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**The Implementation of a TBLT Didactic Unit and its Effect on Student Motivation in 4th of ESO**

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## ABSTRACT

This paper aims to analyse a didactic unit specifically designed and carried out in a 4th of ESO group in l'Institut 9 located in Santa Coloma de Gramenet. One of the main objectives of the didactic unit was to increase student motivation by using the TBLT approach in the classroom. To this purpose, the present study is focused on analysing the effect that the final task, the role of the teacher and the use of group work – had on students' motivation. Before designing and implementing the didactic unit, an observation phase took place and a pre-questionnaire was administered to the students. Both the pre-questionnaire and the observation phase were key to determine that the students' motivation was rather low. Therefore, the didactic unit had the aim to tackle this issue. Finally, a post-questionnaire was administered to the students to check the effectiveness of the unit in terms of motivation. Findings support the continued use of TBLT since it results in an improvement in students' motivation.

**KEYWORDS:** motivation, didactic unit, TBLT, secondary school, EFL

## RESUM

El present treball té com a objectiu analitzar una unitat didàctica dissenyada per a un grup de 4t d'ESO a l'institut 9 ubicat a Santa Coloma de Gramenet. Un dels principals objectius de la unitats didàctica augmentar la motivació dels alumnes utilitzant la metodologia TBLT. Per aconseguir aquest propòsit, el present estudi analitza l'efecte que – la activitat final de la unitat didàctica, el rol del professor i l'ús de treball col·laboratiu va tenir en la motivació de l'alumnat. Abans de la seva implementació, una fase d'observació i un pre-qüestionari van ser administrats als estudiants. Tots dos –el pre-qüestionari i la fase d'observació– van ser clau per determinar que la motivació dels alumnes era més aviat baixa. Per tant, la unitat didàctica tenia com a objectiu abordar aquest tema. Finalment, es va administrar un post-qüestionari als alumnes per comprovar l'eficàcia de la unitat en relació amb la motivació de l'alumnat. Els resultats suggereixen que seria recomanable continuar aplicant la metodologia TBLT perquè té un resultat positiu en la motivació dels estudiants.

**PARAULES CLAU:** motivació, unitat didáctica, TBLT, escola d'educació secundària, EFL

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## 1. Introduction

Motivation is crucially a concern for language teachers since it is considered as an essential component for language learning success (Ushioda & Dörnyei, 2012). However, it is challenging to keep students motivated since the teacher has not only to spark students' interest, yet also have to "sustain their motivation through the long and challenging process of learning a language" (Ushioda, 2012, p.78). In fact, research evidence shows that it is when second language learners experience an increase of cognitive and linguistic demands that motivation declines (Ushioda, 2012, p.78). Therefore, it is crucial to find a teaching approach which increases learners' motivation and captivates their interests.

Task Based Language Teaching has proven to be an approach which can motivate students to learn a second language. However, not much empirical research has focused on analysing the role that the tasks, the teacher and the group work play on students' motivation. In this sense, the following paper has the main aim of analysing to what extent the didactic unit called "How much tech is too much tech?" implemented in the English lessons of a 4th of ESO group was motivating for teenage students by examining the three previously mentioned components: the final task of the unit, the teacher and the group work. Precisely, the design and creation of the didactic unit was motivated by the lack of motivation and participation detected in the English lessons in a pre-questionnaire carried out before the implementation of the teaching unit. Therefore, the main aim of the TBLT didactic unit was to increase students' motivation and participation in the English lessons.

This paper is organised into eight sections. Firstly, there is a justification that describes learners' attitudes in the English lessons and provides reasons why TBLT can be a promising teaching method in this specific context. Then, the context section provides a general depiction of the school area. The consecutive section, the class group analysis provides a general overview of the context that surrounds the assigned group and the main characteristics of the students. The Theoretical Framework offers a literary review concerning L2 Motivation and TBLT. Then, there is a literature review on different empirical studies focused on Motivation and TBLT and empirical evidence on task motivation, group work and motivation and the teacher and motivation. After this, the present study is presented and explained. Then, the different research questions are answered and finally, conclusions are presented, while addressing limitations.

## 2. Justification

This section of the current paper has two objectives: the first is to provide further description of the language learning issues detected during the observation phase of the researcher's teaching practicum carried out in the English lessons of the 4th of ESO group; and, the second is to justify the proposed didactic unit based on a TBLT approach. As mentioned earlier in this paper, the didactic unit uses the TBLT approach with the purpose of increasing student motivation and participation in their English lessons. Therefore, the English lessons observed in the assigned group of students and the students' attitudes towards the class delivery and content are the main aspects focused on in this section.

It is important to note that the students did not have a textbook or a digital book. Instead they worked on different tasks and activities which the form teacher prepared and uploaded to Google classroom. This means that the teacher was responsible for deciding and selecting the contents and materials that the students worked on, both in and out of the classroom. Moreover, it is important to highlight that each student was provided with a Chromebook and each class had an interactive whiteboard and a projector. The teacher usually provided them with links to practice the language forms which had been presented at the start of the class. In summary, the classroom promised to be engaging and motivating to the students because of the use of technology, however, the teacher's traditional approach in the use of this technology clearly reduced its potential impact on participation and motivation.

The teaching methodology used in the class was the Presentation, Practice, Production (PPP) approach whereby lessons usually started with an explicit focus on the form or the structure to be learnt in that particular session. Then, activities were carried out to practise the presented language. Students then practised with activities carried out in pairs or alone, but very seldom in groups. The form teacher assisted students when it was needed and all together, the students and the teacher corrected the activities at the end of the lesson with the teacher giving feedback after each response. Rarely was the third phase of this approach ever included in the session and often the students were left without the important opportunity to carry out uncontrolled practice of the presented language. Therefore, the students did not tend to practise orally the target forms they were focussing on in a lesson. From an observer perspective, the classes were too teacher focused and too teacher-centred and grammar- focused.

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The students' attitudes to the English classes often demonstrated disinterest, a lack of motivation and minimal participation. There were only two students who regularly participated when the form teacher raised a question or there was a general discussion. In fact, there was a group of students, specifically girls who, as the centre recognized, even though they had a good level of English, did not intervene in the class's discussions. This might be due to a lack of confidence when speaking the L2 or just to the fact that they were shy and did not want to expose themselves in front of others. The rest of students' participation was usually low and it might vary depending on the topic that was being dealt with at the moment. The main reason for this was probably that the students felt their English skills were not good enough and they did not desire to expose themselves.

Nevertheless, as the centre acknowledged, the rate of participation in this group tended to be low in general in most subjects with their participation in the English classes even lower than in the rest of the subjects. For the most part, most of the students showed a significant lack of interest and seldom engaged in the activities proposed by the form teacher, usually putting minimum effort into accomplishing the tasks successfully. Therefore, it can be inferred that motivation, or more specifically, the lack of it was, indeed, the main issue in the English lessons. To further highlight this, a deeper analysis of students' motivation will be provided in section 8.1. by analysing the students' opinions and thoughts on different matters.

Thus, in light of the above description of student motivation and participation, it was crucial to attempt to design classroom material capable of motivating students through both teaching method and content. Task Based Language Teaching is an approach which can boost students' motivation in the EFL classroom since TBLT lessons spark learners' interest and result in enjoyment (Hadi, 2013; Asma, 2018), create a motivating and engaging environment by easing learners' anxiety (Bao & Du, 2015), make learners feel more confident when speaking the target language since they practise their speaking skills in tasks (Chua & Lin's study, 2020) and at the same time, tasks create a challenging environment and a sense of responsibility which increase learners' motivation (Amalia & Ramdhani, 2019). Moreover, TBLT tasks are intrinsically motivating for learners since precisely tasks seek to engage learners' interests by providing topics which have some real world relevance (Willis & Willis, 2007, p. 8). Finally, TBLT tasks are motivating since learners enjoy working with their peers which they consider friends  (Ghaith, 2003, as cited in Csizér,

2017) and precisely, it is in adolescence that peers' dependence on their equals becomes much higher and relevant than on parents or teachers (Tu & Chu, 2020).

## 3. Context

This didactic unit was specifically designed to be implemented in a 4th of ESO group in Institut 9, a public secondary school located in Santa Coloma de Gramenet. The teaching unit was focused on the development of a 10-session didactic unit in the area known as Singuerlin. Currently, the school consists of temporary, but comfortable modules until a new building has been completed. As it is a relatively new school, it only offers classes for students in secondary education, that is, from 1st of ESO to 4th of ESO. However, the school will offer Bachillerato classes as of the next academic year 2022-2023. All students attend school from Monday to Friday even though students' schedules vary depending on the ESO level they are studying.

