they said. Ideally, they have to order them from more to less difficulty to relate them to the famous person. Then, each member of the group says one of those sentences in reported speech. They have to go gradually from the most difficult to the easiest one and, after each statement, they have to give some seconds in case anyone guesses the personality who said that. To make it more dynamic, they could give, for example 20 seconds to answer after each statement. The groups that are trying to discover who said the sentences, must raise their hands to get their turn to speak and only can give their answer when the teacher allows them to do it. After the easiest statement, if nobody knows the personality hidden behind those statements, the group has to reveal it.

As it can be observed, the role of the teacher in this activity is just as a kind of moderator and the students are the ones who have the most active role, so that it is important to explain it attractively to awake their interest. Therefore, a good way to engage them could be offering them a reward, for example, chocolate or sweets when they guess the famous person.

3.3.9. Task 4. Caution! Spoilers!

In this case, a project is proposed and it could involve other subjects, such as Catalan, Spanish or IT. Unfortunately, it was neither put into practice with the group of this study because it would have required more time than the available.

However, if the intervention period had been longer, it would probably have been carried out. With this project, all skills would be developed, as well as the key competences fostered by the LOMCE (2013). As it is an example of TBL, it is divided into three stages. However, some parts have to be carried out in class, others at home and, of course, throughout different days.

The 'pre-task' is divided into two steps in which reading and listening skills are improved. For the first activity, students are given different magazines and newspapers in order to get familiarised with the language and expressions used in the reviews. Before that, the teacher should have marked some examples, so the students could read the chosen ones directly. Learners have to read the reviews in pairs, for example two each pair of the group, and discuss about them. After that, they have to join their teammates and explain the contents of the texts they have just read and the different information they contained.

The second activity consists in watching two or three reviews of English-speaking *Youtube* programmes. It is important that the videos are carefully chosen by the teacher and talk about actual films or TV series, with the purpose of presenting a suitable activity and awaking students' interest. Then, learners have to discuss about the videos in small groups or by the whole class, in order to see whether they have understood the contents or not. However, the main idea is that they see the structure, the kind of vocabulary, the register and the intonation used in the reviews. Therefore, some questions should be asked by the teacher with regard to these aspects.

To elaborate the main task, learners have to prepare and film a review as if they were professional *Youtubers*. Therefore, during the 'task cycle' they have to work on their writing skills and develop most of the key competences, such as the sense of initiative and entrepreneurship, the cultural awareness and expression or the digital competence. Ideally, from the very beginning, each member of the group has to be assigned a specific role, for example: the scriptwriter, the reviewer that appears in the video, the video editor and the costume designer/make-up artist. In this way, all members of the group will understand that they have to participate and are relevant to achieve their common goal. However, some of the roles can be shared, e.g. the costume designer can

help the scriptwriter or there could be two reviewers. The steps to follow in this stage, are three: a) choosing the TV series or the film they want to talk about and writing the review all together, b) preparing their respective parts individually asking their teammates for help or advice when needed, and c) adjusting and joining the different filmed parts to prepare the final version.

Finally, in the last stage, to 'focus on form' the result has to be projected in front of the class. After each video, positive feedback should be given to the students, for them to see that their effort has been worth. Moreover, to increase their learners' motivation towards the activity, it could be presented as a contest in which the teacher could offer them a reward, such as 0.5 points more in the next exam; or simply prepare a class just like a cinema the day students have to show their videos and bring some sweets and popcorn to watch them, relax and enjoy.

4. Overview of the Way TBL and CL Activities Have Worked

The results obtained from this research support the hypothesis formulated in the present paper. As the aim of this study was to show the effectiveness of TBL and CL with regard to the enhancement of students' motivation, during the whole unit, the students have worked cooperatively to develop the tasks. And as a consequence, three improvements have been observed and demonstrated.

First of all, the fact of working most of times in group or in pairs engaged the students in the tasks and the participation increased greatly from the first sessions to the last ones. Moreover, due to the nature of the activities and the way they were presented, learners found them more attractive and they were more motivated in doing them better. Secondly, this change on the students' attitude affected positively to the classroom atmosphere and to the behaviour in relation to the teacher. Thirdly, learners made an effort to speak in English as much as possible.

4.1. Tasks and Cooperation as a Way to Increase Participation in Class

In general, the observation has been the main data collection source which has provided the evidence that the mixture of TBL and CL can increase students' motivation towards learning EFL. In fact, the change on the learners' attitude was

noticeable and it was possible to see how their behaviour in class improved from the weeks before the intervention and the first days of it to the last sessions they were working on the new didactic unit.

During the first weeks of observation, students had a completely demotivated attitude and they did not want to participate in the activities or interact with their classmates in the English language. When they were asked by the teacher or they needed to ask something to their partners, they always talked in Catalan or in Spanish, except the student with Asperger syndrome, since it is an English native student. However, he did not interact with the rest of the group, just with the teacher and only when it was strictly necessary.

Nonetheless, a gradual change during the weeks of intervention and implementation of the didactic unit was produced in the group. They were more used to work individually and talk in front of the whole class, so when they started to work with the new didactic proposal, they did not enjoy it. The use of the English language all the time supposed them a harder effort, so they were not enthusiastic and some of them even started to criticise the activities. However, the improvements were soon visible.

As mentioned above, at the beginning of the unit they were divided into small groups created following the recommendations of experts in CL, such as Shimazoe and Aldrich (2010) and Slavin (2014). They were explained that they had to work most of times with their groups, but that some changes would be done if necessary. Nonetheless, taking the little available time into account, any changes were done because it was prioritised that they tried to get used to their groups.

The first days of intervention were a bit tense, since learners were not used to work with the partners they had to and the activities differed from the habitual ones. However, after that, it was observed that they made an effort to try to speak in English when working on the tasks. Moreover, instead of asking the doubts directly to the teacher, they asked to the partner they thought that could help them, e.g., questions like *Què vol dir això?* Or *Com es diu això en anglès?* And it was similar in terms of corrections, since some of them helped their teammates to do the activities properly, e.g., *És una pregunta i quan et refereixes a una*

pregunta que va fer una altra persona no utilitza "did". Nonetheless, in these cases they tended to ask the teacher whether what they said was correct or not. Furthermore, their self-confidence when speaking in the foreign language increased, since, according to the interviews, they felt more comfortable interacting in small groups than when doing oral presentations or having to explain something in front of the whole class.

