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Improving Spanish EFL Students' Speaking Skills through Cooperative Work

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Abstract

It is common knowledge that most EFL students tend to feel anxious when they have to communicate orally in their target language. The present study applied an action research technique using cooperative work to conduct the research to analyze the EFL students' speaking skills. It is thought that this type of task could help them improve their spoken skills in English since it involves classroom interaction. This dissertation also tackled some difficulties which EFL students encountered when communicating in their L2, such as speaking anxiety, fear of failure, lack of L2 exposure and classroom environment among others. Students were divided into two groups according to their level of English. The main research material used in this study was an oral presentation in groups of three people which they prepared beforehand and then delivered to the rest of the class. Their oral performance was analyzed taking into account specific criteria such as pauses, speech rate, repetitions, self-corrections, pronunciation, memorization and their body language. The findings revealed that these EFL learners had great difficulties to express themselves in their L2; hence, different speaking activities are included at the end of the study to enhance and improve Spanish EFL secondary-school students' speaking skills.

Key words: Speaking skills; cooperative work; EFL; L2; Fluency.

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1. Introduction

Nowadays, learning a new language is essential in order to progress both academically and professionally. It is known that the spread of globalization has evolved into a need for multilingualism (Piller and Pavlenko 2009, 10). Among all the people in the world, "hundreds of millions of consumers are currently learning and using English as a second (or third, etc.) tongue" (Cleveland *et al.* 2015, 242).

The fact that English is the global language or lingua franca cannot be questioned. This means that English is vital to achieve mutual understanding with people from other countries whose native languages are not English. As Christiansen states, "the rise of English to become the world's most influential language has been an inexorable process that has led to conclude on an international level that English is the only language that counts" (2015, 129). Therefore, English is "considered as a dominant and acceptable tool for global communication" (Iman 2017, 87). Due to the importance of the English language in this globalized era, learning English as a foreign language has had a great impact on the Spanish Educational System. Such is the importance of learning English that "the number of people speaking English as a second (or subsequent) language outnumbers English mother-tongue speakers" (Cleveland *et al.* 2015, 544). Therefore, in Caraker's words, "the hegemony of the English language is now affecting countries with previously limited Anglo influence (e.g., Spain)" (2016, 23). In this sense, we could say that English as a Foreign Language teaching (from now EFL) is of great importance in non-English speaking countries.

However, EFL teaching and learning in the Spanish Educational System cannot be considered a success. Both Jiménez and Ruiz state that "foreign language learning has traditionally been a weak point in Spanish education" (2009, 3). There are many cases in which EFL Spanish learners pass their English exams in the sense that they are structurally competent in English but then they are unable to communicate properly and maintain a daily conversation in English.

Furthermore, Spanish EFL learners are expected to have a satisfactory speaking skill at the end of their second year of the Spanish Bachillerato; however, it is not the current reality in Spain. It is, indeed, an unbelievable and complex situation to understand since “in Spain, the English teaching is established from the age of 8 onwards (

and Sierra 2009, 7). Furthermore, “schoolchildren are starting to learn a foreign language sooner than ever as education authorities introduce early-start compulsory foreign language (FL) policies” (Lasagabaster and Sierra 2009, 4).

It is also important to mention that the “Spanish education is decentralized and educational powers are transferred to the autonomous communities” (Jiménez and Ruiz 2009, 5). In this context, we have to keep in mind that most EFL learners in the Balearic Islands are bilingual since they have two official languages, Spanish and Catalan; therefore, there is “a great deal of variation in the educational plans devised by each community (Jiménez and Ruiz 2009, 5).

The mastery of the English language is acquired through the development of five different skills: reading, writing, listening, spoken production and spoken interaction. The lack of enhancing of the speaking skill in most high schools has a detrimental impact on the students’ competences in English. It is a current problem that students face in secondary school; furthermore, the less students practise the spoken interaction and the spoken production, the less they will develop and improve their spoken skills, which are essential to communicate properly in English since a “lack of speaking fluency practice, sometimes, is not sufficient to maintain a communicative task in EFL class” (Yang 2014, 55).

It is undeniable that English lessons need to be as communicative as possible. However, this is not always the reality. In our case, the Spanish Educational System can be questioned as well as the Foreign Language Education in Spain, which can be said to be critical. Kathleen B. Egan highlights the importance of the speaking skill by claiming that it “is at the heart of second language learning”; however, it has been ignored in schools due to the emphasis on grammar (1999, 277).

The present study sets out to examine the speaking skill in an EFL classroom of 4th of ESO in a higher education institution, IES Manacor, throughout a project in which an action inquiry methodology will analyze the students' speaking skills. The main purpose of this study is to promote and construct an understanding of the importance of the speaking skill in foreign language teaching and learning through collaborative work. The present dissertation on the speaking skill mainly pays attention to different features of speech such as fluency, pronunciation, memorization and improvisation, body language, and the use of English to determine the lack of speaking interaction EFL learners have. The results revealed that EFL learners lacked the ability to correctly communicate in English; therefore, a proposal of different speaking activities will be proposed to help students develop and improve their speaking skills in upper secondary school. The main concern is to attain better EFL oral communication in the classroom through the implementation of different speaking activities using cooperative work.

2. Literature Review

2.1. Importance of the Speaking Skill

Throughout the years, there have been many attempts to define the speaking skill. Therefore, we are going to go through some definitions of the speaking skill. According to Thornbury and Slade, "speaking is social in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills" (2006, 17). In contrast, Gumperz claims that speaking is "cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants' utterances" (1999, 101). In this sense, Thornbury and Slade claim that the aforementioned oral skill consists of frequent sequences of short clauses and sentences (2006, 13).

In Chaney's words, speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (1998, 13). It is also defined by Thornbury as "a multi-sensory activity

because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation (2005, 9). All these paralinguistic features become of high importance when it comes to analyze speaking in a foreign language. These paralinguistic features mentioned by Thornbury should be taken into consideration when the term speaking comes to our mind because these features are very important in the sense that they facilitate the understanding between the speaker and the listener. For example, we can perceive when the speaker is nervous and feels anxious by analyzing his body language. If the speakers continuously moves and touches his hair, we could perceive that the speakers feels nervous and probably anxious too. Furthermore, if the speakers' voice trembles or is too weak we immediately perceive the speaker's awkwardness. According to Iman, the speaking skill, in short, can be defined as:

“a process of interaction between speaker and listener in which they share and receive the information that involves paralinguistic features and the speaking skill mastery also becomes necessary for the language learners to interact with others in the conversation” (2017, 89).

These paralinguistic features include EFL learners' body language, eye contact and speaking anxiety among others. Furthermore, Iman acknowledges that the success in communication hence depends on the listener and on the speaker and that there are “three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar” (2017, 94).

Nonetheless, Fotos argues that “a focus on form is what EFL learners do not need, since their major problem is not the lack of instruction on grammatical features, but the lack of opportunities for communicative language use” (1998, 301). In general, EFL classes tend to give more importance to the learning of grammatical rules rather than the development of the speaking skills. However, over the recent years, “the need for speaking mastery in English has been dramatically increasing due to the strengthening position of English as a language for international communication” (Nazara 2011, 29). Even though many authors acknowledge the great importance of the speaking skill in EFL

classes, many learners find the speaking skill “as the most complex and difficult skill to master” (Hinkel 2005, 485).

In this context, we could associate the complexity of the speaking skill with a lack of attention given to it in EFL classrooms; therefore, EFL learners in general and particularly in Spain tend to have poor communicative abilities in the target language since they do not practise it. According to Asakereh and Dehghannezhad, the “English speaking skills, as an international means of communication, are necessary for effective interactions amongst people across the world” (2015, 345). This statement highlights the importance of enhancing students’ speaking skills in EFL classes. However, most EFL teachers do not boost the speaking skill in their lessons because most of the times “the goal of English language teaching in such classrooms is to develop meta-linguistic and literary competence in the learner” (Patil 2008, 227).

It is time that the Spanish Educational System rethinks the objectives of FL teaching and learning in order to give more space to spoken interaction and production in EFL classes. Becoming fluent when speaking in a foreign language takes time to develop and it will not develop only by learning grammatical rules and vocabulary but by a great amount of exposure to spoken production and interaction in the L2 and a lot of practice.

2.2. The Learning and Acquisition of Spoken Language

Oral language learning and oral language acquisition may seem the same at first sight; however, Nuraini states that “oral language learning is the contrary of the oral language acquisition” (2016, 9). Therefore, she explains that oral language acquisition is the development of oral communication when one is still a child, and oral language learning is developed in an institution (2016, 9).

In this case, we are better concerned on language learning since our main focus is on EFL learning, concretely on the improvement of EFL learners’ speaking skills. Al Hosni claims that “for language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction” (2014, 23). It is true that EFL learners are still learning English as a foreign language and, therefore, they are

not proficient in the target language. For that reason, we cannot expect EFL Spanish learners to use English proficiently; nonetheless, since they start studying English from primary school, their speaking skills should be better when reaching the end of their secondary education studies. This could be the case if their respective teachers had reinforced and enhanced the speaking skill throughout their learning years. According to Al-Sibai, one of the most difficult challenges in teaching an L2 is to help students improve their oral fluency, especially when learners share a common mother tongue and have little or no exposure to the L2 outside the classroom (2004, 2).

Furthermore, “the nature of second language (L2) learners’ speech output is largely the consequence of the language processing difficulties underlying speech production” (Mora and Valls-Ferrer 2012, 610). This means that EFL learners’ difficulties when speaking in their L2 are the result of the lack of exposure in their L2. For example, EFL Spanish learners are only exposed to English as a foreign language at school and even at school they have a limited exposure to it; therefore, it is completely normal that EFL Spanish learners do not communicate in their L2 properly.

In regard to this, Cleveland *et al.* claim that “the multilingual's daily life entails possible exposure/use of languages other than the national vernacular” (2015, 545). However, EFL Spanish learners are not frequently exposed to the English language since English is not spoken in Spain and spoken English is barely enhanced at school level. In this context, we could argue that EFL Spanish learners have a limited exposure to their FL. They are exposed to English in artificial settings and only three hours per week approximately. Not only do EFL Spanish learners have a limited exposure to English but when they are supposed to be immersed in the language in the EFL classroom, some EFL teachers do not realize the importance of speaking in the target language and use Spanish as a vehicle for classroom communication. EFL teachers sometimes lack the competence to teach EFL properly and this has a detrimental impact on EFL learners. Besides, they do not give enough opportunities for EFL learners to boost their speaking interaction and speaking production in the foreign language.

Regarding speaking production, fluency development is a very important factor. Fluency is defined by Nazara as “the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire” (2011, 29). However, EFL teachers do not usually give students the appropriate resources to overcome any linguistic barriers they may have; instead, an EFL “teacher remains a donor of knowledge and corrector of learner errors” (Patil 2008, 227). This means that some EFL classes are teacher-centered and EFL teachers transmit their knowledge to students instead of guiding students’ learning process and fostering students’ learning autonomy.

When we are born, we learn our mother tongue by a natural process of acquisition, through an unlimited exposure to the language. Then, progressively, we try to imitate the sounds that we hear continuously. As weird as it may seem, for most students, English is not acquired in that natural process but by the studying of grammatical rules and vocabulary. According to Patil, “accuracy is prioritized over confidence building, fluency, appropriateness and general communicative competence” (2008, 227). As the following study will show, EFL teaching in Spain is not effective since EFL Spanish learners still face many speaking difficulties when given the time to communicate in their L2, therefore, “there is an urgent need to rethink the objectives of teaching English as a second and foreign language” (Patil 2008, 227).

In relation to EFL learners’ exposure to their L2 in EFL classrooms, Nunan claims that when using an extensive range of authentic and semi-authentic materials in reading and listening activities, EFL learners are exposed to varieties of language they are likely to encounter in real life (1991, 226). Although EFL teaching in Spain takes place in superficial contexts like classroom settings, by using authentic materials EFL learners get closer to real life linguistic situations. For example, Patil shows some differences between *living English* and *bookish English* sentences like: “May I have a pinch of snuff, please?” in living English or “Excuse me, sir. Would you mind if I inserted my digital extremities into your concavity and take a pinch of pulverized tobacco, which, on entering my nasal cavity, will cause a tickling sensation and a blissful

titillation in my olfactory organ” in bookish English (2008, 234). EFL learners who are beginners do not understand most of the words they read and if they are not motivated they will not look them up in the dictionary. Instead, EFL teachers should approach them by using simple and short sentences to convey the main meaning. According to Cleveland *et al.*, the fact of acquiring another language gives us the tools for interpreting that culture’s values and rules guiding social engagement (2015, 542). If EFL learners are only taught grammar, they will lack the skills to interact in their L2 when given the time to communicate. That is why in most Spanish schools EFL learners are competent in grammar but then they fail to maintain a basic conversation in English. Furthermore, Apple states the following:

If students continue to view their second language as a subject to be learned, rather than a means of communication or personal expression, they cannot become “legitimized” members of the second language community. Students who fail to interact with other members of the discourse community remain outside the language community, and therefore fail to learn the language (2006, 286).