Most of the students who attend this school do not come from Singuerlin, but from other nearby districts such as Safaretjos, Riu Nord, Riu Sud, Raval, Santa Rosa, Can Mariner which belong to the school area where Institut 9 is located (school area 1) and are considered even more modest economically. In addition, some of these neighbourhoods such as Santa Rosa, Raval, Safaretjos are precisely categorised for presenting a high number of social problems such as families who present a lack of economic resources (Ajuntament de Santa Coloma de Gramenet, 2015, p.80). This can result in fewer chances to have contact with the L2, fewer opportunities to learn the L2 and therefore, worse academic results. As Stern (2003, as cited in Morales, 2017) argues, "people with more economical power have more access to L2 contact than low income students" (p. 88). Moreover, it is these neighbourhoods (Santa Rosa, Raval, Safaretjos) which present a high number of foreign people (González Sáez & Segura Aliaga, p.10). This reality is reflected in Institut 9 as students come from similar backgrounds: families who have a medium rather low socioeconomic status and who have few resources. This area is also characterised by its great cultural diversity as many students are from immigrant origin even though they were born and raised in Spain and speak Spanish.

**4. Class Group Analysis**

The class group consisted of a total of 29 students in their 4th year of ESO (13 boys and 16 girls). The students were between the ages of 15 – 16 years old with the exception of one student who was repeating the course and was 17 years old.

As stated above, the students came from families which presented a medium-low socioeconomic status. Some families had few economic resources and poor access to information and education. Moreover, as the centre recognized, three in total, presented a family background which did not provide a healthy and appropriate learning environment. This is to say, the family situations that these three students had at home did not facilitate academic progress as their parents were single parent families who did not help nor support or motivate them in their studies. Therefore, these students presented major issues at home which affected their learning.

Due to these complex family and personal backgrounds, these three students in particular, presented learning difficulties because of the lack of family participation in their education. They followed an individual plan (IP); they did the usual activities carried out in the classroom, but these were adapted to each student's current level and situation. At the same time, there were four students who were not present in the ordinary class, when some subjects were taught (for example English) since they attended special classes in order to learn Spanish and Catalan. Basically, the group consisted of 29 students, yet only 25 were present in the English lessons.

Most of the students had known each other since they were in 1st of ESO, except for four students who had just arrived this year to the school. Nevertheless, they seemed to be quite integrated in the class and maintained positive relationships with their classmates. Spanish was the mother tongue of most of the students in the class with the exception of four boys and two girls who had Arabic as their L1. Nonetheless, with the exception of one student, they were able to communicate in Spanish fluently. The students usually sat in groups of four in all the classes and for the most part, there were healthy pleasant group dynamics with the exception of three students who sometimes did not have the most proper behaviour and intended to draw their classmates' attention. There were some small friend groups among the class, however, the group seemed to be quite unified. All in all, the big class group was usually attentive and worked properly in all the subjects. However, as it has been mentioned

earlier, students' performance in the English classes was not the most desirable; students did not really engage in the activities done in class. Moreover, student participation was not very high. Hence, there were only two students who generally tended to participate when questions were addressed or there was a discussion in the English lessons.

The students' level of English varied from pupil to pupil, their levels ranged from A1 to B2. In reference to students' level of English skills, the form teacher who had been with them since they were in 1st of ESO, stated that there had been an increase in receptive skills- reading and listening. However, students did not tend to perform well in production skills, especially in writing. Whereas their performance on speaking skills depended on the topic that was dealt with and their willingness to partake or rehearse the task. However, as stated by the form teacher, students did pass 4th ESO basic competences exams, meaning that they managed with these exams even though they included a writing test.

## 5. Theoretical framework

## 5.1. Motivation

## 5.1.1. Motivation in ESL

The importance of motivation in second language acquisition is crucial, as Ushioda and Dornyei (2012) point out, "Motivation has been a major research topic within second language acquisition (SLA) for over five decades, ever since it became recognized as an important internal cause of variability in language learning success" (p. 396). Over the years, L2 motivation has evolved during different stages, specifically, Dörnyei and Ushioda (2011) identify four main periods: the social psychological period, the cognitive situated period, the process-oriented period and the socio-dynamic period (Dörnyei & Ushioda, 2011, p. 39-40). The social psychological period (1959 - 1990) in which Robert Gardner and Lambert explained that learners' attitudes towards the L2 community and the "ethnocentric orientation", had an influence on learners' motivation to learn the L2 (Ushioda & Dornyei, 2012, p. 396). Through this period, they proposed two types of motivational orientation when learning a language: an *integrative* orientation "reflecting a sincere and personal interest in the people and culture represented by the other group", and an *instrumental* orientation

"reflecting the practical value and advantages of learning a new language" (Gardner & Lambert, 1972, as cited in Ushioda & Dornyei, 2012, p. 396-97).

However, "a major criticism of this social-psychological tradition was that it provided few genuinely useful insights for teachers, beyond highlighting the desirability of promoting students' positive attitudes to the target language cultures and its people" (Ushioda, 2012, p.78). Therefore, it was in the 1990s, a period known for the educational shift that L2 motivation went through, that motivation began to draw "on theoretical perspectives from mainstream educational psychology and giving more attention to the classroom context of language learning and to practical pedagogical issues such as how motivation can be developed and sustained" (Ushioda, 2012, p.78). Later, research was focused on understanding "the unstable nature of motivation" during the learning process of a second language (Ushioda & Dörnyei, 2012, p. 397). In this new period, known as process-oriented period, Dörnyei and Ottó (1998) developed the process model of L2 motivation which according to Ushioda & Dörnyei represents "the most elaborate attempt to date to delineate the temporal structure of L2 motivation, which it divides into preactional (choice motivation), actional (executive motivation) and postactional (evaluation) phases" (Ushioda, 2012, p.78). However, this model had two major criticisms, firstly, it supposed that the actional process took place in isolation, hence independently of the influence that context and individuals could have. Secondly, the model took for granted that people can know exactly when a learning process starts and ends (Ushioda & Dornyei, 2012, p. 398). During the past decade, L2 motivation has moved to explore the influence of "internal, social and contextual factors" (Ushioda & Dornyei, 2012, p. 398) on L2 motivation; this period is known as the socio-dynamic period. Moreover, it is concerned with "the broader complexities of language learning and language use in the modern globalised world — that is, by reframing L2 motivation in the context of contemporary theories of self and identity" (Ushioda & Dornyei, 2012, p. 398).

This long history shows how the subject of L2 motivation has been of great interest along the years. Indeed, "L2 motivation is one of the most important factors that determine the rate and success of L2 attainment" (Dörnyei & Csizér, 1998, p. 203). However, defining L2 motivation is challenging since in the concerning literature, there is not a clear consensus on what the term means. Nonetheless, there are some features that are present in the different definitions. For example, Gardner (1985) proposed that "motivation … refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable

attitudes toward learning the language" (p. 10). At the same time, Dörnyei & Csizér explain that motivation "provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" (1998, p. 203). Both definitions share some features, as both refer to an initial phase that leads to the learning process as "desire" or "primary impetus", then, this initial phase is combined with effort which keeps the learner on the challenging path of learning a second language and which finally results in achieving the proposed goal of learning.

### 5.1.2. The teacher as Motivator

Despite the fact that motivation has been an essential field of study in SLA for over 5 decades (Ushioda, 2012, p.77), not much research has focused on developing useful insights for teachers to facilitate the teaching practice. As stated by Ushioda (2012), "it is really only within the last fifteen years or so that this field of study has begun to have a significant bearing on issues of classroom pedagogy and practice" (p.78). In fact, motivation in L2 learning is often regarded as a problem, as Ushioda states, "the problem may be how to motivate students or keep them motivated, or how to deal with boredom, lack of interest, or demotivating influences such as exams, low grades or inspiring materials" (Ushioda, 2012, p.77). At the same time, as stated earlier, motivation is an unstable process, meaning that motivation is not always the same during a learning process. Hence, as Ushioda states, "a key issue for teachers is not simply how to spark students' initial interest and enthusiasm but, more importantly, how to sustain their motivation through the challenging process of learning a language" (Ushioda, 2012, p.78).

In the 1990's, "personalising learning content and making it meaningful and relevant to the learner" was considered a relevant strategy to foster intrinsic motivation (Chambers, 1999, as cited in Ushioda & Dörnyei, 2012, p. 404). Indeed, if content is attractive and meaningful to the learners, they will be motivated to use the L2 to talk about the topics which are relevant to them. In this regard, firstly, in order to make content significant and relevant for students, a teacher must know their students, as Cummins (2006, as cited in Duff, 2012) remarks:

> it is important for teachers to know learners' cultural and linguistic backgrounds, abilities and aspirations better, to begin with, as well as other aspects of their identity

that are important to them (artistic, academic, or athletic abilities, other interests, or strengths (p. 420)

Basically, knowing all this information will be beneficial since this "will enable teachers to provide encouragement and support for students and to find suitable topics or projects about which they might wish to communicate in their L2" (Duff, 2012, p.420). At the same time, the teacher has to make sure that materials are engaging and up-to-date for students, as Goctu (2017), states:

Nowadays teaching English has become more challenging than ever. In order to help the learners' mastery (enhance the proficiency) of language skills, language teachers have to provide quality teaching materials that will be engaging, interesting, up-to-date while simultaneously being a tool that will ensure that the students learn (p. 121)

Furthermore, teachers do not have to try to control students' motivation through punishments, incentives and rewards. As Ushioda (2012) states the following:

Research evidence shows that using rewards and incentives not only fosters teacher-dependent forms of extrinsic motivation, but can also damage any intrinsic motivation students may bring since it undermines their perceptions of their own sense of personal control and agency (p. 80).