The use of authentic material or activities related to their real life also helped to engage learners in the tasks, since they turned out to be more meaningful for them. That is why, their motivation towards the activities and doing them in the foreign language was enhanced. They were familiarised with the materials used to prepare the tasks and the situations recreated, so it was easier to establish a relationship between them and the English language learning. Moreover, the fact of having some knowledge about the tasks encouraged them to participate actively and to share their opinions during the different activities. As the grammar point of this unit was reported speech, they were explained that this function of the English language is one of the most frequent in oral interaction and, therefore, one of the most useful for it. In this way, they understood that like in Catalan or in Spanish, the purpose of learning English was to be able to communicate in this language.

4.2. Students' Perceptions about the Didactic Proposal

The way to discover students' perceptions about the different tasks they had done during this didactic proposal was through the individual interviews. Eight students were asked five questions in Catalan and of course, they could reply in the same language with the purpose of providing them a relaxed atmosphere in which they could answer with complete freedom and honesty.

All interviewed learners reported that they enjoyed working in groups and cooperating with their partners, but some of them said that they would have preferred creating the groups themselves because they would have worked more comfortably. However, they also recognised that working with classmates that they would not have chosen maintained them more concentrated in the activities.

In general, students stated that most of the tasks had been interesting, engaging, different from the book activities and better than the traditional lessons.

The more extended opinions were that they preferred those activities to the ones they usually did due to their originality and usefulness. Moreover, they admitted that working in small groups or in pairs encouraged them to try to speak in English and fostered participation, because they were less worried about their oral performance, since they did not have everybody looking and listening to them. In relation to this, some learners explained that they did not like to speak in English because they did not feel comfortable. However, they also stated that if they had to speak in the foreign language, they preferred to do it in small groups, because as everybody participates, they were less ashamed with regard to their pronunciation or the accuracy of their speech.

In reference to the use of authentic material, they appreciated that their answers on the questionnaire had been taken into account and they were familiarised with the topics of the tasks. Students affirmed that they had liked the content of the activities and that those tasks had turned out to be more motivating because they had been working on issues of their interest. Some of them even coincided on the opinion that as tasks were related to their everyday life, it had been easier to do them. Generally, they enjoyed the listening activities because they were videos of TV series they usually watched and from *Youtube*. And although they complained that they could not understand everything, they admitted that the images had been highly helpful to achieve it.

With regard to the exceptionally gifted student, she also referred to the positive impact of using authentic materials. She claimed that those classes had been less boring than the traditional ones because of their meaningfulness. Moreover, she highlighted that she enjoyed helping her partners, since she felt more entertained and fulfilled. And she also referred to the TBL method as an interesting one because it had awakened her curiosity. On the contrary, the student with Asperger syndrome, who answered the questions in English, stated that he would have preferred other topics, because the TV shows used in the activities were unknown for him. Nonetheless, he also affirmed that he had liked working in group, and despite his lack of knowledge on the series, he had an important role in the cooperative group, since he could help their partners in terms of vocabulary and expression.

4.3. Students' Preferred Tasks

The most extended opinion was that students preferred tasks involving situations they could imagine or that happened in the real life. Moreover, they admitted that they enjoyed cooperating with their partners to complete the activities properly. And they also referred to the challenge tasks supposed as a motivating factor, since all members of the group had to work to achieve the goal. In fact, one of the most common thoughts when students began the activities was that they were too difficult. However, when they were able to do them it was very satisfying. In this way, it was possible to observe that learners saw that they were not doing the tasks without further ado, but they were conscious of their learning process.

According to the information gathered from the interviews, the three most enjoyable activities were CL Activity 2. WhatsApp conversations, Task 3. Reviews of TV series, and CL. Activity 4. Gossiping about the classmates and the teacher. In relation to the former, they stated that it had been very original to introduce an activity related to WhatsApp in class, since some of them had found some similarities to the situation exposed to their real life. With regard to the second task, they considered that it had been interesting to see the opinions of other people on TV series they liked or quite the opposite. In fact, one of the students admitted that it had been a good way to make them talk in English, because they did not agree with some of the opinions on the worksheet. Consequently, they wanted to discuss about those reviews and explain their own opinion. Finally, referring to the latter, some of them coincided that it had been entertaining, had enhanced their curiosity on knowing their classmates and recognised that most of teachers would not have allowed learners ask them some of the questions they had asked. Therefore, they considered that it had been a good way to get closer to the group.

5. Discussion on the Combination of TBL and CL

Once presented the results obtained in this study, it can be observed that they provide support to the literature analysed. The three main aspects to discuss are related to the positive effect the following factors had on increasing students'

motivation: a) the use of authentic materials, b) the implementation of TBL tasks, and c) the required cooperation among students. However, there were some other elements that contributed to that enhancement of motivation, such as the role of the teacher during the classes or the way students were grouped.

According to Guariento and Morley (2001), the use of authentic materials engages learners with the activities because these resources turn out to be meaningful for them. In this research, this relationship is re-affirmed, since students reported that the materials used in the activities made them interesting. Moreover, Richards (2013) outlines the positivity of this kind of material when talking about the enhancement of motivation, due to the feeling of achievement arisen when learners see that they are able to understand the texts and develop the activities. The current study also permitted to observe the satisfaction students felt when they saw that they understood more than they expected, for example, when they watched the videos or read the reviews.

With regard to the effect of the authenticity of resources when developing TBL tasks, Stroud (2013) linked real materials with higher learners' involvement in doing the tasks. Similarly, Richards (2013) claimed that, in contrast to textbooks, this kind of resources turned out to be much more interesting and motivating for the students. And all of this is demonstrated in the present research, since students recognised that they preferred to work with authentic materials instead of using the book, because they found them more original and, above all, useful in terms of practicality of the foreign language.

More specifically referring to the TBL methodology used in the didactic proposal presented above, the active attitude students had to develop in class favoured communicative situations and, as a consequence, improved classroom atmosphere. This finding supports the idea highlighted by Costa (2016), who defended TBL as a cause of engagement in the activities, interaction and, therefore, better in-class environment. Willis (1996) had already mentioned that TBL fostered communication, but she also related this methodology to higher confidence when speaking because students work in small groups. Some of the learners involved in this study also admitted that they preferred to interact when they were working in reduced groups because they did not feel ashamed to

commit mistakes due to the relaxed atmosphere. Furthermore, some students showed an important gain in self-confidence during their interactions, a fact also claimed by Willis (1996).