This is what happens in the Spanish Educational System. EFL Spanish learners see English as a mere subject rather than a means of communication. Therefore, they do not see themselves as speakers of the language and fail to interact with others. That is one of the main reasons why EFL teachers should promote students’ interaction in EFL classrooms “to become full members of the language classroom community by encouraging supportive and mutually-beneficial social interactions” (Apple 2006, 286).

2.3.EFL Teaching in Non English-Speaking Countries

EFL teaching is a controversial issue that has generated a lot of discussion and, particularly in Spain, EFL teaching is critical. In the Spanish context, EFL classes barely enhance the learners’ speaking skills. Therefore, little communication and interaction in EFL classes are not enough to enhance and improve students’ speaking skills. As Nuraini claims, the aim of teaching speaking is to improve the oral production of the students (2016, 8). However, if EFL teachers do not aim to improve the speaking skills of their students, they

cannot expect their students to communicate in the foreign language. Although the speaking skill is poorly enhanced in the Spanish context, “approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences” (Nazara 2011, 29). Nonetheless, we have already mentioned that EFL teaching in Spain has traditionally undervalued the teaching of the speaking skill. In the past, according to Chaney (1998):

Oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (quoted in Nuraini 2016, 8).

Unfortunately, this idea is still present in EFL teaching. We cannot expect our students to speak proficiently or to know how to communicate in their L2 if we do not teach them how to do it and we do not give them opportunities in class to enhance their oral abilities. It is also very important for EFL learners to be totally immersed in the English language in class because the talk of the teacher as well as the listening activities they do in English help them to internally process the language. There are EFL teachers who do not boost the EFL learners’ spoken skills and focus mainly on grammar. Patil summarizes the current English language teaching as “an overemphasis on rote learning of trivial and irrelevant data, metalinguistic and literary competence at the neglect of communicative competence, and accuracy at the expense of fluency and appropriateness” (2008, 229). EFL teaching should be more learner-centered and not focused on the teacher in order to increase EFL learners’ speaking competence as well as their confidence. Teachers should motivate and attract learners to get engaged with the new language and help them increase their confidence.

According to Patil, teachers can sustain and increase EFL learners’ self-confidence by fostering the view that competence is not a static condition but an ongoing process, giving opportunities to the learners to contribute meaningfully and praise them. Encouragement will elevate the EFL learners’ spirits and

motivation. Finally, teachers need to make the classroom climate less stressful (2008, 232).

EFL teaching should be fun and learners should enjoy learning a new language. However, EFL learning can be sometimes a burden for some students in Spain. There are still some EFL teachers that prioritize the written skills such as grammar rules over the oral skills such as the speaking production and speaking interaction in their lessons. It is true that grammar is important; however, “grammatical competence alone cannot guarantee effective communication” (Patil 2008, 232).

According to Al Hosni, “although it is widely recognized that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output” (2014, 23). This refers to the fact that there should be a balance between language comprehension and language production. EFL learners should put into practice what they have just learnt to assimilate whether they understood it or not. As Nuraini points out, when learners produce output in interaction, they use comprehensible input to choose correct linguistic forms to express themselves; therefore, this process helps EFL learners to internalize what they have just learnt and experienced (2016, 8-9). EFL learners need to produce more spoken language since the speaking skill is barely practised in EFL teaching in Spain. From the input they receive, they need to produce language in order to put it into practice and internalize it in order to acquire it. Nonetheless, it is not the current reality in EFL classes in Spain.

According to Nunan, “with the development of communicative language teaching, the importance of accuracy has sometimes been neglected in favour of encouraging fluency in spoken English” (1991, 226). In this context, the author argues that EFL learners should develop both fluency and accuracy progressively as well as teachers should correct them to guide them towards improvement but there is no point in correcting every error but the relevant ones (1991, 226). In Gómez and Valencia’s words, “accuracy and complexity should not be overemphasized as language output, but instead they should be considered EFL learning goals” (2016, 2). However, in most EFL classrooms this is not the case. As we have already mentioned, most EFL teachers in Spain

“tend to keep students on the peripheral too long and fossilizes their identities as non-users of what they study” (Murphey and Asaoka 2006, 4). This quote emphasizes the fact that EFL teachers do not give enough opportunities for spoken interaction and spoken production in their lessons and EFL learners do not get to master the foreign language they are learning.

Sari Luoma explains that “learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation” (2009,IX) to speak in a foreign language. Nonetheless, EFL learners have a limited access to authentic and real contexts. This means that they are only exposed to English in superficial contexts such as the classroom setting. Moreover, EFL learners exposure becomes even more reduced when unfortunately EFL teachers do not speak in the target language throughout all their lessons. Al Hosni believes that “using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication” (2014, 24).

There are some cases in which EFL learners prefer to be explained the grammatical rules or the vocabulary in their first language or mother tongue because they cannot neither understand nor follow the teacher speaking in English. Therefore, in most cases, EFL teachers stop using the target language when learners do not understand them. However, in Patil’s words, “there is a difference between the use of the native language as a facilitating instrument and as an eclipsing substitute” (2008, 230). EFL teachers can think that if EFL learners do not understand the explanations in English they cannot progress in their learning. However, if EFL teachers stop speaking in English they are not helping their students, they are causing a negative impact on their acquisition process. The only language spoken in EFL classrooms should be English and if EFL learners present difficulties in understanding it they need more exposure to it through reading and listening “which are considered to be the two receptive skills in language learning and use” (Boonkit^a 2010, 1306).

Also, there are different ways to be used in EFL teaching that can help students understand the content of the language such as the vocabulary and to

get acquainted with the target language without stopping using it. For example, EFL teachers could display pictures or sounds to help learners understand the vocabulary. For example, given the situation that a student does not know what a cow is, the teacher could reproduce the sound that a cow makes and surely the student would associate immediately the sound with the animal, without needing the translation of the word in their mother tongue.

Furthermore, there are EFL teachers who do not make the most of their lessons to learn a new language. It is common for EFL teachers to give priority to grammar and written production over spoken interaction and spoken production. According to Scrivener, “there is no point knowing a lot of a language if you can’t use it” (2005, 146). Also, Boonkit^a says that “English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement” (2010, 1305). In this context, there are some foreign language teacher who do not speak the foreign language throughout all their lessons and, therefore, EFL students do not receive proper instruction in pronunciation.

The teaching of spoken language can be sometimes difficult since “FL anxiety is a complex matter within the context of English language teaching (ELT)” (Marwan 2007, 39). In Marwan’s words, teachers should “minimize their contribution to causing students’ anxiety” (2007, 39). Therefore, EFL teachers cannot expect their learners to be fluent and communicate in the target language from the very beginning without hesitating and making mistakes. Instead, EFL teachers have to progressively boost their spoken skills by giving them space and opportunities to interact. According to Yang, “speaking naturally and fluently is a challenge from memorizing language knowledge to using language to solve problems in the conversation” (2014, 57).

There are also some factors which can be obstacles for teaching speaking English. In this context, Nuraini differentiates between *internal* and *external* factors. Among the internal factors, we could find the learners’ mother tongue, their L2 exposure, their motivation and concert for good speaking native language. The learner’s attitude in learning a new language is also key to success; therefore, motivation and a positive attitude will help students to

master the speaking skill better. Among the external, we find teaching English at large class and it has to do with the students' discomfort in class. It is a consequence why they reject interaction in class because they feel intimidated. Also, it is difficult for the teacher to pay individual attention to students and the feedback is not enough which does not help to increase students' motivation (2016, 12).

It is also known that some EFL teachers do not tend to introduce the language in context. This means that students are not aware of the importance of learning English as a foreign language. EFL learners who are not given context cannot see the importance of what they do because they think that what they do is pointless. In most of EFL classrooms, the main aim of the lessons is to “emphasize rote learning and examinations test memory rather than understanding and use of the English language in real life situations” (Patil 2008, 227). For that reason, EFL teachers should introduce the new language in context and make students visualize possible linguistic situations in which the content that they are studying could be useful. However, this ideal EFL teaching “cannot happen unless we change examination patterns and accord priority to confidence and communication skills over grades, marks and grade points” (Patil 2008, 240).

2.4. Speaking Difficulties Encountered by EFL Learners

When EFL learners have to communicate in English, they come across some difficulties which do not let speak fluently in the target language. According to Al Hosni, the factors that cause difficulty in speaking are inhibition, nothing to say, low or uneven participation and mother tongue use (2014, 23). It is common knowledge that “feelings of anxiety can provoke many problems in production performance of the language” (Alshahrani and Alshahrani 2015, 29).

Nowadays, for most EFL learners “the speaking skill learning makes them feel anxious. Generally, anxiety can be associated with “threats to self-efficacy and appraisals of situations as threatening” (Papamihiel 2002, 331). Anxiety is one of the most common factors that have a negative impact on EFL learners' English speaking performance since “foreign language learning

situations are prone to anxiety arousal” (Marwan 2007, 38). They may be reluctant to use the target language because they may be afraid of making a mistake” (Gaya Tridinanti 2018, 36). In this context, we have to focus on EFL learners’ fear of the lecturer’s scolding when committing a mistake or the possible criticism from their classmates’ laughing. Besides, if EFL learners are shy, this feeling of anxiety is increased when they feel exposed. Patil asserted that teachers should prioritize the building up of the learner’s confidence to eradicate their fear of making errors in order to make the learner feel comfortable with their language use (2008, 230).

According to Alshahrani and Alshahrani, “high anxiety can impact the quality of communication output as the retrieval of information may be interrupted by the ‘freezing-up’ moments that students encounter when they get anxious” (2015, 32). This means that we cannot force FLA learners to speak in the L2 if they do not feel it, we should progressively progress in the FLA learners’ speaking skills before making them talk in their L2 without having built confidence in them and in their speaking abilities.

Also, Asakareh and Dehghannezhad point out that “another important factor which influences EFL students’ performance is their satisfaction with the classroom environment” (2015, 347). A positive and supportive atmosphere is essential to EFL learning. Students, if given the chance to communicate and feel comfortable with the classroom environment, will participate actively without having the fear of committing a mistake. If EFL learners feel comfortable, their acquisition process will be more effective. As Lasagabaster and Sierra point out, “the more positive the students’ attitudes, the higher their L2 achievement” (2009, 6). EFL teacher must take this into account to help students develop self-confidence and support them. Also, according to Littlewood, “motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves” (1984, 53).

That is the reason why it is important to encourage and motivate students since their “beliefs about their abilities significantly influence their subsequent achievement” (Asakereh and Dehghannehad 2015, 346). It is vital for students to feel supported by their teacher, especially when it comes to

learning a new language. Teachers are responsible for encouraging students' to communicate in the new language and they are also responsible for creating context as well as opportunities to boost communication in their lessons. In that context, the teacher should be seen as the figure who monitors students' learning giving them the opportunity to have a full and active control of their learning process, to develop their autonomy. According to Patil, "confidence results from falling off and getting up, not from continuous support from the teacher and parasitic dependence on the part of the learner" (2008, 232).

One of the reasons to explain students' lack of confidence when they have to face different communicative situations in English could also be related to their lack of output when receiving instruction. Iman highlights that "the teaching and practice of speaking skill should exist in language classrooms because this can truly enable the student to communicate in English; thus, speaking skill requires the special treatment" (2017, 93). However, EFL Spanish learners have none or little English input and output in their daily lives. In order to enhance their speaking skill, EFL teachers can make their students learn and experiment through "games, role play activities, information gap tasks, brain storming exercises, riddles, puzzles, cartoons, anecdotes, jokes, songs" (Patil 2008, 239).

It is of great importance to enhance the speaking skill in EFL students in order to help them overcome their fear to communicate in English. The more EFL learners practise using the target language, the more they lose their fear to commit a mistake and their embarrassment to speak in public. Furthermore, it is important to raise students' awareness on the main aim to study English at school, which is to be able to communicate in real life internationally. However, EFL teachers sometimes lack the resources to teach spoken skills properly.

The speaking skill can be a difficult skill to develop because English is not spoken in our community. Furthermore, EFL learners are teenagers who have to deal with their own personal struggles at the same time of learning. Teenagers are difficult to deal with if they are struggling with personal problems. In this context, teachers have a very important role and are crucial to help students' learning process. At the same time, EFL teachers should knock down

the traditional authoritative idea of teachers who punish the students when a mistake is committed; instead, they should allow students to commit mistakes to give them the opportunity to learn from their own mistakes and to correct them.

In this context, EFL teachers' feedback is vital to students who are learning a new language. According to Patil, "such feedback has encouraging effect on the learners and instills confidence in them" (2008, 231). A supportive and positive feedback boosts students' motivation and helps to enhance their English speaking skills. If students feel supported and guided by their teacher, they will progressively become more confident and willing to communicate in the new language. In contrast, if the teacher is constantly correcting every error and giving negative comments on the student learning process of acquisition, the student will surely feel demotivated to keep on learning the foreign language.