Therefore, teachers instead have to socialise motivation which means "promoting participation, social interaction, personal goal setting, decision making, responsibility, autonomy" (Ushioda, 2012, p.82). Moreover, teachers have to encourage learners to see the language as a means of self expression, not as some skills which are added to human beings' repertoire. In order to do so, "teachers need to promote a sense of continuity between what they learn and do in the classroom, and who they are and what they are interested in doing in their lives outside the classroom, now and in the future" (Ushioda, 2012, p.83). In this regard, teachers need to encourage students to express their interests and identities rather than consider them as learners who are just practising or exhibit knowledge of some language target forms (Ushioda, 2012).

Finally, effective teaching is also associated with high levels of student motivation, according to Dörnyei (2001) "no matter how competent as motivator a teacher is, if his/her teaching

lacks instructional clarity and the learners simply cannot follow the intended programme, motivation to learn the particular subject matter is unlikely to blossom" (p. 26). According to motivational psychologist Raymond Wlodkowski (1986, as cited in Dörnyei, 2001, p. 26) there are some components which make up effective teaching. Among others, the following can be highlighted: explaining things simply, giving comprehensive explanations, trying to find out what is not understood and repeat it, teaching things step-by-step, describing the work to be done and how to do it, explaining something and using an example to illustrate it, giving specific details when teaching, explaining something and giving time to students to think about it, showing how to do the work, explaining the assignment and the materials students need to do a task, stressing difficult points (Wlodkowski, 1986, as cited in Dörnyei, 2001, p. 26).

### 5.1.3. Dorney's Motivational strategies in the Language Classroom

It is only in the last fifteen years that motivation has been taken into account in terms of classroom practice. Dörnyei developed a framework "specifically developed for educational applications" which is based on the three phases (pre-actional, actional and post-actional) of the earlier mentioned Dörnyei and Ottó's (1998) process model of L2 motivation (Dörnyei, 2001, 28). The framework contains 35 classroom motivational strategies for generating and maintaining students' motivation (Ushioda & Dornyei, 2012, p. 404). However, "Dörnyei makes clear that teachers should not think of integrating all 35 strategies, but focus on a few well chosen ones that meet their needs and context" (Ushioda, 2012, p.79). These 35 strategies are organised into four main main units: creating the basic motivational conditions, generating student motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation (Dörnyei, 2001). However, for the scope and significance of this paper, only some of them will be further explained.

Before employing any motivational strategy in a classroom, teachers need to create the basic motivational conditions (Dörnyei, 2001). In this regard, strategy 3 "develop a personal relationship with your students" highlights that the teacher has to show students that he/she accepts and cares about them and that he/she listens and pays attention to everybody (Dörnyei, 2001, 39). For example, remembering students' names, showing interest in students' hobbies and asking about their lives out of school are possible options to do so

(Dörnyei, 2001). At the same time, strategy 5, "create a pleasant and supportive atmosphere in the classroom" remarks that the teacher has to make students understand that risk taking and mistakes are part of the learning process (Dörnyei, 2001, 42). Some humour is also considered a manner to encourage a pleasant atmosphere (Dörnyei, 2001). Moreover, strategy 6 "promote the development of group cohesiveness" highlights the importance of creating a cohesive community in the classroom. As Dörnyei states, "whether or not a class becomes a cohesive community is not simply a question of luck. There are a number of specific factors that can positively contribute to the process, and many of these are within the teacher's control" (Dörnyei, 2001, 43). In this regard, including activities which promote interaction and cooperation, using small-group tasks in which students can mix, avoiding rigid fixed sitting patterns and including tasks that lead to a visible final product which later include congratulating students' achievement are ways to positively influence group cohesiveness (Dörnyei, 2001). Finally, strategy 7 "formulate group norms explicitly, and have them discussed and accepted by the learners" focuses its attention on establishing good group norms which are well discussed and well received by everybody. As stated by Dörnyei, "if the group adopts effective learning-oriented norms, this can be a major contribution to group motivation" (2001, p.45). Moreover, Dörnyei and Murphey (2003) recognize the importance of discussing and accepting classroom rules as a group when they state:

> Real group norms are inherently social products. In order for a norm to be long-lasting and constructive, it needs to be explicitly discussed and accepted as right and proper. For norms to work, group members should 'internalise' them, to use Forsyth's words (1999), so that they become part of the group's total value system. This is true even with explicitly formulated school rules: even though students may obey them to a certain extent to avoid punishment or to appear agreeable, rules are unlikely to prevail for long unless they are willingly adopted by the majority of the members (p.36)

In this respect, Dörnyei proposes that the teacher, from the beginning of getting in touch with a group, has to include an activity in which learners explicitly discuss the classroom norms. Moreover, he also remarks that it is important to explain how important rules are, how they enhance learning and asking for students' agreement on those issues. Asking students for additional rules and discussing them in the same way as the rules proposed by the teacher is also beneficial to make them feel their opinions are also taken into account and make

them feel responsible as well. At the same time, the teacher has to show commitment in respecting these rules, "teachers, through their position as designated leaders, embody 'group conscience', and the model they set by their behaviour plays a powerful role in shaping the class (Dörnyei, 2001, p.47). In other words, "if the teacher does not pay enough attention to the enforcement of the established norms, learners very soon get the message that these rules are not very important and will rapidly discount and disobey them (Dörnyei, 2001, p.47). In this regard, strategy 8 "have the group norms consistently observed" remarks how the teacher has to make sure that he/she observes consistently group norms and that norms violations go never unnoticed.

When the atmosphere is adequate, it is time to build initial motivation. Strategy 13, "increase the students' expectancy of success in particular tasks and in learning in general" explains that teachers have to make sure students know exactly from the very beginning what success in a specific task looks like. Moreover, modelling success, that is, showing an example of what students are expected to do is also relevant for creating inicial motivation. At the same time, the teacher has to make sure students are well prepared to face the task and offer assistance while students are engaged in it. Letting students help each other is essential, "one reason why cooperative, small group tasks are particularly motivating is that students know they also have their peers working towards the same goals, resulting in a 'safety in numbers' kind of assurance" (Dörnyei, 1997, as cited in Dörnyei, 2001, p.58). Finally, teachers must remind students about the possible obstacles they might encounter when completing a task, and offer solutions to them if possible, as Dörnyei (2001) reports, "even if you cannot offer possible immediate solutions, the fact that the students have been reminded of these potential obstructions will give them more time to plan ahead" (p.59).

As previously addressed in the "Teacher as Motivator" section, making the content and materials relevant to the students is a powerful tool to motivate students to use the L2. In a similar vein, Strategy 15 called "make the curriculum and the teaching materials relevant to the students" refers to this same idea (Dörnyei, 2001, p.66). More specifically, it points out the importance of getting to know students' goals, interests and hobbies to make the curriculum as close to them as possible so that initial motivation can be generated. For example, the teacher could do a group discussion, an interview or a questionnaire in order to get to know the students. Relating the subject to students' experiences and real lifes is also a way to spark initial motivation. Once initial motivation has been established, teachers must maintain and protect motivation. In order to do so, breaking the monotony of the learning

lessons is essential in a classroom as strategy 17 "make learning more stimulating and enjoyable by breaking the monotony of classroom events" suggests. Varying tasks and some aspects of the teaching process are key to break monotony. Teachers can vary tasks in many different ways, for example, varying the skills tasks activate (writing, reading..), the channel of communication of such tasks (auditory, visual, tactil modes) or the tasks' organisational format (group work, whole class discussion…).

Moreover, teachers should also vary the learning materials, the spatial class organisation and play with the extent of students' involvement in tasks so that he/she is not always the one who leads tasks. However, as Dörnyei states, "Varying the tasks is important but not even the richest variety will motivate if the content of the tasks is not attractive to the students - that is, if the task is boring (Dörnyei, 2001, p.75). In this respect, strategy 18, "Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks" points out that the teacher should make tasks challenging and content attractive by relating them to students' interests and by personalising the tasks, that is, relating the tasks to their learners' own real lives. Moreover, the teacher should choose tasks which result in a finished product, as Dörnyei states, "tasks which require learners to create some kind of a finished product as the outcome (e.g. student newsletter, a poster, a radio programme, an information brochure or a piece of artwork) can engage students to an unprecedented extent" (Dörnyei, 2001, p.77).