Some scholars such as Willis (1996), Ellis (2003) and Nunan (2004) point out the stimulating effect of TBL with regard to learners' motivation because of the challenge entailed in these tasks. This has been supported in this study, since some students declared that the proposed activities represented a difficult but achievable goal and when they completed the tasks, it was highly gratifying. Carrero (2016) also demonstrated that TBL tasks promote cooperation in order to reach the established goal, and the findings presented in this research agree with that.

In the same way, this work has reinforced the findings on CL by Deutsch (1949), Olsen and Kagan (1992), and Slavin et al. (2003), among others, since the cooperative groups discovered that the exchange of information was essential to complete the tasks and to extend their knowledge. Moreover, they become aware of the fact that helping their teammates when it was needed was satisfying and also increased the probabilities to succeed in the shared goal, because helped students could do a bigger effort than. In the same way, the reciprocal relationship between task motivation and participation established by Slavin (1995) and Slavin et al. (2003) was observed in the current study, since when learners started feeling comfortable in their cooperative groups, they were more encouraged to participate in the tasks, the groups become more cohesive and the motivation towards the activities was enhanced. This also re-affirms the SDT proposed by Ryan and Deci (1985), because other aspects seemed to increase that motivation in relation to the tasks, such as its suitability and the sense of belonging to the group.

Regarding the mixture of TBL and CL, it can be stated that in addition to all the positive aspects commented so far, there are two of them which stand out: the use of the foreign language and the learners' commitment with their groups to achieve the goal. On the one hand, the size of cooperative groups favoured a more relaxed climate that helped students to be more confident of their speech and to try to speak in English when doing the tasks. Of course, they resorted to

Spanish or Catalan in some situations, but as they saw their partners speaking in English, they made an effort to do the same without worrying too much about the accuracy. On the other, they comprehend that they had a role in their groups and that only if all of them worked, they could surpass the challenge, so they understood that they had a responsibility with their teammates. Therefore, the research done by Olsen and Kagan (1992) is supported in this study.

Nevertheless, the motivating effect of the mixture of TBL and CL towards the foreign language acquisition hasn't been demonstrated, because in only three weeks of intervention students did not change significantly the way they perceive the utility of the English language and their willingness to learn it. However, a change on their attitude was clearly visible.

It is also important to refer to the role of the teacher basically for three different reasons. The kind of activities proposed were more attractive for students because their interests had been taken into account when preparing the tasks. In this way, as explained by Pintrich and De Groot (1990), they were more engaged with the in-class work. In addition, the relationship between teacher and learners was an important factor to enhance their motivation, since following the work of Falout, Elwood and Hood (2009), the teacher tried to be likeable and close to the group and the materials prepared were adapted and appropriate for the students' level. Moreover, similarly as in the research conducted by Liang (2002), the positive feedback contributed to the enhancement of learners' motivation.

Finally, in relation to the relevance of the way groups were formed, it must be mentioned that following the recommendations proposed by Shimazoe and Aldrich (2010) and Slavin (2014) has been crucial to engage students with the tasks. Furthermore, those advices ensured both group and individual improvement.

6. Conclusions

This study attempted to demonstrate that it is possible to find an effective way of mixing TBL and CL to increase students' motivation when learning English as a foreign language. The findings in this work provide support to the literature

reviewed and lead to the conclusion that the mixture of TBL and CL has a positive effect on learners' engagement with the in-class tasks, promotes the use of English and improves the classroom atmosphere. And, all of these benefits contribute and result in an increase of motivation.

With the initial questionnaire it was possible to see that most of students wanted to work with innovative methods which were more related to real life and allowed them to work in groups. In fact, it was easy to read between the lines and understand that they were asking for a change. Therefore, to prepare the didactic proposal their interests and suggestions were taken into account, so the activities were carefully tailored to them. And, as a consequence, a higher motivation was observed while the didactic proposal was being implemented. Learners wanted to participate because they were working on issues of their interest and that were meaningful for them. Moreover, the vast majority of them made a huge effort to interact in English as much as they could, because they were familiarised with the topics and it was easier for them to give their opinions. In this way, it is shown that the use of authentic materials is an engaging factor when working with TBL and CL methods.

During the period of observation it was noticed that, as the new didactic proposal, which was based on TBL and CL, was being put into practice, learners were more enthusiastic and had a better attitude towards the subject and the teacher. Furthermore, their relationships improved and they became closer to the whole group. Therefore, the class climate became more relaxed and students felt more comfortable when developing the tasks. In this way, it is concluded that the combination of TBL and CL methods favours a long list of factors that promote the increase of students' motivation. Nonetheless, the role of the teacher is also an important aspect to take into account, since their attitude in class and with the learners, as well as, the activities prepared can contribute to this enhancement of motivation. In this study, it is evidenced that students can be aware of the work teachers do and appreciate that they take their ideas into account.

Despite everything, there are some collateral consequences that should be kept in mind when introducing this combination of methods. The communicative background of the tasks implies a noisy environment which at the

beginning of the intervention was quite difficult to control. Moreover, due to the limitations with regard to the technological devices and with the WIFI connection, part of the activities had to be modified and resulted less attractive than the original ones.

Finally, it is important to mention that the questionnaire showed that many students neither wanted to study English nor liked learning it, but surprisingly and paradoxically, most of them considered this language to be highly useful and admitted that they would like to have a good command of it. However, due to the scarcity of time, neither significant progresses in their level of English nor changes in their perceptions of this language have been visible. Therefore, in a subsequent study, it would be interesting to apply the combination of TBL and CL for a longer period with the purpose of demonstrating whether this mixture improves the level of English of EFL students and motivates them to continue learning this foreign language or not. Moreover, the didactic proposal described and analysed in this work could be amplified in order to extend the research on TBL and CL as to more practical issues.

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Appendix A

Fill in the following questionnaire. It is anonymous, so please, try to be honest.