According to Thompson, good learners "should be aware of their own learning styles, be willing to take risks both inside and outside of the classroom and need to be people who do not worry about making mistakes, or need information to be immediately transparent (2005, 4). In this sense, a good learner is someone who wants to learn. If the learner is motivated to learn, it does not matter how hard the learning process is because the learner is motivated and he does not worry about making mistakes nor fears failing. In contrast, Ningsih *et al.* mention that students' willingness or unwillingness to communicate in the foreign language affect their FL learning and achievement (2018, 812). In this context, students' risk-taking to use English and their engagement in communication are two factors that have an impact on students' willingness or unwillingness to communicate in EFL classrooms (Ningsih *et al.* 2018, 821).

Another factor that we have to take into account is the term transfer. It is important to be aware of the transfer between our mother tongue and the foreign language. Language transfer is "an important characteristic in second language acquisition" (Odlin 1989, 3). In this case, we will analyze the impact of transfer in foreign language acquisition. EFL learners tend to imitate and adapt the structures from their mother tongue or L1 into the foreign language or L2.

According to Usaha and Watcharapunyawong “L1 interference occurs when L2 learners transfer their own syntactic knowledge into the use of the target language” (2013, 70). Therefore, according to Odlin, “while transfer is a psychological phenomenon, its potential effect on acquisition may be large or small depending on the complex variations of the social settings in which acquisition takes place (1989, 14). For example, Spanish EFL learners are used to saying **I have ten years, *I have hunger* or **the people is*, instead of *I am ten years old, I am hungry* and *people are*. In these cases, EFL learners translate literally from their mother tongue into English. In Spanish, the copulative verb *to be* is not used to refer to the age or to express the feeling of hunger so when they have to express it in English they do not use the copulative verb *to be* but *have* because it is the verb they use in Spanish. Also, *people* is expressed in the singular in Spanish, that is why EFL learners tend to say **people is* instead of *people are*, because they take for granted that it is also singular in English and it is not. A typical example of a mistake made by EFL Spanish students regarding the use of singular and plural in English is *child* versus *children*. For example, the term *child* is used for the singular whereas the plural is *children* and it is used both to express plural in English; however, some EFL learners sometimes add -s to plural nouns like *children* or *sheep* and they say **childrens* and **sheeps*. Finally, Spanish learners constantly omitted the subject whilst talking in English since they tend to omit it in Spanish.

2.5. Cooperative Work and Learning

Working in groups may benefit students' learning process. According to Bossert, “cooperative learning methods seem to promote positive interpersonal relations, motivation to learn, and self-esteem among students (1988, 225). Through cooperative work, students cooperate and help each other by means of sharing their knowledge, discussing work and supporting each other to understand the task. In this context, Apple states that “cooperative learning techniques allow EFL learners to actively participate in the language classroom, working together to achieve learning potentials not reachable by merely studying alone” (2006,

295). At the same time, they get to know each other better and create a bond between them. This fact emphasizes the importance of team work.

The figure of the teacher in cooperative activities is also important. In contrast to traditional learning where the teacher was the center of the class and the one who talked to transmit his knowledge to students, in cooperative learning, lessons are centered on students and “the teacher becomes a facilitator of learning, organising, monitoring, supporting and intervening where appropriate” (Jolliffe 2007, 8). In this context, Apple argues that “cooperative learning techniques are designed to increase the amount of comprehensible input as well as to encourage motivation and self-confidence through social interaction between non-native speaker peers” (2006, 288). Therefore, it is emphasized here again the shift from a teacher-centered learning model to a learner-centered model in current modern EFL teaching. It is important for students to work in groups in order to foster their autonomy towards the teacher. Jolliffe states that the “essence of cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others” (2007, 3).

Also, Jolliffe claims that there are two key elements which are vital to cooperative learning and which are positive interdependence and individual accountability. Therefore, each students should contribute to the learning of the group equally but at the same time each one should be independent and be responsible for his own work (2007, 3). Al-Tamimi adds three more vital elements to cooperative learning and which are the promotive interaction, the interpersonal and social skills and group processing. He refers to the promotive interaction as the students’ interaction to accomplish the task and mutual goals. Also, he understands the interpersonal and social skills as the constructive feedback, the consensus and communication in the students’ learning process, and finally, last but not least, the group processing as the assessment of functions and contributions to the success of all tasks (2014, 31). In conclusion to this, Al-Tamini states that “although there is no ‘perfect methodology’, CL is an instructional method which is effective in enhancing the acquisition of English speaking skills and improving students’ attitudes” (2014, 41). Although

many authors claim and prove the benefits of cooperative work in EFL classrooms, it should be questioned why there still are some EFL teachers who seem reluctant to use it and put it into practice within their lessons.

3. The Study

To conduct my research and analysis of my EFL students' speaking skills, I carried out an interdisciplinary project in my class. I was teaching the unit number six entitled Saving Our Planet from the Student's Book New English in Use which is included within the curricula of the EFL subject in 4th year of Obligatory Education (ESO in Spain). This unit is addressed to intermediate level undergraduate students and it is aimed at connecting English-language learning to the real world.

My project lasted for approximately two weeks, i.e. two weeks with three hours of EFL per week. The other subjects were in Catalan, and English was seen as an academic subject only, which meant exposure to the English language was insufficient. The duration of the whole academic course was of thirty-six weeks during the whole academic year but I only focused on the didactic unit that I had to teach to EFL students during my teacher-training period. For the purpose of my study, I worked with a class that was split into two different levels of the English language. Having decided to conduct my research within my classroom, I chose the lower level class to teach the didactic unit and then carry out the project with both different level classes. Therefore, there were two groups, a control group and an experimental group; the results obtained in both groups will afterwards be compared. By conducting this research, I expect to highlight the importance of developing and improving the EFL students' speaking skills in EFL lessons since the speaking skill is barely enhanced in EFL teaching.

3.1. Participants

The speech production of twenty-one EFL students were analyzed in this study. The students who participated in this study were the same ones I were teaching

in my practical classes in IES Manacor¹. IES Manacor is a secondary school institution with more than one thousand students and it also offers vocational studies. The institution is aware of the impact of globalization and of the English language in our lives so it offers a wide range of international programs such as Erasmus, International Baccalaureate, EOIES to help students develop and improve their English competence. In my class there were fourteen males and seven females and they were selected on the basis of their second language acquisition in order to determine their lack of L2 fluency. The EFL course was divided into two different levels of English so the participants were ascribed either to the lower level or to the higher level of English class. Nine students belonged to the lower level group and twelve to the higher level group. It is important to mention that the participants were currently studying 4th of ESO.

All the participants were learning English as a foreign language, nonetheless, changes in their second language acquisition were analyzed taking into account differences in their L2 fluency.

The majority of the participants used Catalan or Spanish as their L1 or mother tongue. Only two students used Moroccan as their mother tongue but they were perfectly integrated in the linguistic context of the school since they could speak Catalan as well as Spanish proficiently. In this case, we considered the majority of participants as bilingual since they were proficient in more than one language, Catalan and Spanish, and a few of them as trilingual since they could speak Catalan, Spanish and Moroccan. It must be highlighted that all of the students had studied English from childhood up to secondary school and some of them received private English lessons at home, had studied abroad or used social media like Netflix in English.

3.2. Materials and Procedures

In order to fulfill both the course needs and my research interests, first of all, I gave the students a questionnaire with different questions to compare their use

¹ Students will keep their anonymity throughout the study, they will be referred to as subjects from the lower level group and from the higher level on, for example S1 LG (=subject 1, lower group), S3 HG (=subject 3, higher group) and so on.

of the English language in their daily lives². The questionnaire helped me to determine if the use of their L2 was similar or whether it varied enormously between them. All students from both groups were asked to work in groups of three of their choice within their group in order to work more comfortably and make them cooperate easier. By this I meant that the groups were only possible if all the participants were from the same level group. I gave them a grid for them to write their names and the catastrophe they would take about³. There were three groups of three people in the lower level group since there were nine students and in the higher level group there were three groups of three students since there were twelve students.

Each group represented an English-speaking country of their choice and they were asked to look for information about a natural catastrophe related to their English-speaking country. Then, they had to present their project in front of the rest of the class using a Power Point presentation. The United States was the country that was more popular amongst the groups with states and cities like Alaska, Florida, Los Angeles and New Orleans, followed by Australia, Canada, Jamaica and Papua New Guinea. According to the natural disasters, the hurricane was the catastrophe which almost all the groups chose; therefore, hurricane Katrina, hurricane Irma, the Great Hurricane of the Antilles, and hurricane Gustav were the most populars together with ice storms in Canada and volcanic eruptions in Papua New Guinea.

Students were allowed to make use of different electronic devices such as laptops, tablets or even their phones to design and prepare their project. As their teacher and guide, I limited and facilitated their research process by giving them some general questions to focus on such as “When did the natural disaster happen?”, “Did it affect many people or animals?”, “Are there any consequences nowadays?”, as well as other questions to guide them⁴. Furthermore, they were asked to write down the information they wanted to use

² See Appendix B.

³ See Appendix C.

⁴ See Appendix D.

in front of the class and they were allowed to bring their notes on the day of the presentation.

During their oral presentations, I recorded their oral presentations with Audacity, a program that serves to analyze speech. I also created a holistic rubric with specific criteria to grade the students' presentations⁵. Therefore, students were classified into four different categories: *poor*, *regular*, *good* or *excellent*. There were eight different criterions that were taken into account to grade their projects as a class mark but to analyze their speaking skill I only took into account five criterions which were the fluency, which was analyzed by taking into account pauses, repetitions and self-corrections, then the body language was also analyzed, as well as the memorization and improvisation, the pronunciation of words and finally their use of English.

Each group had between three or four minutes to present their project so that each student could speak for approximately one minute. The choice of a natural disaster or event as the main topic to be developed in the projects was due to the fact that it was the main vocabulary of the unit they were learning; more specifically, this unit was based on the environment and climate change. Students were given three sessions to work on their projects and then in the fourth session all the groups presented them. Once all the groups had presented their projects, I gave them another questionnaire with questions related to the level of difficulty they believed this task entailed and their satisfaction with the final presentation⁶.

3.3. Analysis of the Data

Once I gathered and recorded the students' oral presentations in English, the data was selected and it was listened several times writing down important mistakes students made. One minute of speech of each participant from both the lower and higher level groups was analyzed and afterwards compared to examine whether both groups of students had the same difficulties when speaking in English. The EFL students' speech was analyzed with Audacity,

⁵ See Appendix E.

⁶ See Appendix F.

which is an application that serves to analyze speech. To analyze students' fluency, four speech features were taken into account: a) pauses, b) speech rate, c) repetitions and, d) self-corrections. Then, the fluency-average was calculated and classified into four categories: *poor*, *regular*, *good* or *excellent*. When students had a speech rate higher than 100 words per minute they laid on the good or excellent categories whilst their speech rate was lower than 100 words per minute they were classified as having a poor or regular fluency average. Moreover, other criteria like memorization and improvisation, pronunciation, body language and use of English was also taken into account. It is important to highlight that the pauses were measured in frequency rates and the speech rate by calculating the number of syllables in one minute of their speech. Finally, regarding the average of repetitions and self-corrections of the participants, these were calculated and analyzed by taking into account its frequency. To analyze students' pronunciation, features such as *-ed* endings in past simple verbs were taken into account as well as the clear pronunciation of words in general, consonant clusters in initial position and the same with *r* and *h*. To analyze students' body language, I focused on their posture and gesture as well as facial expressions to enhance and support their speech. Regarding memorization and improvisation, students were expected to memorize the script and then be able to improvise and paraphrase sentences; however, for most of them it was a mere reading from their notes. Finally, their use of English was analyzed according to their usage of many different grammatical structures with few or no grammatical errors. It was also taken into account whether EFL learners had studied English abroad, they went to a private English academy or whether they used social media like Netflix and other platforms in their original version. Once all the data was analyzed, it was written and classified in a table in order to compare each student as well as to compare both level groups⁷.

3.4. Results and Discussion

The main results are presented and displayed based on the criteria followed to analyze the EFL students' speaking skills. Before starting the analysis, it is

⁷ See Tables 1 and 2 on EFL students' L2 fluency.

important to highlight that all the students agreed on the importance of the speaking skill in EFL teaching but only three of them said that they practised it in class. Also, there was one student who affirmed that the speaking skills were more important than the written ones because people could laugh at you if you do not know how to speak in English in daily life. By analyzing his answer, we can deduce that this student feared his mates would laugh at him. In relation to this, they also affirmed that pronunciation was important but it was something that they did not study in class. Furthermore, the majority of the students affirmed that written comprehension and written production were the most enhanced skills in class.

If we compare the fluency average between the lower level group and the higher one we can claim that the results did not vary substantially across the speakers due to the differences in their L2 proficiency. On average, the students from both groups did not show a drastic contrast in the number of pauses in their L2; however, the speech rate varied drastically across the groups. In this study, pauses were considered those in which silence lasted more than 0,2 seconds.