Teachers should also increase students' involvement by making them become active participants, as strategy 19 "Make learning stimulating and enjoyable for the learners by enlisting them as active task participants" suggests. In this respect, the teacher should create specific roles and responsibilities for each student in order to make learners real participants of the lessons. As Dörnyei asserts, "sometimes learners need a more direct nudge than merely presenting an opportunity for participation, and handing out specific roles (e.g. on cards) or giving them personalised assignments are necessary to provide the needed momentum." (Dörnyei, 2001, p.77). Moreover, tasks need to be introduced in a motivating way as strategy 20 "Present tasks in a motivating way" proposes. That is, the teacher has to show enthusiasm and passion when introducing the task, he/she could also elicit predictions from the students about what the task is about. Teachers have to explain the purpose and utility of a task, for instance, the teacher could ask what connections the task has with their own real lifes or highlight how the skills learnt in the task will be useful to attain real life goals. Providing the strategies and skills students need to carry out the task

successfully is also beneficial for students' motivation. Modelling the skills and strategies needed for task completion is regarded as the best way to demonstrate them and avoid confusion on how to complete the task (Dörnyei, 2001).

Furthermore, adolescence is a challenging period in the lifespan of a human being since it is the moment when young people are searching for their own identity. Insecurity, worries and doubts are present during adolescence since their self-esteem and self-concept are being developed (Dörnyei, 2001). Teachers can provide confidence building experiences in the classroom to help students by making learners to experiment success as strategy 23 "provide learners with regular experiences of success" explains. At the same time, strategy 24 "build your learners' confidence by providing regular encouragement" highlights that the teacher has to remark learners' abilities and strengths and show confidence in students' capabilities to learn and complete tasks. Reducing anxiety is also beneficial in teenage years as strategy 25 "help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment" proposes. Promoting cooperation not competition and helping learners accept mistakes as part of the learning process are useful manners to do so.

Additionally, Dörnyei in strategy 29 "Increase student motivation by actively promoting learner autonomy" points out that learners should be given choices in respect to their learning process since it is regarded as an essential condition for motivation (Ryan & Deci, 2000a, Dörnyei, 2001, p. 103). Handing over teaching roles and leader roles is also considered to promote autonomy. Finally, teachers need to encourage positive self-evaluation about students' learning experiences. In this regard, noticing students' contributions and giving feedback to both their progress and the specific areas they need to focus is what strategy 32 "provide students with positive information feedback" is about. At the same time, celebrating students' victories and realising tasks in which students have to show their skills in public are what strategy 33 "increase learner satisfaction" suggests.

All in all, it is worth mentioning that even though the strategies Dörnyei proposes are reliable, they are not "rock-solid golden rules" (Dörnyei, 2001, p.30). As Dörnyei (2001) states, "differences amongst the learners in their culture, age, proficiency level and relationship to the target language may render some strategies completely useless/meaningless, while highlighting others as particularly prominent" (p.30).

**5.1.4. The Self-Determination Theory: Intrinsic and Extrinsic motivation**

Throughout the years, researchers (Dörnyei, Ushioda) have distinguished between intrinsic and extrinsic motivation. In fact, it was Decy and Ryan's Self-Determination Theory (SDT) which first introduced these two concepts. According to them, intrinsic motivation refers to "doing something because it is inherently interesting and enjoyable" (Ryan & Deci, 2000a, p.55). For example, a learner who reads a book for pleasure. In contrast, extrinsic motivation refers to "doing something because it leads to a separable outcome" (Ryan & Deci, 2000a, p.55). This outcome can be understood in terms of receiving a reward or avoiding punishments or sanctions. For example, a learner who reads a book since his/her parents have promised him/her to buy a videogame if s/he passes an exam related to the book.

Therefore, extrinsic and intrinsic motivation are not related to the 'amount of motivation' -which refers to whether a learner has poor or high motivation-, but to the 'orientation of that motivation', that is, if motivation is intrinsic or extrinsic (Ryan & Deci, 2000a, p.54). In order to define the nature of motivation, it is necessary to look at the reasons which influence a person's actions since as Deci and Ryan state, "orientation of motivation concerns the underlying attitudes and goals that give rise to an action – that is, it concerns the why of actions" (Ryan & Deci, 2000a, p.55). As seen in the earlier example, the first learner is performing the action -reading the book- because he/she wants to experience pleasure and enjoyment, whereas, the second learner reads the book since he wants to obtain his/her parents' award, in this case, the videogame. Hence, the reasons or goals behind both learners' actions are different and therefore, as much research has shown (Deci and Ryan, 2002), their quality in learning is different as well. As Ryan and Deci state, "intrinsic motivation results in high-quality learning and creativity" (Ryan & Deci, 2000a, p.55).

That intrinsic motivation is considered to be the optimal motivation in the educational field is not a new concept. As Ushioda (2012) puts it:

> "Research evidence suggests that intrinsic motivation promotes high-quality learning, since intrinsically motivated learners are deeply concerned to learn things well, in a manner that is intrinsically satisfying, and that arouses a sense of optimal challenge appropriate to their current level of skill and competence (e.e., see the collection of studies in Deci and Ryan 2002)." (p. 79, 80).

However, in the educational context it is not always easy for students to be intrinsically motivated to learn a language. Hence, it is a major concern relying on the most autonomous type of extrinsic motivation. That is, Decy and Ryan in the SDT distinguished among different types of extrinsic motivation; "some of which do, indeed, represent impoverished forms of motivation and some of which represent active, agentic states" (Ryan & Deci, 2000a, p.55). Basically, this means that SDT proposes different types of extrinsic motivation which will vary depending on whether the action performed represents a major degree of autonomy.

Extrinsic motivation has been classified into 4 types: external regulation, introjection, identification and integration (Ryan & Deci, 2000a). As stated earlier, external regulation or extrinsic motivation refers to doing an action in order to obtain a reward or avoid a punishment, therefore it can be regarded as the less autonomous type of motivation. To continue, introjection means that the action is performed in order to "avoid guilt or anxiety or to attain ego-enhancements or pride" (Ryan & Deci, 2000a, p.62). For example, a learner would be studying to pass an exam in order to not disappoint their parents; the action is not still considered self-directed since it is not still performed as free choice, but rather guided by internal pressure. The third type of motivation — identification— refers to when "the person has identified with the personal importance of a behaviour and has thus accepted its regulation as his or her own" (Ryan & Deci, 2000a, p.62). For instance, a student who studies hard for the first certificate exam because he knows being able to speak in English will be important for his/her future studies. Basically, the learner values the goal and identifies with it, s/he does not only perform the activity because s/he thinks s/he should do it. Therefore, although the student might be extrinsically motivated, the behaviour can be considered as relatively autonomous. Finally, the self-determined type of extrinsic motivation is integration. As stated by Ryan and Deci (2000a), "integration occurs when identified regulations have been fully assimilated to the self" (p.62) and "the more one internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self-determined" (p. 62). For example, a student who studies hard since s/he wants to get the highest mark since s/he considers excellence as important for him/her. This student is not motivated because s/he likes learning but because getting high marks is something s/he personally values and it is integrated in his/her own needs and beliefs.

**5.1.5. The L2 Motivational Self System**

In 2005, Dörnyei presented "The L2 Motivational Self System" as a new approach to conceive the L2 learning motivation within a 'self' framework (Dörnyei, 2009). This new focus on the self started since Dörnyei attended a conference by Markus and Nurius which involved the conceptualization of possible selves and the ideal self (Dörnyei, 2016). Dörnyei (2016) himself explains how this conference about a new theoretical framework in psychology drew his attention and how he related it to the L2 learning motivation (p. 128). Therefore, the idea of "possible selves" was first presented by Markus and Nurius (Markus & Nurius, 1986). This theory represented "the individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming" (Markus & Nurius, 1986 as cited in Dörnyei, 2009, p. 11).

Then, Dorney explored this theory, applied it into the foreign language setting and created The L2 Motivational Self System which was composed of three main dimensions: the Ideal L2 self, the Ought-to L2 self and the L2 Learning experience (Dörnyei, 2009). The Ideal L2 self is the L2-specific facet of one's 'ideal self' (Dörnyei, 2009, p. 29). For example, if the learner would like to become an L2 speaker who interact fluently with English speaking friends, this picture that the learner would create of him/herself as someone who speaks fluently would act as, in Dörnyei's (2009) words, "a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves (p. 29). The Ought-to L2 self "concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009, p. 29). More specifically, "It concerns the duties and obligations imposed by friends, parents and other authoritative figures" (Dörnyei, 2009, p. 32). Therefore, this dimension is controlled by external pressures. For instance, if the learner wants to learn the L2 fluently in order to please their family or the teacher, the Ought-to L2 self dimension would be the main motivator to learn the language. Finally, the L2 Learning experience "which concerns situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success)" (Dörnyei's, 2009, p. 29). Therefore, this component is not influenced by self images one has, but rather by the successful engagement with the L2 learning process. In Dörnyei's words, "for some language learners the initial motivation to learn a language does not come from internally or externally generated self images but rather from successful engagement with

the actual language learning process (e.g. because they discover that they are good at it)" (Dörnyei, 2009, p.29).

All in all, this theory implies that a combination of the individual's image of themselves as an L2 speaker, the external social pressures derived from friends, parents or authoritative figures and a positive environment will lead the way to motivation to learn the L2. Therefore, this theory has significant implications as it brings up a new avenue for motivating language learners.