1 = strongly disagree 2 = not agree 3 = agree 4 = strongly agree

Do you agree with the following statements?

About studies and English language	1	2	3	4
I'm interested in learning foreign languages.				
I don't see the point of learning a foreign language.				
I speak more than 2 languages fluently.				
I have a good level of English.				
I think that learning English is highly useful.				
I think that I will need to use English in my future.				
I would like to understand and be fluent in English.				
I take private tuition or go to a language school to improve my English. (Please, indicate how many times in "Observations" section)				
I like the English subject.				
I find the English subject very boring.				
I would be more interested in the English subject if the contents were more related to real life.				
I would like to do more speaking activities.				
I would prefer to do more activities in group rather than individually.				
I would like to have better marks in the English subject.				
I think that if I make an effort, I will be able to pass English subject.				
I just want to finish ESO and start working.				
I want to study a degree.				

About my hobbies	1	2	3	4
I like reading.				
I always read in the same language.				
I like watching films or TV series.				
I watch films and TV series in their original versions.				
I watch <i>Youtube</i> videos every day.				
Some of the <i>Youtube</i> videos I watch are in English.				
I like playing videogames.				
Most of the videogames I play are in English.				
I like listening to music.				

I usually listen to songs in English.				
I understand the lyrics of the songs in English I listen to.				
I like travelling.				

Complete the following sentences and make them true for you.

1. At home I speak... (Mention the language/s you use)
2. The languages in which I can have a conversation are...
3. My favourite subject is...
4. I'm good at...
5. I would like to become a...
6. In my free time, I like...
7. My favourite book/magazine/newspaper/blog is...
8. The last film I've seen is...
9. My favourite TV series are...
10. My favourite *Youtube* channel or *Youtuber* is...
11. My favourite videogame is...
12. My favourite singer/band is...
13. My favourite song is...
14. Some of the countries/cities I want to visit are...

Observations:

Thank you very much answering this questionnaire!

Appendix B

Interview carried out at the end of the intervention:

- Què en penses de les tasques que s'han dut a terme durant aquesta unitat? Creus que han estat avorrides i tradicionals o entretingudes i originals? T'ha agradat treballar amb materials reals o similars al teu dia a dia?
- Gairebé no heu emprat el llibre, creus que en ocasions us hauria anat millor utilitzar-lo per entendre millor la gramàtica o el vocabulari?
- Creus que t'ha estat profitós el treball en equip i la cooperació amb els companys?
- Quina és l'activitat que t'ha agradat més de la unitat? Quina t'ha agradat menys?
- Hi ha algun comentari que vulguis afegir?

Appendix C

<p>Group "A" Strictly Come Dancing</p> <p>In the show a celebrity learns to dance with a professional dancer. Every week they have to learn a different ballroom dance such as the tango, the waltz or the cha cha cha and perform it live on TV on Saturday night. Four judges, who are all professional dance experts, give the celebrities scores and they comment on their dances. After that, the public call in and vote for their favourite couple. The two least favourite then have to dance again and the judges decide who stays in the competition and who leaves. This is a very popular show with small children, teenagers and adults of all ages.</p> <ol style="list-style-type: none">1. Do you usually watch reality shows? Why?2. Do you think that this reality show has an equivalent in Spanish TV?3. Would you watch this reality show?	<p>Group "B" Shattered</p> <p>A group of young people live in a house for a week and must stay awake. Each day there are tests to see how well they can function, even though they are totally exhausted. They must leave the house if they fall asleep. Viewers vote on who stays in the house and text their comments every day.</p> <p>Come Dine with Me</p> <p>Each week four people prepare dinner in their home for the other contestants. Each competitor then gives the cook a score out of 10 for the food and entertainment. The winner gets a £1,000 cash prize. Sometimes the food is terrible and the contestants are very rude to each other.</p> <ol style="list-style-type: none">1. Do you usually watch reality shows? Why?2. Do you think that these reality shows have equivalents in Spanish TV?3. Would you watch any of these reality shows?
<p>Group "C" World's Strictest Parents</p> <p>Badly behaved British teens are sent abroad to live with a super-strict family for a week. The teenagers have to follow the rules of their host family and go to the local school. After seven days the teenagers return home and their parents tell us if their behaviour is better. There is often a lot of crying and shouting in this show but it can be incredibly funny too.</p> <p>Relocation, Relocation</p> <p>This show follows people deciding on a new place to live in the UK. They are filmed during the process of moving town and house. For viewers who are going to move house soon, it's really interesting to see flats and houses in different parts of the country.</p> <ol style="list-style-type: none">1. Do you usually watch reality shows? Why?2. Do you think that these reality shows have equivalents in Spanish TV?3. Would you watch any of these reality shows?	<p>Group "D" Don't Tell the Bride</p> <p>The groom (the man who is going to get married) has to arrange the wedding without the help of his bride (the woman he is going to marry). He has to choose the location, the dress, the flowers, the cake, the music ... everything, in fact! The groom is always very stressed and worried. Usually the bride is very happy with the wedding but occasionally there are disasters, for example, the bride's wedding dress is too big or the groom forgets to order a cake.</p> <ol style="list-style-type: none">1. Do you usually watch reality shows? Why?2. Do you think that this reality show has an equivalent in Spanish TV?3. Would you watch this reality show? <p>Group "E" Learner Drivers</p> <p>This show follows people as they learn to drive. People are filmed while they fight with their driving instructors, test the patience of other motorists and pass or fail their driving test. Learning to drive is very stressful, as we can see in this programme.</p> <p>Coppers</p> <p>The show follows the daily lives of police officers (informally known as 'coppers') from different police forces around Britain. We see them in lots of different situations, such as riot control, city centre night-time policing, and responding to emergencies. Watching the police in action is absolutely fascinating!</p> <ol style="list-style-type: none">1. Do you usually watch reality shows? Why?2. Do you think that these reality shows have equivalents in Spanish TV?3. Would you watch any of these reality shows?