Focusing on the lower level group, the pauses made were mainly non-filled pauses. Students sometimes stopped talking because of the complexity of the content, which means that they did not know what to say next or how to say it and they sometimes lost track of their speech. In this sense, pauses can be associated with the time someone takes to prepare what to say and it is referred to as the *macroplanning* by Levelt (1999, 90). For this reason, “the more macroplanning a communicative process situation requires, the more vulnerable the L2 speech will be to dysfluencies because of the diversion of processing resources” (Segalowitz 2010, 11). Sometimes, students’ pauses were due to the fact that the audience was distracted or laughed when they heard the mispronunciation of some word and this did not help the presenters but had a rather negative impact on their performance.

S1 LG and S6 LG from the lower level group were the ones with a higher speech rate since they were the ones who talked the most in one minute of speech, followed by students S4 and S8. In contrast, students S2 LG , S5 LG

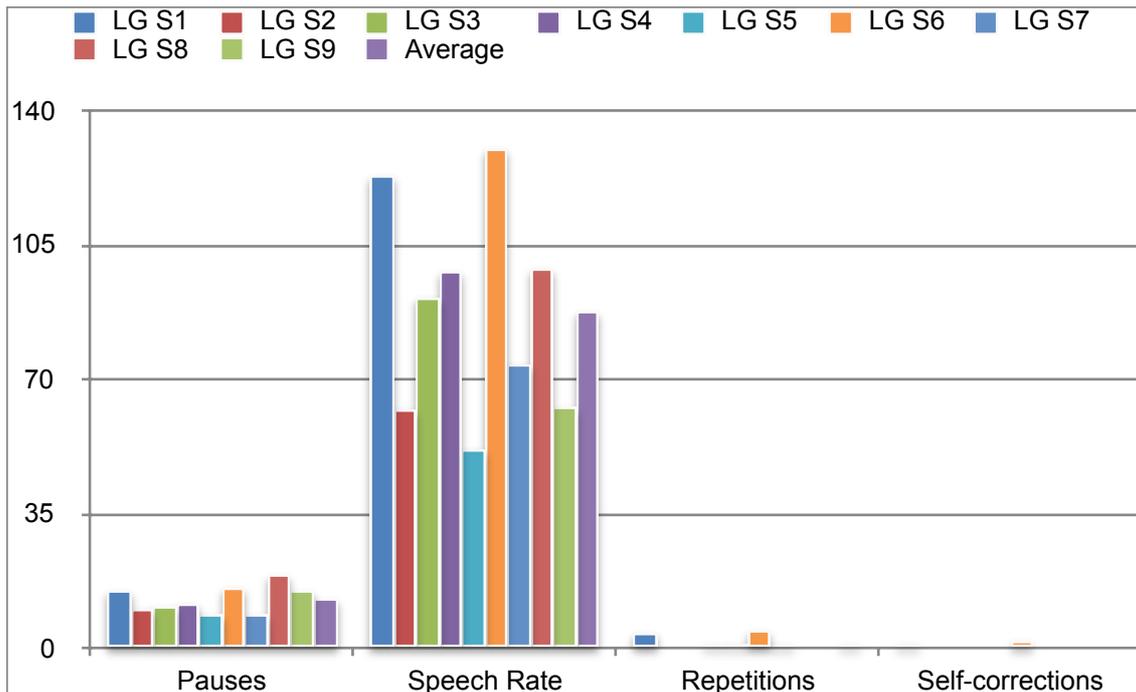


Figure 1. Number of pauses, speech rate, repetitions and self-corrections of each student from the lower level group in one minute of speech in their L2.

and S9 LG had a great difficulty to communicate in their L2 and this contributed to increasing their anxiety when speaking in their L2 in front of the class.

Pauses from students S1 LG and S6 LG did not vary much with those of the rest of the students who in comparison talked a lot less, like students S2, S5 and S9. According to Brown:

Students need to understand that pauses and hesitations are necessary and natural parts of spoken language. The reason for all this pausing and hesitating is that humans need time to think when they are talking, and they use pausing and hesitating to give themselves that time (2003, 7).

With respect to repetitions and self-corrections, they were not as frequent as pauses. Students' errors were mainly not corrected since they did not usually self-correct themselves because they did not know they were committing a mistake. On average, S1 LG and S6 LG students were the ones who made more repetitions since they talked the most. In contrast, the other students showed little repetitions in one minute of speech in their L2. The repetitions analyzed consisted of single words such as <and> or <the> and not long sentences. Focusing on self-corrections, only S1 LG and S6 LG self-

corrected themselves once or twice in the pronunciation of some words and also in some verbs. For example, S6 LG used the verb *began* in the past form and then automatically changed it to start in the present (see Figure 1).

Moving on to the higher level group, we can observe that almost all the students had a higher speech rate if compared to the lower level group. Furthermore, the number of pauses was similar to the students from the lower level; however, in this case it is related to the fact that students spoke more words per minute and consequently they stopped more times. In this group, there was a balance between non-filled pauses and filled pauses. In contrast, the pauses from the lower level group were mainly empty because students did not know what to say or could not remember what they were going to say because they had memorized the script and were not able to improvise. For example, students S4 HG and S6 HG, who were the ones who had a better command of the English language, made both non-filled pauses and filled ones which contained fillers such as <uumh> or <weell> and other similar fillers. Furthermore, S4 HG improvised a great amount of words and this slowed down her speech and made her make more pauses than expected. Also, she accompanied her speech with a digital map and whilst she was talking, she pointed out different places in the map; therefore, her speech was again slowed down. Students S1 HG and S3 HG also presented a high speech rate but there is a drastic difference between them if we compare the number of syllables they made in almost the same number of words in one minute of their speech. In this context, we can also show contrast between students S3 HG and S7 HG, or S3 HG and S6/7 HG because there is a great difference in the words uttered per minute but then a similar number of pauses; this indicates that students S3 and S4 are not as fluent as subjects 4 HG and 6 HG.

Regarding the number of repetitions and self-corrections, we can observe that the students from the higher level group made more repetitions than the lower level group but the number of self-corrections remained similar to the other group. Those students who presented more repetitions were students S4 and S6 since they were the ones who were more fluent and consequently repeated more words to win time to prepare what to say next. Also, those who

spoke less like students S10 HG, S11 H Gand S12 HG did not make any repetitions, just student S10 HG who repeated *a tropical storm* twice but none of them self-corrected themselves.

If we observe the average results from both level classes, we can see that neither groups have an average speech rate of more than 100 words per minute, they both remain lower. The lower level class has an average speech rate of 88 words per minute whilst the higher level group has an average speech rate of 96.7 words per minute. Therefore, we can claim that neither groups has a high speech rate and cannot be considered fluent when speaking in English.

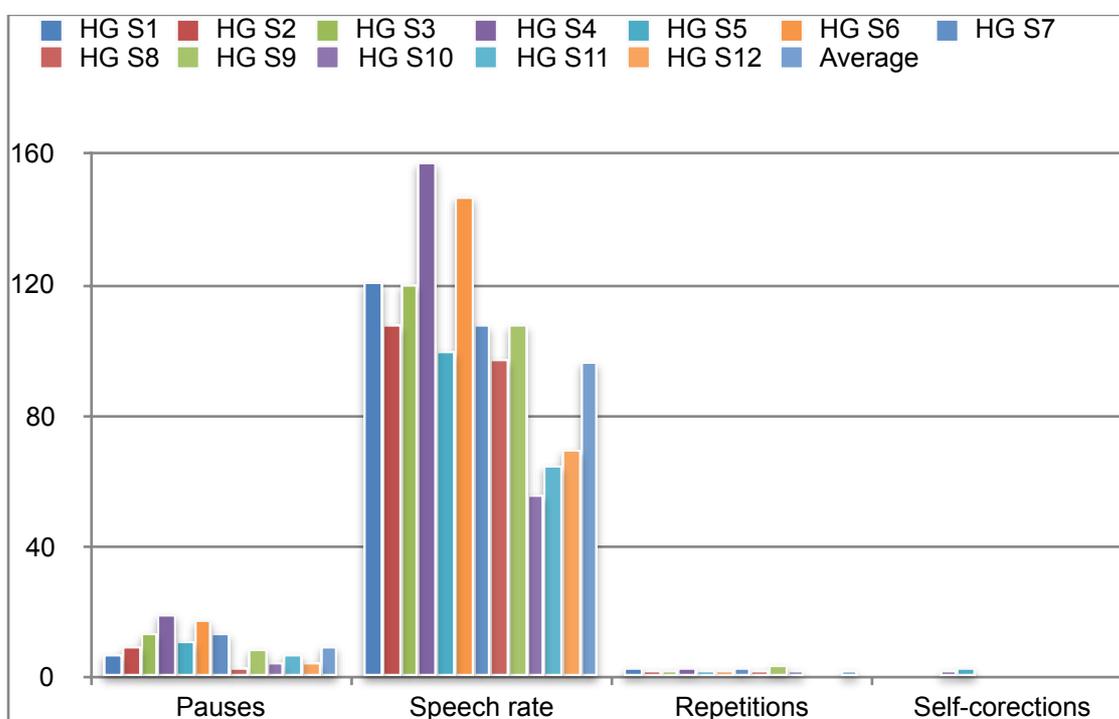


Figure 2. Number of pauses, speech rate, repetitions and self-corrections of each student from the higher level group in one minute of speech in their L2.

Once we have analyzed EFL students' fluency in both level groups taking into account four different features, we are now going to analyze their L2 speech taking into account other criteria and factors that contributed either to improve or exacerbate their L2 speaking performance.

It is important, firstly, to analyze the amount of time EFL students in the IES Manacor spend learning English both inside and outside the classroom in

their daily lives. According to students' answers in the questionnaires, we can observe that there are some of them spend their free time watching Netflix series in their original version or using subtitles in Spanish but the audio is in English. Also, there are seven students from both groups who attend private English lessons and three who have lived or spent some time in an English-speaking country with a host family. It is perfectly clear that those students who devote part of their free time to learning the foreign language have proved to be quite more fluent than those who does not. For example, in the lower level group, the majority of the students are not interested in learning English outside the classroom and their L2 results show that, except two students who used social media in English. As we can observe, student S6 LG proved to be quite fluent in English and did not attend private English lessons in contrast to student S3 LG who did have private English lessons or student S9 LG who used social media in English and both had a lower speech rate than students S6 LG or S1 LG. It is important to mention that student S6 LG was Moroccan and he presented a great ability for foreign languages. Also, student S1 LG proved to be fluent without devoting any of his free time to learning English but he was quite good at it and had a great easiness to learn it.

In contrast, from the higher level group, those who had proved to be more fluent with a higher speech rate per minute were those who at the same time either attended private English lessons, had lived abroad or watched series in English such as students S1 HG, S3 HG, S4 HG and S6 HG. Nonetheless, there were some who used social media in English or attended private English lessons such as students S5 HG, S7 HG, S9 HG, S10 HG and S11 HG or had studied abroad like S12 HG and did not proved to be fluent.

EFL learners in IES Manacor faced many speaking difficulties whilst doing their oral presentations. Most of them failed to present their project in a fluent way and with an adequate body language. Their lack of confidence indicated that they had no previous experience in doing oral presentations nor talking in the L2. It is important to mention that the presentations were scheduled and prepared beforehand so that these EFL learners had had time to study them and they knew what to talk about; nonetheless, they presented

many problems to explain themselves. Those who seemed more fluent had had a higher exposure to the English language, they had studied in an English-speaking country or they went to a private academy and used social media in English.

Body language is another factor that was analyzed whilst students were presenting. Generally speaking, students did not feel relaxed whilst talking in front of the class, they did not maintain eye contact with the audience, they looked at the Power Point presentation or at me as if they were presenting only to the teacher. Their body posture showed awkwardness since their bodies were not relaxed and did not move naturally, as well as the sound of their voices, in general, almost all students spoke with a shaky voice and showed nervousness since the sound was either very soft or weary. For example, from the lower level group, the students who seemed more anxious were those who had a lower speech rate with a high level of pauses like students S2 LG, S3 LG, S4 LG, S7 LG and S9 LG. They continually stopped because they collapsed and felt embarrassed to talk in their L2. Although almost all the students did not use proper body language, those who seemed more calmed were students S1 LG and S6 LG who were the ones who proved to be more fluent in English, followed by students S1 LG and S8 LG who were not fluent at all but could manage the situation better than others. By analyzing the results, we can claim that proper body language and a good fluency do not always go hand in hand in non fluent students. For example, those students who proved to be fluent usually used correct body language; however, those who are not fluent can also maintain proper body language on some occasions as was the case of students S1 LG and S8 LG.

In the higher level group, students S4 HG and S6 HG maintained an excellent body language towards the audience since they moved and interacted with the class whilst talking and referred at the same time to the Powerpoint to point out relevant questions or other aspects of the presentation. Then, other students who had good body language were students S8 HG, S9 HG and S10 HG. If we analyze their fluency average we can see that they lay on the poor or regular categories; however, we can claim that despite lacking a good

command of the English language, they felt more relaxed than others who had a better command of English but a poorer body language like students S1 HG, S2 HG, S3 HG, S4 HG and S7 HG.