## 5.2. Task Based Language Teaching

### 5.2.1. Communicative Language Teaching

Task Based Language Teaching can not be discussed without first highlighting CLT which first appeared in in the late 1970s and early 1980s as a critical response to other traditional teaching approaches such as the Grammar-translation method (1800-1900s) and the audiolingual approach (1950s-1970s) (Surkamp & Viebrock, 2018, 197). Basically, "the Communicative language teaching approach highlights real-life interaction as the goal of language learning" (Surkamp & Viebrock, 2018, 196). That is, language is learnt when learners interact continually and actively with each other. Communicative competence started to be seen as the main goal of learning a language and social interaction was highly valued in this approach (Surkamp & Viebrock, 2018). In CLT, as Nunan states," … language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorised" (Nunan, 2004, p.7). Therefore, language stopped to be seen as learning grammar forms and producing correct grammar sentences and started to be used for communicative purposes. In this regard, learning activities are to be chosen depending on "how well they engage the learner in meaningful and authentic language use" (Richards and Rodgers, 2001, p.161). An example of an activity in which learners use the language authentically is a talking about the weekend activity. Basically, students share their own experiences with their classmates, hence the activity is based on real life context. In this way, the classroom as stated by Surkamp & Viebrock, "becomes a space of social interaction" (2018, p.197).

Stephen Krashen' Five Hypothesis Theory had influence on some of the CLT main ideas (Richards and Rodgers, 2001, p.161). Basically, in his Acquisition Learning Hypothesis, he differentiates between learning – the conscious process by which a learner internalises grammar rules from instruction – and acquisition – the unconscious process by which a learner develops language naturally. In fact, as Richards and Rodgers put it "Krashen … stresses that language learning comes about through using language communicatively, rather than through practising language skills" (2001, p.162). Therefore, this is in line with CLT which advocates for a meaningful communicative use of language in order to acquire it. Moreover, Krashen's Input hypothesis is also related to the CLT approach since it supports learners' need to be exposed to authentic written or spoken language input for language learning (Surkamp & Viebrock, 2018, 197). Hence, this upholds CLT which promotes that "authentic communication supports language learning" (Surkamp & Viebrock, 2018, 197).

At the same time, classroom research has also demonstrated that learners' output and interaction are also essential when learning a language (Surkamp & Viebrock, 2018, 197) Precisely, Swain claimed that "comprehensible input alone was not sufficient for acquiring communicative language competence" (Swain, 1985 as cited in Surkamp & Viebrock, 2018, 197). Specifically, his extensive research on bilingual classrooms demonstrated that "language output and corrective feedback on the output is also crucial for language learning" (Swain, 2000 as cited in Surkamp & Viebrock, 2018, 198). Indeed, "learners get feedback through trial and error with their output and become aware of mistakes, which gives them the opportunity to revise their hypothesis and improve their language competences" (Surkamp & Viebrock, 2018, 198). This means that learners need to try out their language in activities which give them the opportunity to do so, that is, in activities which foster interaction and real communication among learners. Therefore, Swain's interaction hypothesis theory had also an impact on CLT since it is these types of activities in which output and interaction are present that CLT advocates.

Moreover, CLT implied the shift from a teacher-centred to a learner-centred approach. Learners are the focus of the language teaching classroom and are treated as unique individuals with their own personality. Basically, CLT understands that learners are different regarding their language learning process; individual differences and learners' perspectives on their language experiences affect the learning process (Surkamp & Viebrock, 2018, 199). Some of these individual differences are the following: their prior experiences, languages they know, interests, social background, motivation, cognitive abilities, strategies, learning

styles (Surkamp & Viebrock, 2018, 199). Moreover, although there are important efforts on inclusion, it is worth mentioning that diversity is increasing in classrooms since there have been important immigration waves. Furthermore, some studies have found that learners' competences vary depending on school types especially in secondary education (Surkamp & Viebrock, 2018, 199). Therefore, due to this heterogeneity of learners, it is essential to look at them as individuals and to provide appropriate learning strategies which help to turn the English classroom into a more inclusive setting (Surkamp & Viebrock, 2018, 199). In this regard, only "differentiated and individualised learning provides strategies to cope with heterogeneous groups of learners" (Surkamp & Viebrock, 2018, 199).

As CLT is focused on learners, it mainly emphasises that learners' interests, needs, skills and abilities have to be taken into account as the starting point in teaching (Surkamp & Viebrock, 2018, 199). Moreover, learners do not have the role of passive students, but rather it considers them as "whole people with diverse identities which they bring to the classroom" (Surkamp & Viebrock, 2018, 199).

### 5.2.2. Task-Based Language Teaching (TBLT)

As Ellis (2017) states, "Task-based language teaching (TBLT) is a development of communicative language teaching (CLT), which emerged in the late 1970s as an alternative to more traditional structure-based approaches to language teaching" (p.109). Hence, as in CLT, this approach is based on the two main principles that "a foreign language is best learned through communication in authentic situations and in interaction about meaningful content (Surkamp & Viebrock, 2018, 206). To this end, TBLT uses tasks as the central unit of language teaching and learning (Richards and Rodgers, 2014). Therefore, tasks are essential in this approach. Basically, "... students are given functional tasks that invite them to focus primarily on meaning echange and to use language for real world, non-linguistic purposes" (Van den Branden, 2006, as cited in Richards and Rodgers, 2014, p.174). That is, language is learnt by using it in the classroom in interaction with the classmates and the teacher and in tasks which usually imitate real life scenarios.

Defensors of TBLT contrast it with previous teaching Grammar focused-approaches such as Audio-lingualism which they feature as "teacher-dominated, form-oriented classroom practice" (Van den Branden, 2006, as cited in Richards and Rodgers, 2014, p.174).

Moreover, a distinction between TBLT syllabuses and other different curricula can be made if the goals of both syllabuses are taken into account, as Van den Branden (2006, as cited in Richards and Rodgers, 2014) states:

> A key distinction can be made between curricula/syllabuses that formulate lower-level goals in terms of linguistic content (i.e. elements of the linguistic system to be acquired) and curricula/syllabuses that formulate lower-level goals in terms of language use (i.e. the specific kind of things that people will be able to do with the target language). Task-Based curricula/syllabuses belong to the second category: they formulate operational language learning goals not so much in terms of which particular words or grammar rules the learners will need to acquire, but rather in terms of purposes for which people are learning a language, i.e. the tasks that learners will need to be able to perform" (p.174).

At the same time, practitioners of TBLT usually contrast it with the well-known focus on form Presentation-Practice-Production (PPP) approach to highlight its advantages. For instance, Frost (2004 as cited in Richards and Rodgers, 2014) claims that "Unlike a PPP approach, the students are free of language control" (p.175). This means that when learners are involved in a task, they are not obliged to use some specific target forms but they can use any language they want to. As Ellis (2017) states, "TBLT aims to create contexts where learners can utilise their existing linguistic resources in communication and in this way develop fluency in the use of the L2" (Ellis, 2017, p.111-112). Moreover, in TBLT "a natural context is developed from the students' experiences with the language that is personalised and relevant to them" (Frost, 2004 as cited in Richards and Rodgers, 2014, p.175). As Surkamp & Viebrock (2018) assert, "language use becomes meaningful for students if they have the opportunity to talk about topics that are personally relevant to them" (p. 206). Basically, students' interests and needs are taken into account, unlike the PPP approach in which "it is necessary to create contexts and sometimes they can be very unnatural" (Frost, 2004 as cited in Richards and Rodgers, 2014, p.175). Additionally, "the students will have a much more varied exposure to language with TBL…" (Frost, 2004 as cited in Richards and Rodgers, 2014, p.175) as "learners are exposed to a whole range of lexical phrases, collocations and patterns as well as language forms". (Frost, 2004 as cited in Richards and Rodgers, 2014, p.175). Finally, TBLT is primarily concerned with communication and fluency, therefore, learners "spend a lot of time communicating" (Frost, 2004 as cited in Richards and

Rodgers, 2014, p.175). However, PPP lessons are teacher-centred and the learners are mainly focused on the accurate use of the target language.

### 5.2.3. What is a Task?

As explained earlier, in TBLT, tasks are of great importance, hence it is essential to explain what this term exactly means. As Richards and Rodgers (2014) state, "TBLT proposes the notion of "task" as the central unit of planning and teaching; hence the concept of task needs to be clearly articulated in order to understand the nature of TBLT" (p.177). However, defining the term is not as easy as it could seem, over the years many researchers (Nunan, J.Willis, Skehan, Bachman and Palmer) have provided different definitions which makes it difficult to reach an agreement of what the term means. As Crookes states, "It should be acknowledged from the start that in neither research nor language pedagogy is there complete agreement as to what constitutes a task, making definition problematic" (Ellis, 2003, p.2). Additionally, Cook claims, "the way Task has been defined in the last 20 years has been a journey of contradictions in spelling out what Task is NOT, so that the resultant definition is that Task has become what is has replaced, which are exercises" (Cook, 2003, as cited in Richards and Rodgers, 2014, p.178). However, as Richards and Rogers claim "although definitions of tasks vary in TBLT, there is a common sense understanding that a task is an activity or goal that is carried out using language" (Richards and Rodgers, 2014, p.177). In this section, different definitions are analysed and some key features of the word task are discussed.