Appendix D

Vocabulary List (Answer key for the teacher)

- **act** → Verb: Perform a role in a play, film, or television.
- **amateur** → Noun: A person who engages in an activity, especially a sport, on an unpaid basis.
- **blockbuster** → Noun: A film that is expected or have achieved financial success.
- **film-buff** → Noun: A person who is very interested in and knowledgeable about films.
- **lead actor** → Noun: A person who plays the role of protagonist of a film or a play.
- **microphone** → Noun: An instrument for converting sound waves into electrical energy variations which may then be amplified, transmitted, or recorded.
- **monologue** → Noun: A form of a comedic entertainment performed only by one person.
- **newcomer** → Noun: A novice in a particular activity or situation.
- **performance** → Noun: An act of presenting a play, concert, or other form of entertainment.
- **professional** → Noun: A person engaged or qualified in a profession.
- **props** → Noun: Elements used in a film or a play during the different scenes.
- **script** → Noun: The written text of a play, film, or broadcast.
- **scriptwriter** → Noun: A person who writes the script for a film o play.
- **set/setting** → Noun: The surroundings or environment of a film.
- **sketch** → Noun: A short humorous play or performance, consisting typically of one scene in a revue or comedy programme.
- **soundtrack** → Noun: A recording of the musical accompaniment of a film.
- **spotlight** → Noun: A lamp projecting light directly on to a place or person, especially a performer on stage.
- **stage** → Noun: A raised floor or platform, typically in a theatre, on which actors, entertainers, or speakers perform.

- **venue** → Noun: The place where something happens, especially an organized event such as a concert, conference, or sports competition.

List of definitions for the students

- Verb: Perform a role in a play, film, or television.
- Noun: A person who engages in an activity, especially a sport, on an unpaid basis.
- Noun: A film that is expected or have achieved financial success.
- Noun: A person who is very interested in and knowledgeable about films.
- Adjective+Noun: A person who plays the role of protagonist of a film or a play.
- Noun: An instrument for converting sound waves into electrical energy variations which may then be amplified, transmitted, or recorded.
- Noun: A form of a comedic entertainment performed only by one person.
- Noun: A novice in a particular activity or situation.
- Noun: An act of presenting a play, concert, or other form of entertainment.
- Noun: A person engaged or qualified in a profession.
- Noun: Elements used in a film or a play during the different scenes.
- Noun: The written text of a play, film, or broadcast.
- Noun: A person who writes the script for a film or play.
- Noun: The surroundings or environment of a film.
- Noun: A short humorous play or performance, consisting typically of one scene in a revue or comedy programme.
- Noun: A recording of the musical accompaniment of a film.
- Noun: A lamp projecting light directly on to a place or person, especially a performer on stage.
- Noun: A raised floor or platform, typically in a theatre, on which actors, entertainers, or speakers perform.
- Noun: The place where something happens, especially an organized event such as a concert, conference, or sports competition.

Appendix E

modern
family



What happens in the video? Imagine you have to explain it to your classmates and the following sentences might help you to prepare an overview. However, you cannot say them as they appear in the video, but you have to rewrite them as you were telling what the characters said. ***Hint:** at the end of each statement you will find a word you need to report it.

"I want a cheese burger", Lily said.

Lily said that _____.

"This is the food of your people", Gloria stated. (was)

_____.

"Vietnam is a beautiful country and my family still lives there", the waitress told them. (her)

_____.

"It's important that you celebrate the culture of your ancestress", Gloria said. (celebrated)

_____.

"Why do you refer to our friends and not to us?" Cam asked. (their)

_____.

"I feel like I'm losing my children to America", Gloria admitted. (felt)

_____.

"Many has forgotten most of his Spanish", Gloria stated. (had)

_____.

"Is that why you want to be gay?" Cam asked Lily. (if)

_____.

"I think we would all be better off if people would go back to where they came from", Cam affirmed. (he)

_____.

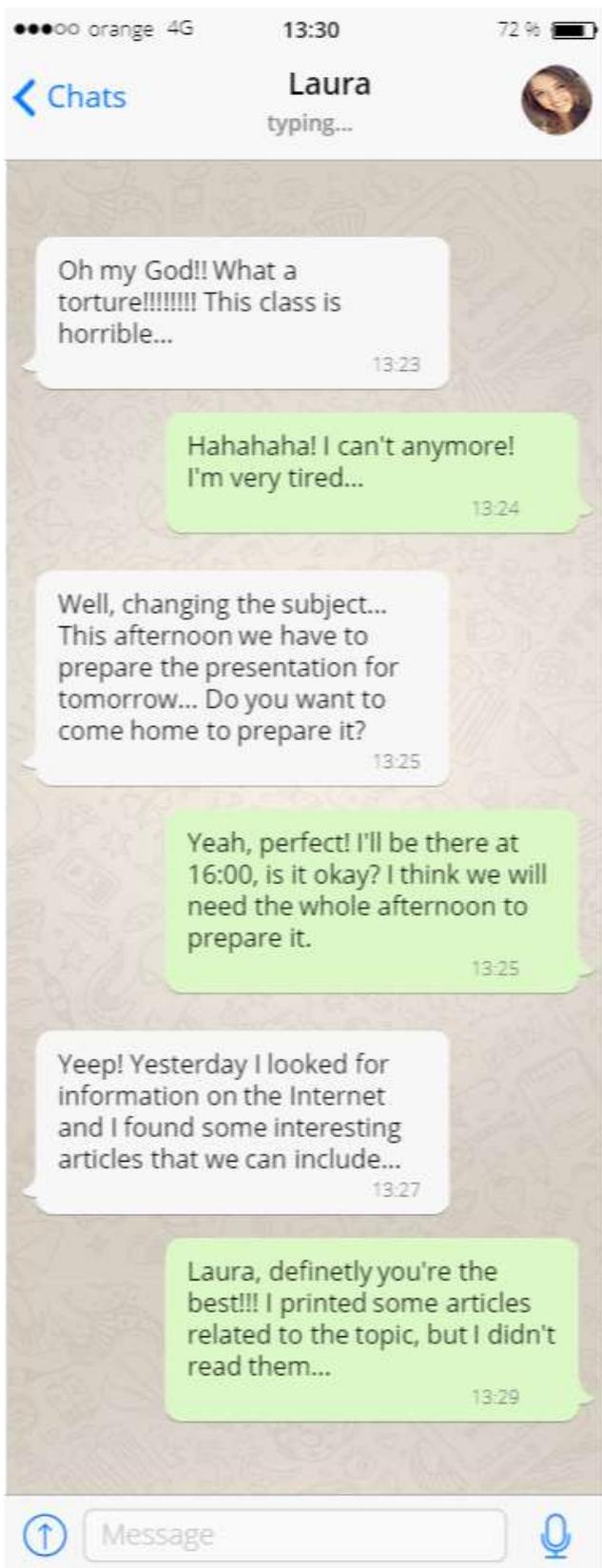
_____.