Regarding pronunciation, it is difficult for EFL students to pronounce every word correctly due to the lack of input they receive in the foreign language. As we commented in the literary review, pronunciation is hardly studied in English lessons and EFL students lack proper instruction on it. In this case, on average students mispronounced a great amount of words since they had not been explained in previous years how to pronounce them, for example, some students from the lower level group did not know how to pronounce *-ed* endings in past simple verbs. Student S3 LG mispronounced every single *-ed* ending. Other words which students found difficult to pronounce were *nature*, and *hurricane* which sometimes were pronounced by some students like they are pronounced in Spanish **natur* and *huracán*. As we can observe, in the lower level group student S6 LG pronounced the majority of words correctly but the rest of students had a poor or regular pronunciation. For example, students proved to have big problems with the final *-ed* ending in some past verbs like *happened* or *destroyed* which were very frequent verbs. They did not know when to pronounce the *-ed* ending with a *-t*, *-d* or *-ed* sound. Nonetheless, there were students such as S1 LG, S2 LG, S5 LG and S8 LG who had better a pronunciation of English than students S3 LG and S9 LG who either received private English lessons or used social media in English.

Grammatical mistakes were also common in these EFL students' presentations. On average, in both level groups, the majority of students made mistakes whilst talking in English. In the lower level group, there were some who were not fluent in English like student S5 LG but had a good use of English. The reason is that this student had a very low speech rate per minute and what he said was memorized so it was difficult to commit a mistake for him. In contrast, students S1 LG and S6 LG who were the most fluent students in the class had a regular use of English and that is because the more they talked, the more possibilities they had of making a mistake. Some common mistakes were related to prepositions, for example, more specifically from the lower level

group, students used **speak on* instead of *speak about*, or said **on the air* instead of *from the air*.

However, in the higher level group, we can observe that the most fluent students like students S4 HG and S6 HG who had high speech rates per minute also had a perfect and good use of English and the more they talked did not affect the number of mistakes they made. On average, students from the higher group had a good use of English in comparison to the lower level group whose English was worse.

	Fluency					Rubric				Study abroad	Private academy	Social media
	Pauses/ min	Speech rate words/min	Repetitions/ min	Self-corrections/ min	Fluency average	Body lang.	Pronunc.	UoE	Mem./ Improv.			
Lower Level Group												
S1 LG	15	123	4	1	Good	Regular	Regular	Regular	Good	No	No	No
S2 LG	10	62	0	0	Poor	Poor	Poor	Poor	Regular	No	No	No
S3 LG	11	91	0	0	Regular	Poor	Poor	Poor	Regular	No	Yes	No
S4 LG	12	98	1	0	Regular	Poor	Poor	Regular	Poor	No	No	No
S5 LG	9	52	1	0	Poor	Regular	Regular	Good	Poor	No	No	No
S6 LG	16	130	5	2	Good	Regular	Good	Regular	Poor	No	No	Yes
S7 LG	9	74	1	0	Poor	Poor	Regular	Regular	Poor	No	No	No
S8 LG	19	99	0	0	Regular	Regular	Regular	Poor	Poor	No	No	No
S9 LG	15	63	0	0	Poor	Poor	Poor	Poor	Poor	No	No	Yes

Table 1. Table showing all criteria from the lower level group that was taken into account to compare students' L2 fluency.

	Fluency					Rubric				Study abroad	Private academy	Social media
	Pauses/ min	Speech rate words/min	Repetitions/ min	Self-corrections/ min	Fluency average	Body lang.	Pronunc.	UoE	Mem./ Improv.			
High Level Group												
S1 HG	7	121	3	1	Good	Regular	Good	Regular	Regular	Yes	No	Yes
S2 HG	10	108	2	1	Regular/ Good	Regular	Good	Good	Regular	No	No	No
S3 HG	14	120	2	1	Good	Regular	Good	Good	Good	No	Yes	Yes
S4 HG	19	157	3	2	Excellent	Excellent	Good	Good	Excellent	No	Yes	Yes/No
S5 HG	11	100	2	3	Regular	Regular	Regular	Regular	Regular	No	No	Yes
S6 HG	18	147	2	1	Excellent	Excellent	Good/Excellent	Excellent	Excellent	No	Yes	Yes
S7 HG	14	108	3	0	Regular/ Good	Regular	Good	Good	Good	Yes	No	Yes
S8 HG	3	97	2	0	Regular	Good	Good	Good	Regular	No	No	No
S9 HG	9	108	4	0	Regular/ Good	Good	Good	Good	Good	No	Yes	No
S10 HG	5	56	2	0	Poor	Good	Good	Good	Good	No	Yes	No
S11 HG	7	65	0	0	Poor	Regular	Good	Good	Regular	No	Yes	No
S12 HG	5	70	0	0	Poor	Regular	Good	Regular	Poor	Yes	No	Yes

Table 2. Table showing all criteria from the higher level group that was taken into account to compare students' L2 fluency.

All in all, it is important to take into account that EFL students had prepared what they had to speak about beforehand so that they could feel more relaxed. However, most of the students had not practised nor prepared what

they had to say and merely did a reading from their scripts. They were allowed to bring a paper with them just in case they needed but they were encouraged not to use them. Nonetheless, the majority of the students simply read their presentation out aloud and did not attempt to improvise nor paraphrase. However, students S4 and S6 from the higher level group and student S5 from the lower level group did improvise. Students S4 and S6 from the higher group knew what to say and did not read because they had control of their speech, student S4 also talked whilst referring to the Powerpoint and making interaction with the audience. In the lower group, student S5 had to improvise because he had forgotten to bring his script and did not remember what to say. Despite the fact that he had not studied the presentation, he managed to speak for a minute and improvise from what he read from the Powerpoint.

Finally, by analyzing the survey of satisfaction of the students it can be claimed that almost all students from the lower level group found the activity difficult in contrast to the higher level group which said it was not very difficult. Also, a low percentage of the students said that they did not mind speaking in front of the class whilst a high percentage felt anxious and nervous when speaking in public. However, on average, all students agreed on the importance of enhancing and practicing more speaking in class.

4. Conclusion

To sum up, it can be said that, in general terms, these students lacked the resources to speak fluently in English due to a lack of instruction in speaking throughout their academic years. On average, they could not maintain a proper speech without pausing nor feeling awkward in front of their students; they did not feel confident enough to talk in the target language. It is true that the higher level group of students proved to talk more words per minute than the students from the lower level group but they also stopped more times; therefore, neither of the groups can be considered to be fluent and to have a good mastery of the English language. They showed a high degree of anxiety whilst talking in English as well as bad mistakes in grammar and pronunciation.

For that reason, a didactic proposal on how to enhance and improve Spanish students' speaking skills will be now developed in order to help students improve and overcome their fear of speaking in the target language progressively.

5. Didactic Proposal

On account of the poor results from the oral presentations from the Spanish EFL learners in IES Manacor, a didactic proposal to improve EFL learners speaking skills will now be fully explained.

My didactic proposal is aimed at students of 4th of ESO. The class will consist of sixteen students. Its main aim is to improve and enhance EFL learners' speaking skills using cooperative work and doing different speaking activities throughout the academic year that I will carefully design and explain. Therefore, there will be three main speaking activities at the end of each semester and these three activities will be prepared and practised throughout each semester. It is important to mention that the activities will be perfectly integrated within the English subject and will be continuously emphasised from the very beginning of the semester until the end of the academic year. In other words, if students have three hours of English per week, one hour of each week will be devoted to speaking and to prepare the final oral activity of each semester. This way, English teachers would have more flexibility and freedom to put these oral activities into practice. It is easier to have a whole semester to practise and design the lessons focusing on a final oral activity instead of scheduling five consecutive lessons to prepare it since there are always different inconveniences like school trips which makes it very difficult to plan a fixed schedule.

The three final oral activities will be carried out following different degrees of complexity according to students' speaking skills improvement throughout the academic year. For this reason, in the first trimester, students will have to prepare and film an advertisement in pairs, then in the second trimester they will have to prepare a theatre in groups of four and write their own script in class and, finally, in the last trimester, the students will have to prepare three

different debates to carry out at the end of each unit. In all the main oral activities, students will be fully and actively involved in the process of interaction, therefore, they will be motivated to use the target language to communicate and carry out the activity. As mentioned above, the main aim of this didactic proposal is to enhance students' speaking skills from the beginning of the academic year and to help them gradually feel comfortable when using the target language. It is important to highlight that the activities will be carried out progressively; therefore, students will start using the target language progressively and comfortably instead of forcing them to talk in the target language about a random topic without given them a previous context and practice as this could make them feel anxious. It must be highlighted that these three oral activities to be carried out throughout all the academic year are thought for a class which ideally have been practicing and doing speaking activities in the previous academic years, especially in third-year ESO. Therefore, students will not be surprised to practise and carry out these three main oral activities during the academic year. In other words, these activities will only work if students' speaking have been sufficiently emphasized in the previous educational stages; these activities will be difficult to do with students' who have never orally intervened in English in their EFL classroom.

5.1. Advertisement

At the beginning of the academic year, students will be told that they will be working on a project in pairs throughout the first semester. The project will consist of thinking of a product and then creating a commercial advertisement in video format. In order to engage them into the activity and motivate the students throughout the semester, the teacher will explain to them that they will be participating in a competition. Therefore, at the end of the semester, all the advertisements will be viewed in class and students will have to vote for the best one who will become the winner. In order to avoid students from voting for their own advertisements, they will not be allowed to vote themselves but only the others. Furthermore, there will be a reward for the winning pair, they will win a special prize that could be sweets, chocolate or an increase in their final mark.

It should be highlighted that this activity will be interdisciplinary with the Spanish subject. By the middle of the first semester, students will be studying the characteristics of the advertising genre in the Spanish subject so they will be given the opportunity to put this knowledge into practice in the English subject by creating their own original advertisement. Since students will have the whole semester to prepare their advertisement, they will devote one hour of English per week to think and put their ideas in common.

In the first sessions, the teacher will make use of authentic materials to provide enough input for students to get familiar with different kinds of advertisements. Before watching the different commercial advertisements, the teacher would ask students for their opinion on commercial advertisements. In the first sessions, the teacher will be working with four different commercial advertisements such as the following ones:

<https://www.youtube.com/watch?v=s0brZ8Cinao> (Youtube 2013)

<https://www.youtube.com/watch?v=OcR6tk5YdtI> (Youtube 2009)

<https://www.youtube.com/watch?v=zxeZLRUjSVc> (Youtube 2016)

<https://www.youtube.com/watch?v=koPmuEyP3a0> (Youtube 2019)

Firstly, the teacher will reproduce one advertisement and will ask for the students' opinion, whether they think the advertisement is powerful or not, if it is attractive to the public, or just if they liked it or not and why. In case they do not know what to say, the same advertisement will be reproduced twice and then the teacher will ask them different questions related to the advertisement. During this activity, students will work in groups of three and think of different aspects of the advertisement they have just watched. After a couple of minutes, the teacher will ask the different groups to share their opinion with the rest of the class. After having watched and commented each advertisement, the teacher will give them the script of each advertisement for them to focus and practise on other formal aspects such as the structure, the intonation and pronunciation, as well as others.

What is coca-cola? Is it an excuse to get together? Since 1886, coca-cola has been passing on smiles from generation to generation. We've been giving kids

scholarships like the early birds and the all-nighters and you get to enjoy what matters most. Coca-cola, drink up!

Empty your mind. Be formless. Shapeless. Like water. You put water into a bottle it becomes the bottle, you put it in a teapot it becomes the teapot. Water can flow, or it can crash. Be water, my friend. New BMW x3, do you like driving?

[Music] Awesome! New welcome, but the same old hair removal cream? Try something new, but rough skin. Famous from Gillette, the first rails are designed for women's curves with a soothing aloe vera strip to give you incredibly smooth skin! [Music]

(Overlapping news audio). Is this the best a man can get? [Music] Is it? You can't hide from it. It's been going on far too long. We can't laugh it off. [What I actually think she's trying to say-]. Making the same old excuses. Boys will be boys. [Together] Boys will be boys. But something finally changed. [Allegations regarding sexual assault and sexual harassment- overlapping news audio]. And there will be no going back. Because we, we believe in the best in men. [Men need to hold other men accountable-overlapping news audio, come on sweetie! Come on!] To say the right thing. To act the right way. [Bro, not cool. Not cool!]. Some already are. In ways big. And small. [Say, "I'm strong" I'm strong!]. But some is not enough. [That is not how we treat each other, okay?] [You okay?] Because the boys watching today, will be the men of tomorrow.

By watching different advertisements, students will will get an idea of what an advertisement is and on what it consists of. By having the script, students will get acquainted with the structure and the language of the different advertisements since they will be able to read them for themselves and understand what they talk about. In case they do not understand a word, the teacher will help them. Once students have the four scripts of the advertisements, the teacher will make them focus on the appealing uses of

language, such as the vocabulary, any phrasal verbs that may appear and abbreviations among others. For example, they could focus on the particle *up* as in *drink up* which is used to emphasize the verb and then the teacher could ask students to think of other examples. Also, students will be able to focus on questions how they are used as in *Is it an excuse to get together?* or *Is it?* In this context, they will practise asking and answering questions among them. Furthermore, they will also work on the vocabulary used in the advertisements, such as words as *early birds* or *all-nighters*, as well as *formless*, *shapeless*, and so on. They will learn the new vocabulary by using it in class. For example, the teacher could ask them to make a sentence using a specific word from the vocabulary.