Nunan (1989, as cited in Richards and Rodgers, 2014) offers this definition of the word task:

> A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form". The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right (p. 177).

At the same time, J. Willis (1996, as cited in Willis & Willis, 2007) proposes this definition:

"[Tasks are] activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p.12).

Moreover, Skehan (1996a, as cited in Ellis, 2003) gives this definition:

> A communicative task is an activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome (p.4)

Finally, Bachman and Palmer (1996, as cited in Willis & Willis, 2007) define task as:

"…we define a language use task as an activity which involves individuals in using language for the purpose of achieving a particular goal or outcome in a particular situation" (p. 12)

A focus on meaning is central in tasks. That is, as Ellis and Shintani (2014, as cited in Ellis, 2017) state, "learners should be concerned mainly with encoding and decoding messages, not with focusing on linguistic form" (p.109). Skehan (1998, as cited in Willis & Willis, 2007) even states that in tasks "learners are not given other people's meaning to regurgitate" (p. 12). This means that learners should not repeat what they have been told to, but they should produce their own meaning (Willis & Willis, 2007). Moreover, as J. Willis' and Bachman's and Palmer's definitions suggest, another key feature of tasks is that they have to essentially contain an outcome or goal to be achieved. Furthermore, Wills & Wills (2007, p.13) remark that Skehan's definition implies the importance of the outcome when he states that "task completion has some priority" (1996a, as cited in Ellis, 2003). Basically, outcome refers to "what the learners arrive at when they have completed the task" (Ellis, 2003, p.8). For example, the outcome of a task can be students' plan in order to solve pollution in Barcelona or the recording of a video in which they explain a recipe step by step. Therefore, the outcome of a task is not using language, language is used as a tool to achieve the outcome of the task. As Ellis and Shintani (2014, as cited in Ellis) state, in tasks "there is a clearly defined outcome other than using the language for its own sake" (2017, p.109).

Moreover, Skehan's definition states that in tasks there is some sort of connection to the real world. This is what Ellis (2003) defines as authenticity, "authenticity concerns whether a task needs to correspond to some real world activity" (p.6). As explained earlier, real-word tasks imitate real-life situations. For example, roleplaying a phone call conversation between two teenagers who are planning a class party is a real world task. However, pedagogical tasks

do not essentially have to imitate real world scenarios. For instance, identifying differences in two pictures is an activity which learners will probably not do in their real lifes. Nonetheless, as Ellis (2003) explains, "such tasks, however, can be said to manifest 'some sort of relationship to the real world' (Skehan 1996a) in that they could possibly occur outside the classroom but more especially because the kind of language behaviour they elicit corresponds to the communicative behaviour that arises from performing real world tasks" (Ellis, 2003, p.6). Therefore, whether tasks imitate real life scenarios or whether they just provoke learners to use language as they would do in real life, "a task involves real-world processes of language use" (Ellis, 2003, p.10). That is, "the processes of language use that result from performing a task, for example, asking and answering questions or dealing with misunderstandings, will reflect those that reflect real-world communication" (Ellis, 2003, p.10).

Furthermore, in tasks "there should be some kind of gap" (Ellis and Shintani, 2014, as cited in Ellis, 2017, p.109). This means that tasks have the aim to develop L2 through communication (Ellis, 2003, p.9), there needs to be something that learners have to communicate, for example, something that they have to discuss about or something they have to reach an agreement for. "The gap motivates learners to use the language in order to close it" (Ellis, 2003, p.9). This gap, as will be explained later in the task types section, can be a reasoning, opinion or information gap depending on the nature of the task. Another key feature of tasks is that "learners should rely largely on their own resources (linguistic and non linguistic) in order to complete the task" (Ellis and Shintani, 2014, as cited in Ellis, 2017, p.109). Basically, "the workplan does not specify what language the task participants should use but rather allows them to choose the language needed to achieve the outcome of the task" (Ellis, 2003, p. 9). As Ellis (2003) points out, a task leads to the use of certains structures, however the final choice in respect to what linguistic resources learners use is always left to the learners:

> …a task creates a certain semantic space and also the need for certain cognitive processes which are linked to linguistic options. Thus a task constraints what linguistic forms learners need to use, while allowing them the final choice… one type of task can be designed in such a way as to predispose learners to use a particular grammatical structure… Even in this kind of task, however the final choice of what resources to use is left up to the learner (p. 10)

At the same time, Edwards and Willis (2005, as cited in Richards and Richards, 2014) state "Tasks can involve any or all the four skills: listening, speaking, reading and writing" (p. 177). Ellis (2003) goes further and adds, "the workplan may require learners to: (1) listen to or read a text and display their understanding, (2) produce an oral or written text, or (3) employ a combination of receptive and productive skills (p.10). Moreover, "a task engages cognitive processes" (Ellis, 2003, p.10), this is highlighted in Nunan's definition when he declares that tasks "involves learners in comprehending, manipulating, producing or interacting in the target language" (Nunan, 1989, as cited in Richards and Rodgers, 2014). Basically, a task "requires learners to employ cognitive processes such as selecting, classifying, ordering, reasoning, and evaluating information in order to carry out the task" (Ellis, 2003, p. 10). However, as explained earlier, even though these processes are connected to some linguistic options, they do not decide the language forms which will be used by the learner. In Ellis (2003) words, "These processes influence but do not determine the choice of language: they circumscribe the range of linguistic forms a user will need to complete the task but allow the actual choice of forms to remain with the learner (p. 10). FInally, another key feature that Edwards and Willis find in tasks is that, using tasks does not make it impossible to focus on linguistic forms on specific phases of TBLT. However, as it has been specified earlier, "...a focus on specific grammar rules or patterns will not generally come before the task itself, as this could well detract from the real communicative purpose of the subsequent interaction" (Edwards and Willis as cited in Richards and Rodgers, 2014, p.178).

### 5.2.4. The role of tasks in TBLT

The main role of tasks in TBLT is facilitating second language learning by providing situations in which learners have to use the language with their peers or the teacher. More specifically, TBLT draws on the Interaction Approach which establishes that "there is a robust connection between interaction and learning" (Gass and Mackey, 2007a, as cited in Mackey, Abbuhl & M. Gass, 2012, p. 9). In other words, the social encounters among learners when working on tasks, triggers acquisition. Basically, the interactionist approach "posits that the interactional "work" that occurs when a learner and his/her interlocutor (whether a native speaker or more proficient learner) encounter some kind of communication breakdown is beneficial for L2 development" (Mackey, Abbuhl & M. Gass, 2012, p. 9). For instance, when a speaker in a task finds difficulty in making himself/herself understood or in understanding what the interlocutor has said, some discourse strategies such as clarification requests, confirmation checks, repetitions, and recasts can be used in order to solve the difficulty. In

this way, the learner could have received input which has been modified by the interlocutor in order to make it more comprehensible and it is precisely this type of input which results in language acquisition (Long, 1938b as cited in Mackey, Abbuhl & M. Gass, 2012, p. 8).

Moreover, when learners interact in tasks, they produce output which plays an essential role in L2 development since as Swain (1985 as cited in Mackey, Abbuhl & M. Gass, 2012) asserts:

> it (a) gives learners the opportunity to practice and thus to automatize the production of the language; (b) allows learners to test hypotheses concerning the L2; (c) forces learners to focus on structure of the language; and (d) draws learners' attention to gaps in their interlanguage (p.8)

Therefore, the role of tasks is crucial in L2 acquisition. As stated above, when learners are interacting with other peers, they can also notice some "gap" between their interlanguage and the language of the interlocutor. When the learner notices the gap, he/she will probably pay more attention to the input he/she processes next, that is, to the subsequent input, this action also is considered important for L2 acquisition (Mackey, Abbuhl & M. Gass, 2012, p. 9). In fact, the learner can also have his/her attention drawn to the linguistic gap through both explicit feedback or indirect forms of feedback such as recasts (Mackey, Abbuhl & M. Gass, 2012, p. 10). All the previous mentioned components: "interactionally modified input, having the learner's attention drawn to his/her interlanguage and to the formal features of the L2, opportunities to produce output, and opportunities to receive feedback" are regarded as essential in L2 development and acquisition in the interactionist approach (Mackey, Abbuhl & M. Gass, 2012, p. 10). As stated earlier, TBLT is based on the interactionist approach, therefore one of the crucial roles that tasks fulfil is that learners use the linguistic resources which are considered to foster second language acquisition. As Ellis (2003) states, "the real purpose of the task is … that they (learners) should use language in ways that will promote second language learning" (p.8).