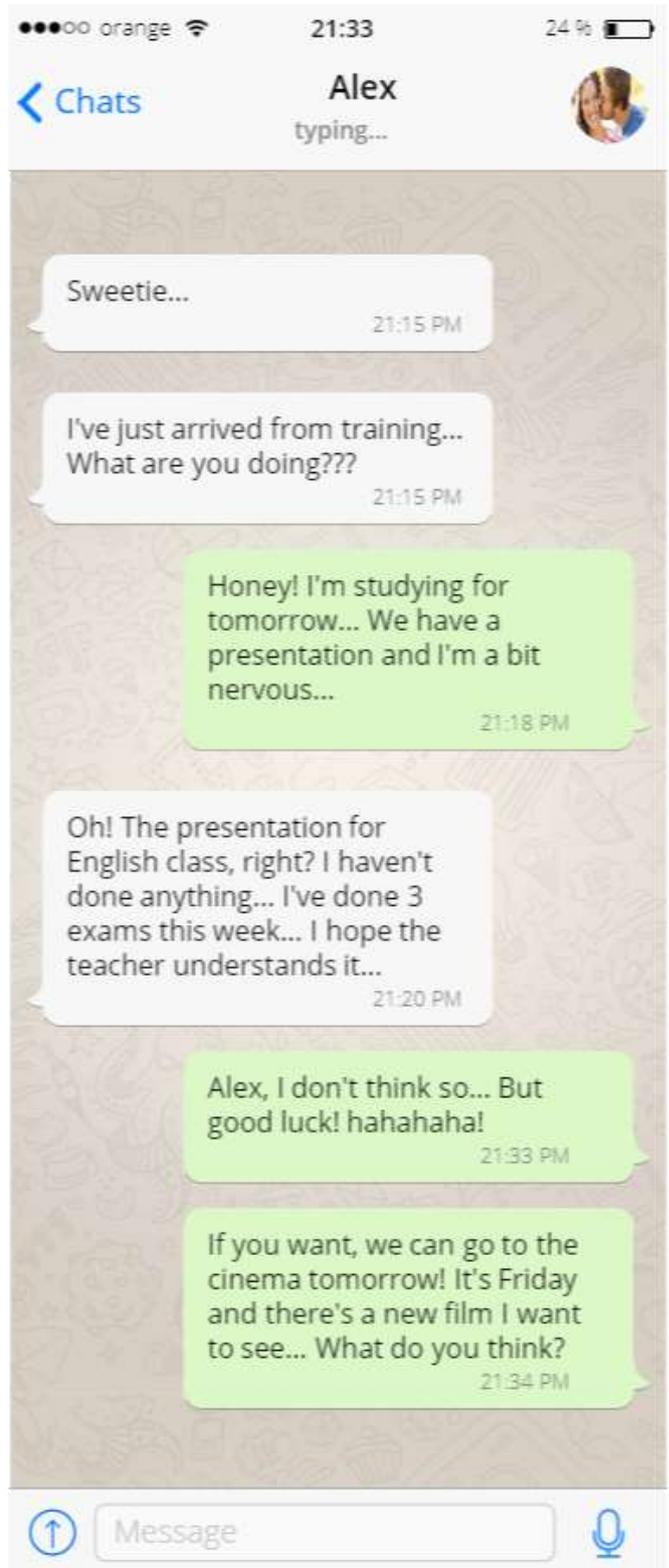
Why is the last statement so comical?
(Make reference to the video).



*Link to the video: <https://www.youtube.com/watch?v=FFSB-xLrAFi&pbjreload=10>

Appendix F





Appendix G



★★★★☆

One of the best new shows in 2016. Stranger Things started off slowly but quickly hooked me into its intriguing story line. Though the acting and writing were the best it still managed to be surprisingly entertaining.



SylvesterK.

★ Super Reviewer

★★★★★

This show is simply great. Easily the biggest and best Netflix TV Show ever made "Stranger Things" is so brilliant, bold, and well strange that it has and will continue to make waves in pop culture. I especially like how this TV Series is almost like a crime piece with all of its different angles and parts to it to develop a well thought out story. Very well done deserves its RT if not a little higher.



TylerH.

★ Super Reviewer

★★★★☆

An amazing early 80s throwback, the screenplay and actors do an amazing job of conveying a sense of the time with references and feel in the show. I usually don't expect much from kid actors but all of the child actors here were amazing. Story hooks you pretty quick and after just 8 quick episodes, you definitely want more. I'd recommend this to anyone that has liked any or all of these: ET, The X-Files, Super 8, etc...



PatrickW.

★ Super Reviewer

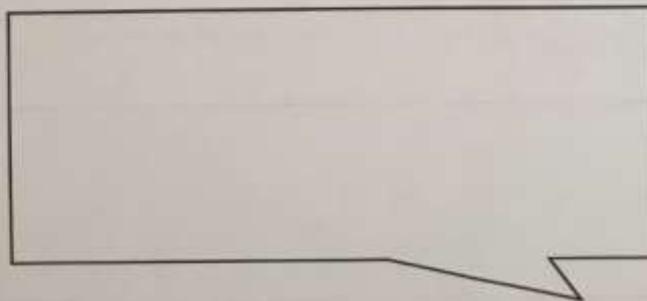
★★★★

On the whole, "Stranger Things" is on par with the post-season one "Fringe" television series. It's got a good story and well-done sets, costumes and hair. Nice script and music. While the cast is hardly a tour de force, Ryder does a better than average job at portraying a desperate and frantic woman on the edge of sanity. It's a solid, entertaining series but it fails to capture the imagination with enthusiasm as one might expect from some of the over-hyped reviews.



ChristianC.