Also, at some point, the teacher will ask for volunteers to read out aloud the scripts of the advertisements. In this activity, they will first watch the short advertisement to focus on the intonation and the pronunciation and then they will be asked to try to imitate the pronunciation and the intonation of the advertisement. They will be allowed to read directly from the script and perform it in front of the class to make it more enjoyable and fun. The teacher will be allowed to make comments on their performance as well as the other students who would like to give their opinion or try it themselves from their seats. It is a good opportunity for the teacher to imitate the pronunciation and intonation of the advertisement as well to help students to imitate it themselves. After some performances of volunteers, students will be asked to work in pairs and try to read out loud and practise the intonation and pronunciation of the different scripts of the advertisements. The teacher would be moving around helping them and encouraging them to exaggerate their speech.

Once students have had several sessions of watching and practising the script of different advertisements, as well as getting familiar with the vocabulary, structure, intonation and other formal aspects. Students will be asked to choose a partner and think of a product in order to create their own advertisement. Each pair will have to think of a product to advertise and then prepare the script. First of all, the teacher will ask the students to choose a partner of their choice in order to make them work more comfortably and make

their learning process enjoyable. Since the activity is thought for a class of sixteen students, there will be eight pairs. In those cases in which certain students did not have a partner, the teacher would choose one for them. Through cooperative work, students will help one another and put their ideas in common. Also, knowing that their activity has a reward will keep them motivated throughout all the production process. Once students have chosen a partner and thought of a product, the teacher will give them a grid for them to write their names on it and the products chosen⁸. In case there is a coincidence and the same product is chosen, one of the pairs would have to change the product because it cannot be repeated.

Once students have chosen their partners and their product, the teacher will explain to them that the script should last a minute approximately and that there has to be a balance between the words spoken by each students, for example, if student A says four sentences students B should also do so. Moreover, the teacher will constantly remind them that it is important not to copy anything from their classmates because they will be competing one against one another. In order to evaluate them, the teacher will show them a holistic rubric on the screen with all criteria that will be taken into account when evaluating them and also the teacher will explain each stage⁹. It will highlight the importance of the originality and creativity of the video as well as the format, whether they are dressed appropriately, if they use the correct intonation and pronunciation, if they use short and simple sentences as well as other different aspects that will have been previously worked on.

During the process, they will be allowed to use make use of different electronic devices such as laptops, tablets or even their phones to design and prepare their advertisement. The teacher will encourage students to speak all the time in the target language and in case they have difficulties, the teacher will be there to help them. Also, the teacher will be moving around all the time to help each pair individually in case they have any doubts or do not know how to begin their advertisement. The teacher will be able to observe how students

⁸ See Appendix G.

⁹ See Appendix H.

work, whether they need to be reminded to stay on track, if they discuss their ideas in English or if one partner works harder than the other, aspects that will be taken into account in the final mark.

For that reason, it is very useful that students have watched different advertisements in previous sessions because they will already have some knowledge on what they generally look like. Whilst students write their scripts, the teacher will correct any grammatical mistake students make as well as help them with the vocabulary. Furthermore, students will be allowed to send their scripts to the teacher by email in case they want them fully corrected before filming themselves performing it.

By the end of the semester, the teacher will schedule the maximum date for students to hand in their videos and then in the last two sessions they will watch all the advertisements in class and vote for the winner. This activity will be carried out during the first semester because it is quite easy to do and as it was mentioned before, the level of difficulty of the activities suggested in this proposal will gradually and progressively become more difficult. Students would find the activity easy since the script is very short and they can make use of the examples given. Also, since the activity is thought to be prepared at the beginning of the year, students are not forced to talk a very long time nor talk in front of the class. This way, they will not feel anxious because they will film themselves at home or outside the school environment so they will get a positive and enjoyable first contact with the target language. By creating an advertisement, students will be also working on different competences. For example, during all the activity the linguistic competence will have a crucial role since students will have to communicate constantly in the target language to share and discuss their ideas as well as write them down. Also, the cultural competence will be present since students will learn aspects from different cultures by watching advertisements from other countries as well as to appreciate their originality. The learning to learn competence will also be essential since students will work autonomously and will have to solve their possible shortcomings, learn from their partners, express themselves to focus on the same goals, organize themselves, among others. The mathematical

competence will be present since students will have to calculate the time they have to speak in order for the video to last a minute approximately as well as to summarize information in order to make their advertisements direct and powerful. Students will also be developing the digital competence since they will make use of their phones or tablets to look up for information as well as to create their videos and make them creative and original. Then, the social competence will be of high importance too because students will have to take into account the role of society and consumerism in order to promote their advertisements and, finally, the sense of initiative and entrepreneurship will be present since students will be the ones who decide what to promote, will be autonomous in their work and will have to put their ideas in audio format.

In the end, after watching all the commercial adverts, each group will have to hand in to the teacher a paper with the justification of the topic, explaining why they chose to advert that specific product and how they did it, also any problems they may have encountered whilst doing the project. For example, whether they had any difficulties with the English language, such as difficulties in conveying and expressing emotions and feelings with the target language.

5.2. Theatre

During the middle of the second trimester, the students will be explained the main oral activity that they will be working on during that period of time. In groups of four, the students will have to prepare and write down the script of a theatre and then perform it in front of the class at the end of the trimester. After the performances, students will decide which short theater is the best one. Therefore, this main oral activity will also be a competition between the four groups in order to motivate them to prepare the best theatre. The final prize will be an advantage in the final exam or in the next oral activity of the final trimester. Students can freely choose their groups in order to make cooperation easier and help them feel comfortable within their respective groups. Nonetheless, if students do not know with whom to go because they are shy, the teacher will help organize the groups.

Once the students have formed groups, the teacher will give them a grid for them to write down the team members in each group¹⁰. Then, the teacher will randomly give a particular daily situation to each group. Each situation will be what they will have to perform and in order to do so they will have to write down the script of the theatre. Furthermore, each daily situation will give them information such as the location where it takes place, the characters that appear, how they feel and the situation they have to perform. Students will be free to decide the character they want to perform; however, in those cases in which there is no agreement between them and two or more of them want to be the same character, the teacher will decide for them and tell each student which character they will perform according to their daily situation. In this context, the teacher will prepare four different daily situations which students will most likely feel related to so as to make them feel motivated and engaged into the activity since they could perfectly happen in their real lives and they could happen to anyone. The daily situations will be very different between them in order to avoid groups copying one another and to make each mini theatre different and interesting. For example, four possible situations could be some like the following above which are adapted from Revel Arroyo (online) from the blog FluentU English Educator Blog.

Lost In Berlin

Location: Two students have been strayed from their guided tour in Berlin, Germany. It is night time and they wander through old dark streets, full of humidity, rats and weird noises.

Characters: Besides the tourist guide which will not appear in the play, there are a variety of people wandering through the streets:

- Two students
- Runaway criminal
- Police (chasing the criminal, or searching for someone who is lost)

Situation: In Berlin, old streets at night are cold, humid places known for being dangerous. Some of the situations the students may experience include:

¹⁰ See Appendix I.

- The lights suddenly go out
- It starts to rain
- Strange, out-of-place noises can be heard
- One of the students finds something of great value

Stolen Phone

Location: Two friends, Peter and Martha, are dancing in a disco in Palma when Peter realizes that his phone is missing. Then, Peter calls the police and goes home to tell his mum about the incident.

Characters: Besides Peter and his friend Martha, Peter's mum Anne also appears in some scenes as well as a police officer.

Situation: In the disco, the room is crowded with people and everyone is dancing. When Peter realizes the phone is missing, he calls the police and reports the robbery in the street. At Peter's home, everyone is sleeping and in silence, but Peter wakes his mother up, who is very worried and angry at the same time. Some of the experiences that Peter and his friend may go through at the disco are:

- The lights suddenly go out
- There is a fight in the disco
- The music is very loud

Eating out in a foreign country

Location: A fast food restaurant that serves very cheap and somewhat disgusting food.

Characters: The place and the food are a bit disgusting but the people there are actually very normal.

- Two friends who are on holiday and come in to have lunch
- A very cheerful waitress
- The owner, a very rude man

Situation: Two friends react to the menu which is not familiar for them. This situation should not be difficult since people may find a foreign country's food

weird. The two friends read the menu and cannot decide what to order since they do not understand the dishes. They ask the waitress to help them but they choose something they do not like and have to send the dish back to the kitchen and in this moment the owner gets mad with them.

Problems with my neighbours

Location: A street in the center of Palma.

Characters: John, who is having a wild party at home with very loud music, Kelly Anne, who cannot sleep because of the music and calls the police, and Mary, who is walking the dog and tries to calm them down.

Situation: John just graduated and invited all his friends from university to his house and got a dj for the party. John is having a great time dancing and drinking beer. His neighbour Anne knocks on the door to tell him to turn the volume down but when John ignores her, she calls the police.

These possible four situations will help students to put themselves into context since, as it was mentioned before, the situations could be real and could very likely happen to them in their daily lives. Students will imagine themselves in that specific situation. Afterwards, they will have to develop a script adapted to that specific daily shortcoming. Also, they will have to choose who plays each character. If they cannot agree for themselves, the teacher will help them by assigning the characters for each member of the group. Moreover, the teacher will remind them that there has to be a narrator to explain what happens in the scene and there can be as many scenes as they want. By working in groups, students will help each other to think of appropriate vocabulary, grammatical sentences and typical expressions that could be used in these situations. The teacher will be in class constantly moving around and helping the students in case they have any doubt or need some guidance in the writing process. At the same time, the teacher will be able to observe and notice if all students work equally and if they exchange ideas to write the script together. Whilst doing the script, the teacher will inform the students that before

doing the performance, each group will have to send their teacher an email with their script in order to correct any important mistakes before they perform their play in front of their classmates. Furthermore, students will be allowed to make use of technological devices such as their phones or laptops in order to look up for information such as vocabulary and online dictionaries. On the day of the performance, the students will have to prepare a Powerpoint file with images to contextualise the location of their play; they can also play some music in some scenes. For example, an example of a possible script from some of the groups on a particular situation given, such as the stolen phone situation, could be the following above.

SCENE 1

Peter and Martha are dancing in a disco. The room is crowded and the music is very loud. They can barely move with all the people.

Peter: I love this song, it rocks!

Martha: Me too, but I cannot dance, there are people everywhere!

Suddenly, people start pushing from all sides, there is a fight in the club and the lights go out.

Peter: Give me your hand, let's get out of here. *(Peter puts his hand in his pocket, looking for his phone).*

Martha: All right, I follow you.

Peter: OMG! My phone is missing, someone must have taken it. *(shouting)*

Marta: Let's call the police.

SCENE 2

Peter calls the police. A police officer enters the scene.

Police officer: How can I help you?

Peter: My phone has been stolen, my life is in there, I need to find it. *(crying)*

Police officer: You need to report the robbery, we can locate your phone with the IMEI number.

Peter reports the robbery and Martha sits nervously, waiting for him and go home. They take a taxi to Peter's home.

SCENE 3

Peter and Martha arrive safely to Peter's home. Peter's mum Anne is awake, waiting for them in the living room.

Anne: Where have you been? It's very late, guys! I was worried.

Peter: Mum...

Martha: Anne, something happened. Peter...

Anne: What's wrong? Tell me

Peter: My phone is missing, I just don't know how it happened... we were dancing and...

Martha: Yeah, we were dancing and there was a fight...

Anne: Gosh Peter, it is the third time it happens, really!?! (*angrily*)

Peter: I'm sorry mum, I'll find it.

Anne: Well, don't worry now, let's go and get some rest, we'll talk in the morning.

Martha: Good night Mrs. Anne!

Moreover, the students will be allowed to prepare the setting in case they need tables, chairs or other objects that are found in class. In addition, they will be allowed to bring other objects from home. Before starting writing their scripts, the teacher will tell them that each play has to last for two or three minutes approximately; therefore, each student will have to speak around forty seconds so they have to calculate how much they have to talk. On the day of the performance, since there will only be four groups, each play will be performed on the same day. The teacher will manage to book the assembly hall of the school in order to have more space and perform the short theaters there. The others 4th of ESO classes will be invited to come in and have a seat. In this context, if the English teachers of the other 4th of ESO like the idea, they could carry out this oral activity in the second trimester and then do all the performances could take place in the assembly hall and they could do a kind of a competition between them all. However, this main oral activity is only thought for a 4th of ESO class and the competition will remain between the groups of the same class. The other 4th of ESO will be invited as members of the public.