Nevertheless, even though it is essential that learners use language in manners that promote L2 development, the motivational aspect of tasks can not be left out since according to Willis (1996), not only exposure to input and use of the language are essential for language acquisition, but also motivation is fundamental (p.11). TBLT tasks are motivating since they are connected to the real life, that is, no matter whether tasks imitate real life

scenarios (real world-tasks) or they do not do it (pedagogical tasks), they have a connection with the real world since learners use language imitating real life: dealing with misunderstandings, asking and responding questions. Therefore, tasks can provide the appropriate situations in which students see that the language they use is useful for their own personal lives and goals. In fact TBLT tasks mirror the real world in three different levels: meaning, discourse and activity (Willis & Willis, 2007, p.136). Correspondingly, learners produce meanings which will be relevant in the real world, realise discourse acts which occur in the real world (agreeing or disagreeing) and engage in communicative activities which mirror how language is used outside the L2 classroom (telling stories, getting involved in arguments…) (Willis & Willis, 2007, p.136).

Moreover, TBLT tasks are motivating since they are goal oriented, that is, they always involve a non linguistic outcome at the end of the task which is usually a final product that can be appreciated by others, as Richards and Rodgers (2014) state, "the outcome of the completed task can be shared in some way with others" (p. 177). Basically, the outcome is what motivates students to accomplish the tasks, as Willis (1996) states, "it is the challenge of achieving the outcome that makes TBL a motivating procedure in the classroom" (p. 24). In fact, students around the world who have experienced TBLT tasks, argue that "they enjoy the challenge of doing tasks and find many of them fun" (Willis, 1996, p.137). In this respect, the outcome of tasks can be regarded as the reward learners want to achieve. That is essential since according to Deci and Ryan (2000a), intrinsically motivated activities are considered to include the reward within the task itself. Therefore, TBLT tasks can foster intrinsic motivation with the design of tasks which contain a clear outcome, as specific goals in completing the task provide a challenge and results in intrinsic motivation.

Furthermore, TBLT tasks are motivating since they are connected to students' interests and hobbies.  Specifically, as TBLT is a learner-centred approach (Ellis, 2017, p.113), it already highlights focusing on students' interests and hobbies. As previously mentioned, in the section "Teacher as Motivator", a teacher must deeply get to know their students in order to find topics which they want to communicate using the target language (Duff, 2012, p.420). In a similar vein, Willis & Willis (2007), both strong advocators of TBLT, state, "we can select topics that learners want to talk about outside class with foreigners they might meet or write about to email pen friends, or 'chat' about in web-based chat sites (p.64). Moreover, Willis & Willis (2007) also explain that giving choice to learners to select the topic they want to communicate about is both motivating and engaging (p.64). Therefore, TBLT tasks are

concerned about engaging learners' interests. As Dörnyei explains, "having a content area that is both relevant and real to students, and which allows them to act in ways that they experience as authentic to whom they are is half the battle" (2019, p. 63).

Additionally, TBLT tasks are motivating since learners become active participants when they are realising a task, that is, tasks invite learners to participate actively in resolving it. As Willis (1996) asserts, in tasks, learners are active subjects since "most of the emphasis is on learners doing things, often in pairs or groups, using language to achieve the task outcome and guided by the teacher (Willis, 1996, p.40). In fact, TBLT is an approach in which "the active involvement of the learner is central to the approach" and in which the learning process is characterised by the sentence "learning by doing" (Nunan, 2004, p.12). That is, learning is experiential as learners learn the language by using it which highly contrasts with " 'a transmission' approach to education in which the learner acquires knowledge passively from the teacher" (Nunan, 2004, p.12). According to Kohonen (1992, as cited in Nunan, 2004), one of the features of experiential learning is that it promotes intrinsic rather than extrinsic motivation (p. 12). At the same time, Kohonen (1992, as cited in Nunan, 2004) makes a connection between experiential learning and autonomy as he argues:

> Experiential learning theory provides the basic philosophical view of learning as part of personal growth. The goal is to enable the learner to become increasingly self-directed and responsible for his or her own learning. This process means a gradual shift of the initiative to the learner, encouraging him or her to bring in personal contributions and experiences. Instead of the teacher setting the tasks and standards of acceptable performance, the learner is increasingly in charge of his or her own learning. (p. 13)

Therefore, experiential learning is beneficial since learners become responsible for their own learning process and, at the same time, provide their personal contributions and experiences. In fact, "by interacting with students in ways that develop their autonomy and competence, teachers may change the students' type of motivation, and thereby contribute to better learning" (Noels et al., 1999, as cited in Csizér, p.424). Similarly, Ushioda (2012) argues the following:

> Supporting students' sense of autonomy thus helps foster their willingness to take responsibility for regulating their motivation and learning behaviour in line with

inevitable constraints and demands, and to align their motivation with broader goals and values of the educational process (p.82).

As it was stated in "Dörnyei's Motivational Strategies section", a possible way to increase motivation is that learners can exercise choice respecting their learning process (Ryan & Deci, 2000a, Dörnyei, 2001, p. 103). TBLT tasks can result in intrinsic motivation not only because students are learning by doing but also because some decisions concerning tasks can be given up to the learners.

Basically, tasks have the main role of facilitating language acquisition and providing intrinsic motivation. However, tasks have also to engage learners as much as possible. Engaging students is essential since as Dörnyei (2019) points out, "any cognitive benefit from an instructional activity requires that the participants engage with the learning process" (p. 53). Similarly, he points out, "we cannot account for the effectiveness of a language learning task fully without taking into consideration its capacity to engage students" (Dörnyei, 2019, p. 63). Hence, if L2 gains are to be achieved, TBLT tasks need to engage learners as much as possible. Engagement is defined as "active participation and involvement in certain behaviours" (Dörnyei, 2019, p. 63) and it is considered to go a step further than motivation, precisely it is considered "the holy grail of learning" (Sinatra, Heddy, & Lombardi, 2015, as cited in Dörnyei, 2019, p. 60). However, motivation "only indicates the person's potential for successful learning, rather than how this potential is actually realised" (Dörnyei, 2019, p. 60). When a learner is motivated, it means that s/he has a good predisposition to learn, however, although this learner probably will do well at school, his/her motivation can not be taken for granted, as several distractions can cancel his/her motivation. This is especially true in today's world which is full of distractions such as social media and multiple channels which act as challenging competitors in a students' mind which might distract him/her from the L2 task (Dörnyei, 2019, p. 60). Dörnyei (2019) argues that ensuring motivation is not enough and that task engagement is essential:

> Consequently, there are simply too many competing influences on a student's mind at any time, and it may therefore be insufficient to merely create a facilitative learning environment for students to take advantage of - we need to also ensure that the students' positive disposition is realised in action, without being hijacked by the plethora of other pressing and salient distractions. To be sure, motivation is

undoubtedly necessary for 'preparing the deal', but engagement is indispensable for sealing the deal (p.60)

Moreover, Dörnyei (2019) argues that being engaged entails being motivated, therefore, engagement addresses both concepts. He also mentions that when learners experiment task engagement, surrounding distractions disappear:

when students are 'engaged', they are inevitably fuelled by some motivation that gives direction to their action, but the fact that they are engaged also means that this motivational drive has succeeded in cutting through the complexity of the surrounding multitude of distractions, temptations and alternatives (p. 60).

The main assumption underlying the above discussions is that students' engagement is essential in effective language learning TBLT tasks. Therefore, it is precisely important to ensure that tasks contain the appropriate characteristics which ensure "the level of student engagement that is required for the operation of the various cognitive factors involved in learning through tasks" (Dörnyei, 2019, p. 64). In this respect, Dörnyei (2019) points out six features related to engaging tasks (task presentation, task goals, task content, task ownership and challenges - skills balance, task structure and positive emotional tenor of task completion). These six features summarise some of the aspects addressed in the current section: tasks must be real-life connected, personalised to students' interests, relevant, goal-oriented and challenging. Moreover, tasks must have a clear structure and provide a fun element as for example working in groups.

### 5.2.5. The role of the teacher in TBLT

As TBLT is student-centred, the role of the teacher is essential to ensure that it is carried out in the most optimal way in order to ensure language use amongst the students. The main role of the teacher in TBLT is the manager of discourse. As Willis and Willis put it, "the most important role for the teacher in the task-based classroom is not so much the purveyor of knowledge as the manager of discourse" (2007, p.148). This means that the teacher is in charge of leading and organising discussions so that learners can use language authentically and meaningfully. Basically, the teacher has to provide opportunities for learners to use language in a meaningful way and "to provide a clear link between the

classroom and the real world" (2007, p.148). Moreover, they also have to provide a nurturing environment which makes possible the learning process; in this sense, his/her work on class management will be also essential so that learners can work on tasks (Willis and Willis, 2007, p.148).

In addition, the teacher has to be the facilitator of group or pair work (Willis and Willis, 2007, p.148). This means that, as in TBLT group and pair work are an important feature, the teacher has to be the organiser of this type of pair or group dynamics in order to get the best results. Furthermore, as Willis and Willis point out, "it is important to make sure that learners are absolutely clear about what is expected of them before they move into groups" (Willis and Willis, 2007, p.148, 149). Basically, this will help learners to be aware about the task goals and what is expected of them. Moreover, the teacher has to go group by group in order to make sure that every team is working correctly; monitoring group work is essential in this respect to "make sure they are on track" (Willis and Willis, 2007, p.149). At the same time, the teacher can sometimes change the members of the groups since "this provides useful opportunities for learners to rephrase ideas they have already worked through" (Willis and Willis, 2007, p.149).