★ Super Reviewer





The Walking Dead: Season 8

73%

Critics Consensus: *The Walking Dead's* eighth season energizes its characters with some much-needed angst and action, though it's still occasionally choppy and lacking forward-moving plot progression. 2017, AMC, 13 episodes



The Walking Dead: Season 7

60%

Critics Consensus: Increased character depth and effective world-building helps *The Walking Dead* overcome a tiresome reliance on excessive, gratuitous violence. 2016, AMC, 16 episodes



The Walking Dead: Season 5

90%

Critics Consensus: Thanks to a liberal dose of propulsive, bloody action and enough compelling character moments to reward longtime fans, *The Walking Dead's* fifth season continues to deliver top-notch entertainment. 2014, AMC, 16 episodes



The Walking Dead: Season 4

86%

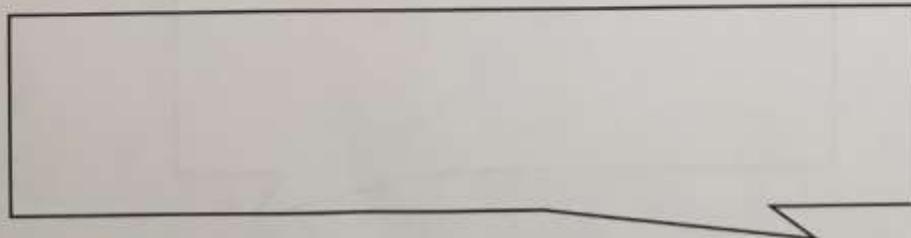
Critics Consensus: Consistently thrilling, with solid character development and enough gore to please grindhouse fans, this season of *The Walking Dead* continues to demonstrate why it's one of the best horror shows on television. 2013, AMC, 16 episodes



The Walking Dead: Season 3

89%

Critics Consensus: The palpable terror and visceral thrills continue in the third season of *The Walking Dead*, along with a deeper sense of the people who inhabit its apocalyptic landscape. 2012, AMC, 16 episodes





★★★★

Season 8 is another funny and great season of "Chuck Lorre's" hit TV series "The Big Bang Theory". The majority of the episodes have been good. The series finale wasn't very entertaining, sometimes I feel TV comedies are turned into "Soap Operas". The acting in Season 8 is good. "Jim Parsons" is still an amazing actor. This season was filmed very well, except sometimes I feel the "Chuck Lorre" doesn't work as hard on the show as he used to. Season 8 was still funny but not as funny as previous seasons, this is because it's the eighth season and a lot has been already done. "The Big Bang Theory" is still a humorous show, but not as good as previous seasons. If you are a person who likes comedies then I recommend watching "The Big Bang Theory" as it is a funny show. I give "The Big Bang Theory: Season 8" a 7/10.



SteveG.

★ Super Reviewer

★ 5/10

Maturity in the characters destroyed all the humor

zeeshan-khalid229 20 June 2016

The first three seasons of this show are the worth to watch. In fact, this show ratings and success is based upon these three seasons. These seasons are mainly about comedy with little to none emotions. But as the show progresses and Leonard, Sheldon and Howard finds their life partners, whole tune of this show changes. You'll find romance, love and emotions with some dose of comedy after that. I think at this point, this show loses its main theme. I am rating it 5 only because of the first three seasons. The quality of show will start to decline gradually after season 5. But I think it shows good depiction of scientists. I also have some scientist friends who have many similarities with the characters of this show.

★ 5/10

Used to be great....until they decided to add relationship drama to the mix

medisondeclare 2 May 2016

From about season 1-3 of this show, I genuinely loved it! I got a lot of good laughs, and it is definitely pleasing for the geeks and nerds out there of all kinds! And then the show did something it really shouldn't... add more relationships, and focus on them.

From Howard and Bernadette to Sheldon and Amy and so on and so forth, the show just started to become more irritating and less tolerable. Yes Leonard and Penny had relationship problems in the early seasons, but I never liked that anyway. Now it's like they have tripled that problem with adding more couples we don't care about and constantly groan about... Well, at least I do anyway.

modern family



Parent of a 5 and 7 year old
Written by danielwebb?
November 18, 2014

age 13+ ★★★★★

Good, fun, show for the 13+ crowd!

This is one of the most realistic shows for our time. It captures how families have evolved and still connects how important families are, however they are formed. Families are dysfunctional, there is no perfect family. This is a great show of how people work through their issues, insecurities, fears and continue to progress and grow as individuals and families. And sometimes it is laugh out loud hysterical!

Adult
Written by callimahs
January 23, 2012

age 15+ ★★★★★

There isn't much to actually dislike about this show...

...Unless of course, you're a conservative. There are some conservative reviewers on here underrating the show simply because it is "non-traditional." Why not focus on the actual writing, plot, characters, and comedy, all of which are simply wonderful (no overstatement here). All the characters are played well by their respective actors, the dialogue is witty, and the plot-lines are funny and endearing. There are positive messages throughout about strong family ties (regardless of what type of family you have). Everyone loves and cares for one another on the inside even if they hide it sometimes, and conflicts are always happily resolved in the end. It has already garnered critical acclaim and won numerous awards.

Adult
Written by JACOCKP
March 26, 2012

age 12+ ★★★★★

Great show but not for kids

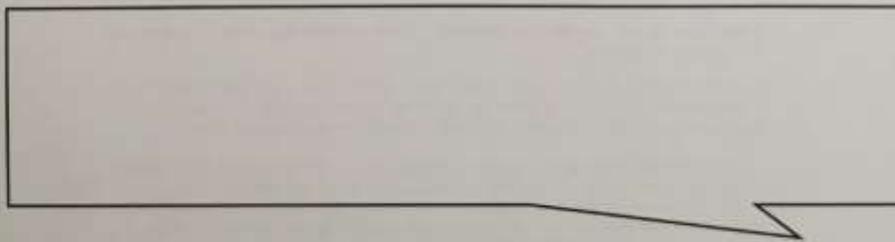
My wife and I love this show. There are very positive messages about what life throws at families but with the support of loved ones things seem to work out for the best. There is always some situation that parents will relate to. That said however I don't think it is for kids. The content is unpredictable and not always appropriate for younger kids.