It should be highlighted that this activity will be interdisciplinary with the Catalan subject. By the middle of the second trimester, students will have studied the characteristics of the theatrical genre in the Catalan subject so they will be given the opportunity to put this knowledge into practice in the English subject by creating their own original theatre. Since students will have almost the whole trimester to prepare their play, they will devote one hour of English per week to think, design and put their ideas in common. A holistic rubric will be

used to evaluate students' spoken skills¹¹. The rubric will be shown to the students in order to guide and help them. By knowing how they will be evaluated, they will know what to do and what to avoid. The same day the teacher explains and shows them the rubric, the date of the performances will also be published. Before writing the scripts of the theaters and to make students think about it, the teacher will devote some classes to screen other situations that represent happiness, sadness, anger, bitterness and other emotions for students to practise intonation. In pairs, students could practise these different situations using emotional language and then perform them in front of the class. Each student would have to try to be dramatic and not to be shy. Since they will be in the second trimester, students are supposed to not feel as awkward as at the beginning of the academic year and they should be more comfortable to speak in English in class. Since they will be more familiarized with the school and the class itself, this oral activity presents a little more complexity than the first one since students will have to talk in front of the class and know the script by heart because they will not be able to make use of any notes whilst doing the short performances. Maybe they will feel more pressure because a part from taking, they will also have to perform but this way it is more fun too because they perform possible reactions to different familiar situations rather than talking of a random topic in front of the class. However, as they will know each other and they will have evolved in the target language, they will not feel as anxious as they would have felt at the beginning of the academic year. Also, they will be able to practise at home the days before the performance.

Furthermore, a few classes of English will be devoted to practise intonation before they start preparing their scripts. In this context, the teacher, in different sessions, will display possible daily situations that convey different emotions like happiness, sadness and bitterness, among others. Firstly, the teacher will read out aloud what is screened whilst trying to imitate and express the emotion of the script, whether it is a happy or a sad one. The way a script is read means everything to convey emotions so students will need to practise.

¹¹ See Appendix J.

The teacher will make the students practise a variety of different emotions individually and then in pairs. Also, the teacher will give them different intonation cards for them to read and then try to perform them in front of the class. For example, in pairs, they will be given random cards with different sentences to read out aloud with different intonations¹². Then, volunteers will be asked to come to the front of the class and imitate a short performance for the others to observe. In these cases, the teacher will help them to express the emotions and will support them to help them overcome their fear to speak in public.

By the end of the trimester, the teacher will schedule the maximum date for students to hand in their scripts and then in the last session they will perform all the theaters in class or hopefully in the assembly hall and vote for the winner. Before the day of the performance, the teacher will encourage them to dress up appropriately and get acquainted with the character they have to play. By creating and performing a short theatre, students will be working on different competences. For example, the linguistic competences will be key since students will use the target language throughout all the activity in order to communicate. Firstly, they will have to exchange ideas in order to agree between all the members of the group to write the script down. They will also practise intonation and the theatre itself in the target language. Also, the learning to learn competence will be crucial since students will work autonomously in groups and will have to overcome possible shortcomings, learn from themselves as well as from their partners and express their ideas in order to work on the same goal. The mathematical competence will be present too because each group will have to think how much each one has to talk in order for the theatre to last approximately two or three minutes as well as to express the main purpose and emotion using direct and powerful language. Students will also be working on the digital competence since they will make use of their phones or tablets to look for information as well as to create a Powerpoint presentation to display on the day of the performance, such as an image as the background setting or any music they may play to change the scenes. Then, the social competence will be of high importance because students will have to take

¹² See Appendix K.

into account the role of society and how people react to different situations. For example, they will learn different possible reactions in front of the same situation because each one of us may react differently to the same situation. However, in our society, there are situations in which we all react alike as in the case when our phone is stolen or something is disgusting. Finally, the sense of initiative and entrepreneurship will be present since students will be the ones who decide what to say and how; therefore, they will be free to make their own choices.

5.3. Debate

The last trimester of the academic year, students will be expected to have a better command of the English language and to feel more comfortable and familiar using it in spoken contexts since they will have already carried out two main oral activities in the previous trimesters. For that reason, the last main oral activity will be more complex than the two previous ones. This oral activity will be considered more difficult because students will have to talk in front of the class about a specific topic and give arguments and logical statements to support their ideas. In this context, students will have to prepare three different debates throughout the last trimester. The degree of complexity will be progressively increase throughout the trimester; thus, the first debate will be easier than the second one because the whole class will be participating in the same debate. The class will be divided into two different halves, one half will be playing a particular role and the other half will be playing an opposite role. The students will work in large groups and share ideas. Then, the second debate will be again easier than the third one because students will be doing the debate in groups of four; therefore, a pair will play a role against another pair playing the opposite role. Here again, each pair will have the help of their partner. Finally, the last debate will be done in pairs and it will be the most difficult one because students will have to think of ideas on their own without having any help from their classmates.

The topics of the debates will be related to the last units of their Students' Book. By using the topics of the units of their Students' Book, they will be able to use the vocabulary as well as the grammatical structures from the

units. Each debate will be prepared differently. Therefore, the first debate will be in pairs, the second will be in groups of four, and in the last one the class will be divided into two different halves but each student should participate on an individual basis. It must be taken into account that the teacher will be who gets to decide which students must agree or disagree with the topic in order to make their position clear. In this context, the complexity of the activity increases since students will have to be able to defend and maintain a position which maybe they do not agree with or be against an opinion which they agree with. If students prove that they are capable of playing the role and give arguments against or in favour of a controversial issue regardless of their personal opinion which could be completely different they will surely succeed. These three different debates will be carried out at the end of each unit. However, throughout the units, students would devote one hour of English per week to share and put their ideas in common as well as to design and organize the debate.

At the beginning of the third trimester, the teacher will explain to the students the final oral activity that they will be working on. In the first speaking session of the week, the teacher will give the students a worksheet with some useful language to use in debates¹³. After looking at it carefully, the teacher will ask students to work in pairs and talk on some controversial issues like “using animals in medical research” or “nowadays marriage is so outdated”, using the useful language from the worksheet. After ten minutes, the teacher will ask for volunteers to share their opinion with the rest of the class. If there are no volunteers, the teacher would choose anyone to explain what they had just talked about to the rest of the class. In the following speaking session, the teacher will explain to the students that they will have to do a debate at the end of the unit. Therefore, if the teacher devotes three whole weeks to cover a unit, students will have three speaking sessions to prepare each debate. Each week, one session of English will be used for speaking and in these lessons students will prepare the debates.

¹³ See Appendix L.

5.3.1. Debate Number 1:

In the first debate, the whole class will be divided into two different halves so eight (or more) students will play a role and the other half will play an opposite role. The teacher will choose eight students to play character A and eight students to play character B and then students will write their names on a grid¹⁴. In the same session, the teacher will tell the students if they play character A or B and what the debate will be about. For example, if students are studying Unit 7 of their textbook which is about technology, a possible topic for the debate could be “Teenagers are too dependent on technology” and “Parents should control their children’s access to the Internet”. For example, one half of the class should agree with teenagers’ dependency on technology and the other half should disagree. Once the teacher has informed the students about the topic of the debate and who plays character A and B, the students will be separated into two halves and sit with those who are A or B like them. Once they have all sat down within their group, they will be told to start thinking of ideas and to write them down because they will have to hand them in after having presented the debate. Moreover, they will be able to make use of any technological devices they may have in class such as their phones, laptops, tablets or others to conduct a little of research on the topic. They will be able to look for information in relation to the topic and get new ideas. The teacher will be moving around and helping the two large groups in case they have any problems expressing ideas or need feedback or to be corrected. The teacher will remind them to use the worksheet with the useful language to defend and present their ideas and arguments whilst doing the debate. Furthermore, the teacher will encourage all the students to think of an idea and then speak about it in the debate since it is very important that all of them participate to avoid only a few people speaking. For that reason, the teacher will inform the students that each half has to prepare around twelve or thirteen ideas and reasons to defend their position on the day of the debate because it has to last between fifteen and thirty minutes¹⁵. Whilst students prepare and organise the debate in one of

¹⁴ See Appendix M.

¹⁵ See Appendix N.

the lessons in class, the teacher will show them the rubric that will be used in order to assess them¹⁶.

In this debate, students will feel more relaxed and without a lot of pressure because they have the support of their classmates. In case someone cannot think of a new idea or gets stuck, there are always other people in the group to help this person and to add other ideas. Through cooperative work, students will get to trust one another and build a more comfortable relationship between them. Also, during the debate, in case one group makes a very good statement that is very difficult to be against, there will be eight people in the other group to think and try to make a counter-argument rather than only one person alone that may feel very nervous. Furthermore, if they feel lost and do not know how to defend their position, they will be working alongside with other people in the group and can try to copy the way their mates do it.

5.3.2. Debate Number 2:

After the students have completed this debate successfully and got acquainted with how to defend and maintain a position, they will be informed that for the next unit they will also have to do another debate but in groups of four. So, students will have to work in small groups of four members each. Since there are sixteen students in the class designed for implementing this teaching proposal, there will be four groups of four. Students will be free to choose the remaining members of their groups. At this stage, it is extremely important that they feel comfortable in speaking activities since the activity itself can make them nervous so it is best to make it easier for them by allowing them to choose their partners. Then, the teacher will give them a grid to write the names of each member of the group¹⁷. In case someone does not have a group, the teacher will randomly put them in one.

Afterwards, the teacher will explain that groups one and two will have to carry out a debate against one another and that groups three and four will also have to carry out a debate against one another. So, if Unit 8 is about culture

¹⁶ See Appendix O.

¹⁷ See Appendix P.

and travel, the teacher will think of two different topics and give one to groups one and two, and the other topic to groups three and four. Also, the teacher will tell each group whether they have to play character A or B. So, if the first topic is whether “Tourism destroy the culture and the environment of a place”, group one will be A and will have to debate in favour of it and group two will be B and will have to debate against it. Another topic for the other groups could be whether “Traveling benefits peoples’ minds and promotes the understanding of other cultures”. Again, the teacher will tell groups three and four which of them has to be A and defend the topic and which has to be B to be against it. In case the groups do not know how to defend or to be against the topics, they will be allowed to look for information on any electronic devices they may have during the speaking lessons. They will have time to prepare the debate and ask the teacher for any doubts they may have. For example, if students cannot think of new ideas or freeze, the teacher will be able to give them some clues and help them to look for information such as other factors related to the topic such as “the local economy in relation to tourism” or “the millennials in relation to traveling”. The teacher will constantly move around the classroom and help each group with corrections or ideas. In this debate, the teacher will also inform students that each group will have to think of fifteen ideas approximately because each debate should last between fifteen and twenty minutes¹⁸. Also, the teacher will remind them to use the worksheet with the useful language to use in debates and to write down their ideas since they will have to hand it in after doing the debate.

This debate can be somehow more difficult than the previous one because the topic will be a bit more difficult. Nonetheless, there will be four members in each group so they can help each other and make cooperation easier. This group technique will probably make them feel more comfortable since they will not feel as pressured as they would if they had to do the debate on their own, including thinking of ideas to defend. The teacher will tell the students that the rubric that will be used to evaluate them will be the same one that was used in the previous debate and they will be shown it again in case

¹⁸ See Appendix Q.

someone cannot remember the criteria. By the end of the unit, students will carry out both debates on the same day. First, groups one and two will start doing their debate and groups three and four will be quiet and observe as part of the audience. After they have finished, groups three and four will proceed to do their debate and groups one and two will now be the audience.

5.3.3. Debate Number 3:

Finally, in the last unit of the third trimester, students will have to carry out a debate in pairs. This debate will be the most difficult one because students will have to prepare it on their own and individually and they will have no help from their mates. First of all, students will have to choose a partner to carry out the last debate of the trimester. Since our context for this didactic proposal is in a class of sixteen students, there will be eight pairs. The students will be able to choose with whom they want to do the debate, as mentioned several times up to now, it is better for them to do it with someone they feel more comfortable rather than intimidated. In case there are some students who do not have a pair, once again the teacher will pair them up randomly. Once students have chosen their partners, they will write their names on the grid given by the teacher¹⁹. Each pair will be given a different controversial topic in relation to the unit they will be working on. For example, if the last unit of their Students' Book is about consumerism, the teacher will give each pair a different issue related to consumerism in order to avoid them copying each other. For example, one topic could be "consumerism makes us feel empty". They will prepare the debate in the following speaking sessions and the teacher will be there to help them in case they do not know how to express their opinion. They will be allowed and encouraged to use the useful language worksheet to organise their ideas and express them. The teacher will tell them that each debate should last around five minutes so each one should prepare at least ten logical ideas to expose on the day of the debate²⁰. Again, the teacher will inform them that they will have to hand in their written ideas after having presented the debate.

¹⁹ See Appendix Q.

²⁰ See Appendix R.

Also, the teacher will show them the rubric that will be used to evaluate them on the day of the debate; the rubric will be the same one used in the previous debates so students. The teacher will tell them that the debates will be presented at the end of the unit and that each debate will be done individually with the teacher. Therefore, the teacher will post a grid with the names of each pair and the time they have to come to class in order to do it by following a logical order. This debate is the most difficult one since students will have to prepare it individually and think of arguments by themselves. Also, the teacher will decide who plays A and B so the student who has to be in favour or against a particular topic should be aware that it may be different from their personal opinion. For example, it is more difficult to defend an idea when you are against it or to be against something you agree with. This increases the difficulty of the debate and also the fact that they will not have the help of their mates since it is individual. However, the teacher will help them in class in case they need so. In all the debates, the teacher will record their voices to listen to them again if necessary when assessing them at home.

By doing three different debates throughout the last trimester, students will learn how to develop their critical thinking and their speaking skill (Iman 2017, 90). Whilst doing the debates, students will integrate everything they have learnt in the unit such as the vocabulary, grammatical structures, and others. Also, they will be integrating and working on different competences. The linguistic competence will be the key to success since all the debates involve the use of language to communicate. Students will have to argue and defend their ideas as well as to communicate with others to agree and construct a debate. The learning to learn competence will also be of high importance since students will be working on their own even though the teacher will also guide them in the process. They will learn how to defend an argument and how to overcome difficult situations by themselves. The digital competence will be present in all the debates since students will make use of technological devices to look for information and get new ideas for their debates. Also, the social and the mathematical competence will be used since students will have to calculate how much time to devote to one idea in order to cover them all in the time given

to carry out the debate, for example. Furthermore, they will have to take into account the role of society and the way people think on a controversial topic. For example, if they have to be against something most people agree or agree with something most people are against.

All the oral activities that have been presented in this didactic proposal involve “students’ active participation in interactive activities (Dörnyei and Thurrell 1994, 41). As mentioned at the very beginning of the proposal, these activities will only be successfully carried out if students have had some training on speaking the previous academic years. The three main oral activities mentioned throughout the proposal are somehow fun and interactive so students can associate learning English whilst having fun in the advertisement video or in the theatre task.

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7. Appendices

7.1. Appendix A: Transcription Sample

Transcription sample S1 LG

Hi everyone, my name is Pere Joan <laugh 0,5"> and he is Marc Miró, and Biel Duran, and Miquel Riera. We are <0,2"> we are here to speak on the natural disaster in the United States but <uhm1"> my group want to speak to the hurricane Irma <0,3">. That is a image of the hurricane Irma in the air <laugh 3">. There are many people that <1"> that died <2"> yes because more people haven't have a house because it destroyed by <0,2"> this hurricane. Which are the current consequences? Men have to pay <umh 0,4"> very millions and and <0,3"> their a lot of people that has his house destroyed <uhm 2">. It compared to the the torrentada <0,6">. Irma begin <0,3"> started at <laugh 1,6"> 30th of August to <laugh, no sé com dir-ho 4,3"> 13th of September of 2017. (1 minute)

7.2. Appendix B: Questionnaire on EFL students' Use of English

Name:

Course and group:

Surname:

1: Age:

2. Gender:

Male:

Female:

3. How many years have you been studying English?

4. Do you study English at a private academy? Do you take private English lessons?

5. How much time do you study English during the week? (School, TV in English, reading...)

6. Do you watch TV (netflix, HBO...) in English? Do you use subtitles?

7. Have you ever studied English in another country? If so, where and how long did you stay there?

8. Do you think that speaking practice is important in English lessons? Do you practise the speaking skill in the English subject?

9. Do you think that pronunciation is important when learning a new language? Do you study it in class?

10. Which skills do you practise the most? (Reading, Writing, Listening, Speaking)

11. Do you like speaking in English in front of the class?

12. If not, why? Choose

I am afraid of making mistakes

I don't feel comfortable or confident with my mates

I don't feel comfortable or confident enough with myself

I think the content is too difficult

I don't have a good command of the English language

7.3. Appendix C: Grid Group Oral Presentations

GROUP ORAL PRESENTATIONS

NATURAL DISASTER	Student's name	Student's name	Student's name

7.4. Appendix D: Research Guide

What to include in your report?

Whilst doing the research of your report try to cover up the following questions

- When and where did it happen?
- How did it happen?
- Did it affect many people? Animals? Nature? If so, in which way? • Which are the current consequences?
- What can we do to prevent and avoid it for future generations?
- Is it the first time that it happens?
- Can it be compared or associated to something similar?
- What do you think about it?

You may include other facts that are of interest to the public but mainly focus on important details.

7.5. Appendix E: Rubric for Oral Presentations

Criteria	Poor	Regular	Good	Excellent
Fluency	Students distract each other. Voices are too soft to be heard and words are spoken too fast or slow.	Student is sometimes inaudible, and words are spoken too fast or slow.	Student is audible and express emotion and purpose.	Student reason and explore ideas. Student is always audible and committed to the emotion and purpose.
Body language	Contained no body language.	Needed more facial and body expressions.	Uses some body language to support speech.	Uses body language (eye contact, posture, gestures) to enhance and support speech.
Memorization and improvisation	Script was not memorized; no improvisation used.	Script was partially memorized; student did not attempt improvisation.	Script almost memorized-some improvisation used.	Script was fully memorized; student improvised and paraphrased.
Pronunciation/ Articulation	The student mispronounces many words and the speech is inappropriate.	The student pronounces some of the words clearly and expresses the speech somewhat clearly.	The student pronounces most of the words clearly and correctly expresses the speech.	The student pronounces every words clearly and expresses the speech clearly.
Use of English	Students did not use appropriate grammatical sentence structures in reported speech or used only basic structures and made frequent errors.	Used the reported speech with frequent errors.	Used the reported speech but made some errors.	Students used many different grammatical structures in reported speech with only few or no grammatical errors.

7.6. Appendix F: Satisfaction Survey

Name:

Course and group:

Surname:

- | | | | | |
|---|---|---|---|---|
| a) I enjoyed speaking in front of the class | 1 | 2 | 3 | 4 |
| b) I think the oral presentation was easy | 1 | 2 | 3 | 4 |
| c) The teacher was helpful during the research process | 1 | 2 | 3 | 4 |
| d) The teacher helped me with grammar and pronunciation | 1 | 2 | 3 | 4 |
| e) I felt very nervous whilst speaking | 1 | 2 | 3 | 4 |
| f) I think we should do more speaking activities | 1 | 2 | 3 | 4 |

7.7. Appendix G: Grid Advertisement

ADVERTISEMENT

PRODUCT	NAME	NAME

7.8. Appendix H: Rubric Advertisement

Criteria	Needs Improvement	Satisfactory	Excellent
Fluency	Student is sometimes inaudible, and words are spoken too fast or slow.	Student is audible and express emotion and purpose.	Student reason and explore ideas. Student is always audible and committed to the emotion and purpose.
Body language	Needed more facial and body expressions.	Uses some body language to support speech.	Uses body language (eye contact, posture, gestures) to enhance and support speech.
Memorization and improvisation	Script was partially memorized; student did not attempt improvisation.	Script almost memorized-some improvisation used.	Script was fully memorized; student improvised and paraphrased.
Pronunciation/ Articulation	Students pronounce some of the words clearly and expresses the speech somewhat clearly.	Students pronounce most of the words clearly and correctly expresses the speech.	Students pronounce every word clearly and expresses the speech clearly with emotion.
Mechanics	The script or audio have a great amount of grammatical and spelling errors.	The script or audio have few grammatical and spelling errors.	The script or audio do not have any grammatical nor spelling errors.
Group cooperation	Students needed to be reminded to work. One of them worked harder. They constantly argued and could no agree on anything.	Students needed to be reminded to stay on task occasionally. They contributed equally to the project. Sometimes they disagreed but made an effort to cooperate.	Students did not needed to be reminded to word. They contributed equally to the project and shared the same ideas so they worked in a positive environment.
Video content and organization	The video lacks a purpose, the information given is irrelevant or not connected to the theme.	The content of the video is appropriate and details and sequences are logical and well organized throughout the video.	The video shows a clear and straight purpose. Messages are presented in logical order with relevant information.
Production	The video is of poor quality and is not edited. There is no text on the video.	The video is edited. The video has a good timing and transitions are used to transmit the main idea.	The video is edited. The video has a good timing. It reproduces smoothly and a variety of transitions are used to transmit

7.9. Appendix I: Grid Theatre

	Students' name	Students' name	Students' name	Students' name
GROUP 1				
GROUP 2				
GROUP 3				
GROUP 4				

7.10. Appendix J: Rubric Theatre

Criteria	Needs Improvement	Satisfactory	Excellent
Fluency	Student is sometimes inaudible, and words are spoken too fast or slow.	Student is audible and express emotion and purpose.	Student reason and explore ideas. Student is always audible and committed to the emotion and purpose.
Body language	Needed more facial and body expressions.	Uses some body language to support speech.	Uses body language (eye contact, posture, gestures) to enhance and support speech.
Memorization and improvisation	Script was partially memorized; student did not attempt improvisation.	Script almost memorized-some improvisation used.	Script was fully memorized; student improvised and paraphrased.
Pronunciation/ Articulation	Students pronounce some of the words clearly and expresses the speech somewhat clearly.	Students pronounce most of the words clearly and correctly expresses the speech.	Students pronounce every word clearly and expresses the speech clearly with emotion.
Mechanics	The script has a great amount of grammatical and spelling errors.	The script has few grammatical and spelling errors.	The script does not have any grammatical nor spelling errors.
Group cooperation	Students needed to be reminded to work. One of them worked harder. They constantly argued and could no agree on anything.	Students needed to be reminded to stay on task occasionally. They contributed equally to the project. Sometimes they disagreed but made an effort to cooperate.	Students did not needed to be reminded to work. They contributed equally to the project and shared the same ideas so they worked in a positive environment.

7.11. Appendix K: Intonation Cards

- I was so **happy** at Mary. She came to London on my **birthday**. She bought me a **huge** present.
- They were **angry** at me. I didn't **invite** them to my **birthday** party.
- Say: "It's time to go" to your little brother.
- Say: "It's time to go" to your annoying sister.
- Say: "It's time to go" to your boss.
- Say: "It's time to go" to your adorable doggy.
- Say: "It's time to go" to your dearest friend.
- Say: "It's time to go" like you are asking a question.
- Say: "It's time to go" like you are happy to go.

7.12. Appendix L: Useful Debate Language

- In my/our/ opinion...

- I/(don't) think that...
- I see it that...
- If I give you my honest opinion...
- According to the opponents...
- As far as I am concerned...
- My position is the following...
- Firstly...,secondly...,our third point is...
- The first good reason to...is that...; next; what's more; moreover...
- To begin, I think that....
- Furthermore, you should know...
- Last but not least....
- I get your point, but...
- Yes, I understand, but my opinion is that...
- That's alright, but the problem is that...
- I'm afraid I can't quite agree with you.
- I understand you, but now let me respond to it.
- Here's my reply...
- Excuse me, but I completely disagree with you.
- Sorry, I just have to disagree with your point.
- Let me just respond to that, please.
- I'd like to take issue with what you just said.
- There are two issues our opponents have failed to dispute, namely...
- I pointed out that...
- Let's sum up where we stand in this debate.

7.13. Appendix M: Grid Debate 1

FIRST DEBATE GRID

GROUP A	GROUP B

7.14. Appendix N: Expected Results Debate 1

“Teenagers are too dependent on technology”

- **Character A:**
 - Anxiety and depression
 - Low self-esteem
 - Sleep problems
 - Agression

- Obesity
- Eyes diseases
- Low productivity
- Study problems
- Nervousness
- Boredom
- Materialism
- Cyberbullying
- **Character B:**
 - Share work online
 - Socialization
 - Worldwide communication
 - Independence
 - Problem solving
 - Time saver
 - Job opportunities
 - Digital creativity
 - Good distraction for busy parents
 - Entertainment and fun
 - Vast learning
 - Good researcher tool

7.15. Appendix O: Rubric Debate

Criteria	Needs Improvement	Satisfactory	Excellent
Respect	Language and gestures were disrespectful and with interruptions	Body language was respectful but sometimes students used inappropriate language	All responses were completely respectful respecting their opponents
Rebuttal	Poor rebuttals, failure to point out problems and failure to defend against attack	Decent use of rebuttals with some slip-ups	Excellent use of counter-arguments and defense against objections
Organization	Unclear and disorganized throughout all the debate	Somehow clear but not orderly	Completely clear and sequenced
Understanding	Students did not understand what they had to do and could not defend or disagree with it	Students understood the main point of the debate but had some shortcomings	Students understood the topic and could defend and give logic arguments to convince their opponents

7.16. Appendix P: Grid debate 2

SECOND DEBATE GRID

GROUP 1				
GROUP 2				
GROUP 3				
GROUP 4				

7.17. Appendix Q: Expected results debate 2

“Tourism destroy the culture and the environment of a place”

- **Character A:**

- Tourists cause pollution
- Traffic jam
- Language problems
- Crowded places
- Robberies
- High prices in touristic areas
- Dirty places
- Destroy our culture
- Alteration on the environment
- Waste of water

- **Character B:**

- Tourism equals money
- More jobs opportunities
- Mallorca is a touristic island
- We depend on tourism to survive
- We learn new languages
- Socialization
- Learn from other cultures
- A touristic place means beauty and beauty means cleanliness

7.18. Appendix R: Grid debate 3

THIRD DEBATE GRID

TOPIC	NAME	NAME

7.19. Appendix S: Expected results debate 3

“Consumerism makes us feel empty

- **Character A:**

- Waste of money
- We are never satisfied
- Vicious circle, we get obsessed
- Others

- **Character B:**

- We are always fashionable
- We spend money so we contribute to local economy
- More advertisements, more jobs
- others