Parent of a 10 and 12 year old
Written by CH
October 3, 2012

age 14+ ★★★★★

Modern Family is for 13 years and older

Modern Family shows parents who are immature, dishonest and selfish. Most of the shows humor is from behavior that you don't want your kids emulate so it takes a mature viewer to watch this show. Shows that have good parenting role models are The Cosby Show, Home Improvement, Family Ties, Growing Pains

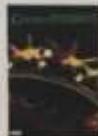




Game of Thrones: Season 1

90%

Critics Consensus: Its intricate storytelling and dark themes may overwhelm some viewers, but *Game of Thrones* is a transportive, well-acted, smartly written drama even non-genre fans can appreciate. 2011, HBO, 10 episodes



Game of Thrones: Season 2

96%

Critics Consensus: *Game of Thrones* follows up a strong debut with an even better second season, combining elegant storytelling and vivid characters to create a rich fantasy world. 2012, HBO, 10 episodes



Game of Thrones: Season 4

97%

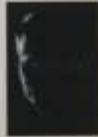
Critics Consensus: *Game of Thrones* continues to be one of the best shows on TV, combining meticulously-plotted character arcs with the spectacular design of the Seven Kingdoms. 2014, HBO, 10 episodes



Game of Thrones: Season 5

95%

Critics Consensus: Bloody action and extreme power plays return full throttle, as *Game of Thrones* enjoys a new-found liberation from the world of the source material, resulting in more unexpected thrills. 2015, HBO, 10 episodes



Game of Thrones: Season 7

95%

Critics Consensus: After a year-long wait, *Game of Thrones* roars back with powerful storytelling and a focused interest in its central characters – particularly the female ones. 2017, HBO, 7 episodes

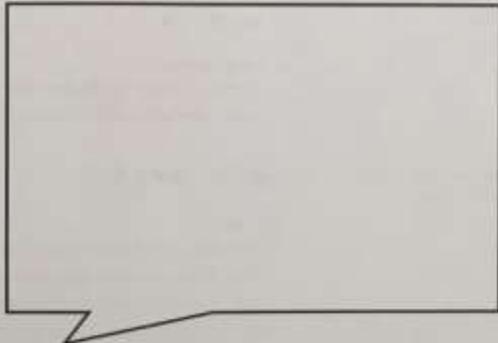
★★★★★

This adaptation of George R.R. Martin's mythical tale is grand and mystic. Even though those who do not follow the eerie and fantastical theme may not catch on, *Game of Thrones* Season 1 has enough violence, drama, exploitation and splendor to surprise audiences. 4/5



EugeneB.

Top Critic





★★★★★
Combining witty yet dark humor with strong and confident drama. Orange is the New Black is both highly addicting and engrossing combined with probably the best ensemble cast on television right now.

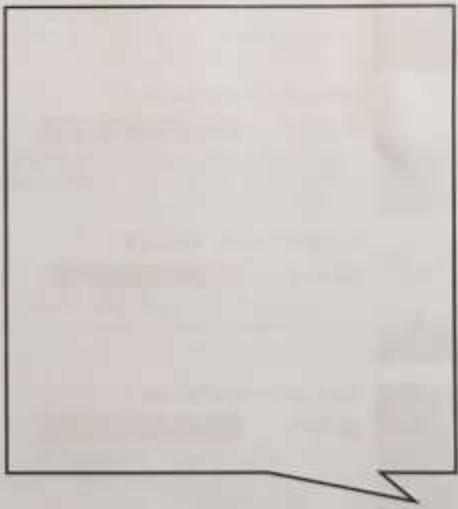
 **MatthewM.**
★ *Super Moderator*

★★★★★
The Netflix format perfectly fits this silly yet harsh prison drama.

 **GimlyM.**
★ *Super Moderator*

★★★★★
Orange is the New Black brought about the revival of women in prison genre with a fresh new start. Taylor Schilling starred as Piper Chapman, a bisexual woman who got sentenced to 15 months of prison because of her past relationship with her ex drug dealing girlfriend. Piper had to adjust her new life with tension arising from her life outside the prison and threats from inside the prison. The writing was clever, I loved the black comedy. The format followed OZ which is reminiscent of the good old days. The acting was natural, each character was able to deliver a stunning performance without any pretense. If you haven't started watching OITNB, it's never too late to start now.

 **SylvesterK.**
★ *Super Moderator*



Parent
Written by *rtelid*
December 22, 2014

age 18+ ★★★★★

Inappropriate
Completely inappropriate on so many levels. Why allow this filth into your home. We need positive shows especially with how society is deteriorating.

Parent of a 14 year old
Written by *Annie Cook*
October 25, 2015

age 12+ ★★★★★

Let them
Everybody is complaining about the sex, but many parents don't realize how much sex is on the internet and life. All around you there is sex in movies, advertising, ect. Keeping your child from watching a few shows won't stop them from knowing what sex is. If your teen already knows what sex is there is nothing left to hide in this show. The amount of perspective and deterrent from prison and the unique story shouldn't be taken from your teen because of a few breasts shown once every 3 episodes.

Appendix H

VIP *Celebrity....* **BUZZ** 

1. In pairs, read the following statements and match them to the famous personality who said them.

 *"If I do a photoshoot, people desperately want to change me -dye my hair blonder, pluck my eyebrows, give me a fringe."*

"Success is nothing if you don't have the right people to share it with"

 *"I only started wearing underwear a month ago. I never wore underwear until then."*

 *"What do you have to lose by trying something new like me?"*

"My sister sings, my brother plays drums in my band, so my whole family is a bunch of musicians."

 *"I obviously love my country very much and my comments last night were made purely out of frustration."*

 *"People should be nice to everyone, always smile, and appreciate things because it could all be gone tomorrow."*

"This is a new year, a new beginning and things will change."

2. Rewrite the statements in reported speech indicating who said each one.

- a. "I only started wearing underwear a month ago. I never wore underwear until then." (admit)
- b. "If I do a photoshoot, people desperately want to change me –dye my hair blonder, pluck my eyebrows, give me a fringe." (claim)
- c. "This is a new year, a new beginning and things will change." (state)
- d. "What do you have to lose by trying something new like me?" (ask)
- e. "Success is nothing if you don't have the right people to share it with." (point out)
- f. "I obviously love my country very much and my comments last night were made purely out of frustration." (affirm)
- g. "People should be nice to everyone, always smile, and appreciate things because it could all be gone tomorrow." (recommend)
- h. "My sister sings, my brother plays drums in my band, so my whole family is a bunch of musicians." (mention)

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____