Furthermore, motivation is not only the DU tasks, but also the teacher who motivates. Providing positive feedback on students' performance is one way to do so. As Ellis and Ellis point out, "you should be as positive as you reasonably can be in the feedback you give learners" (Willis and Willis, 2007, p.149). For instance, highlighting the good arguments learners have provided in a discussion can be a proper manner to encourage and motivate learners. However, it is important to mention that "being positive does not mean that you have to be completely uncritical or that you have to ignore problems that learners have and the mistakes they make, but it can mean that you should put a positive gloss on things whenever you can" (Willis and Willis, 2007, p.149). In addition, highlighting students learning progress' results in motivation enhancement (Willis and Willis, 2007, p.149). For instance, the teacher could refer to the new vocabulary learners have acquired and hence, the new topics students are able to talk about in discussions. Basically, teachers in TBLT have to "encourage learners to identify their achievements and to take a pride in them" (Willis and Willis, 2007, p.149). At the same time, it is also important to motivate learners not only to perform the tasks properly, but also in the different phases of a task. As Van de Branden (2006) suggests, one of the roles of the teacher is to "motivate students to invest mental energy in task performance, and to support their level of motivation through the various

phases of a task-based activity" (Van de Branden, 2006, as cited in Richards and Rodgers, 2014, p.187)

Furthermore, Willis and Willis also recognize the TBLT teacher as the "language knower and adviser" (2007, p.149). This implies that the teacher is also a participant in learners' discussions, "but one who has greater language knowledge and experience" (2007, p.149). This does not mean that teachers have to intervene constantly in students' discussions since as has been previously argued TBLT prioritises fluency and communication. Rather the opposite, the teacher has to "be ready to help by answering questions in a language study phase when learners are struggling to find the best way of expressing themselves" (Willis and Willis, 2007, p.149).

### 5.2.6. The role of group work or pair work in TBLT

Group work or pair work is at the basis of the TBLT approach since tasks usually require learners to work with their peers. However, as Ellis states, "although group work is important it is not an essential feature of TBLT" (Ellis, 2017, p.115). In fact, "one of the most successful practitioners of TBT, N.S Prabhu, used a teacher-fronted methodology … working always with the class as a whole" (Willis & Willis, 2007, p.3). Nonetheless, "it is true that many task based teachers like learners to work in pairs or groups" (Willis & Willis, 2007, p.3). Therefore, TBLT apart from offering learners a wide range of opportunities to use the language meaningfully, it can also contribute to cooperative learning since tasks can be a space for group or pair work. Cooperative learning is understood as a group in which "members are positively interdependent and individually accountable in pursuit of a common goal" (Poupore, 2015, p.2). As cooperative learning is relevant in TBLT, it is important to justify what the role of group and pair work plays in this approach.

To begin with, one of the main roles of using pair or group work in TBLT is to provide learners with plenty of opportunities to use the language with their peers and therefore, to enhance linguistic proficiency. As Long and Porter (1985) argue, "group work provides more opportunities for speaking within natural settings of communication than with teacher-led-instruction" (as cited in Pyun, 2004, p. 170). Basically, pair or group work allows authentic and face-to-face communication which involves meaningful utterances unlike teacher led instruction (Pyun, 2004, p. 170). At the same time, "by being involved in this

authentic, meaningful discussion, learners use new linguistic forms necessary for a specific group task, which consequently enriches their linguistic competence" (Bejarano, 1987, as cited in Pyun, 2004, p. 170).

As chances to use the language are higher since learners interact in groups, the opportunities to develop and acquire the target language are also higher. In fact, "the social context acts as a crucial influence in the learning process" (Poupore, 2015, p.3). This is the idea represented by the sociocultural theory (Vygostky, 1978) which argues that "learning and language development occur primarily through social interaction in which individual cognition is primarily a result of social processes" (Poupore, 2015, p.3). As Swain (2000, as cited Poupore, 2015) asserts, "cooperative or collaborative interaction between L2 learners provides a space where language use and language learning can co-occur. It is language use mediating language learning. It is cognitive activity and it is social activity" (p. 3). At the same time, complex and dynamic systems approaches to SLA also recognize the importance of social context in language development. This perspective "views self and context as one in which various learner internal cognitive and affective variables continually interact in an integrative manner with varied elements in the social environment to influence language development" (Poupore, 2015, p.3).

Social interaction is extremely important in TBLT and as Richards and Rodgers (2014) state "spoken interaction is the central focus and the keystone of language acquisition" (p. 180). That is, learners communicate with each other by exchanging and negotiating meaning and it is this type of interaction that develops the L2. The importance of interaction through group work and pair work in EFL contexts is relevant since usually it is these types of learners who do not often use the language outside the classroom, therefore, using this type of group dynamics is essential for language learning. As Pyun (2004), puts it:

> As one considers the fact that most foreign language learners do not have frequent opportunities to engage in L2 (second language) conversations outside the classroom, group or pair activities can be used as a tool for maximising authenticity, meaningful interactions in L2 among classmates. Small group work has been recommended and supported by researchers and classroom teachers (p. 169).

Additionally, another role of working in groups or pairs in TBLT is enhancing learners' motivation, that is motivation is positively affected by cooperative learning (Sharan and Shaulov, 1990, as cited in Pyun, 2004, p. 170). As Pyun (2004) asserts, "working as a group member makes a learner feel involved and important in collaboration" (p. 170). Basically, in

TBLT learners are not merely passive learners who attend to their teacher's instructions, rather they have an active role performing tasks in which they usually have to work with their peers to achieve a common goal, therefore this makes them feel involved and committed to accomplishing their own responsibilities. As Pyun (2004) puts it, "greater self-esteem and more motivating effect can be maintained in a cooperative learning environment than in a teacher-dominant whole-class environment" (p. 170). Accordingly, Pyun (2004) asserts, "cooperative learning is fun and also provides an active learning environment where students have equal opportunities to accomplish tasks"(p. 170).

Additionally, working in groups is in itself motivating since students can work with their classmates. As a matter of fact, Ghaith's (2003) found that "students enjoy working with their classmates because they know them and consider them friends" (Ghaith, 2003, p.85). It is precisely in the teenage years, when a person is developing his/her identity that family stops being a central figure and friends are the central characters since personal autonomy and finding who they are is necessary (Coll, 2010 p.20). Basically, "Interaction with peers benefits development both in intellectual aspects –adoption of the perspective of the other and the solution of conflicts– as social aspects –self-regulation of one's own behaviour, socialisation of aggressiveness (Garaigordibil, 2000 as cited in Coll, 2010 p.21). Moreover, during teenage years, friendship which substitutes the attachment that adolescents have felt for their parents during childhood is essential as it helps social skills development (Iglesias, 2013, p. 92). Therefore, it is important to allow space for students' interaction within the classroom not only for L2 development, but also because teens' interactions are essential in adolescence.

Similarly, Dörnyei and Ushioda (2011) assert that group structure in cooperative learning results in "a powerful *motivational system* to energyze learning" (p. 27-28). Additionally, in reference to a study conducted by Sharan and Shaulov, (1990), Dörnyei and Ushioda (2011) state:

> provides unambiguous evidence that if a number of individuals form a social unit by joining in a group, under certain conditions the motivational level associated with this collection of people can significantly exceed the motivational level the individuals would have demonstrated if they had remained independent (p.28)

Therefore, learners can benefit from TBLT as it often uses group work TBLT. Furthermore, another role of group and pair work is reducing speaking anxiety (Poupore, 2015). Basically, when learners work in groups or pairs, a more comfortable, natural and anxiety-free environment emerges which allows them to use the language without thinking about possible mistakes. This is related to Krashen's Affective Filter Hypothesis which explains that not only comprehensible input, but also a "low affective filter", meaning low levels of anxiety and negative feelings towards the L2 are required to acquire the target language (Mackey, Abbuhl & M. Gass, 2012, p. 7). Moreover, learners are more relaxed since during the task-cycle, the teacher just "helps students to formulate what they want to say, but will not intervene to correct errors of form" (Willis, 1996, as cited in Richards and Rodgers, 2001, p.191). Therefore, learners are provided with an atmosphere in which they do not need to pay attention to the use of correct language and then, they can focus their attention on communicating their ideas and opinions.

In addition, working in pairs or groups gives space to what is known as scaffolding, which according to Gibbons (2015) refers to "the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone" (p. 16). This concept is related to Vygotsky's zone of proximal development (ZPD), which means "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). Hence, according to Vygotsky, scaffolding can not only be provided by the teacher, but it can also be provided by the learners themselves, when they offer peer support during pair or group work in a task. Basically, the fact that learners work with learners who are more competent or expert in a specific task and who offer their help to the less competent student is what later will make possible that the less competent student knows how to resolve the same problem autonomously on his/her own (Onrubia, 1993, p.104). Additionally, Onrubia (1993) affirms that when learners work interactively and cooperatively, the support and aid from other learners will trigger a process of construction, modification, enrichment and diversification on the students' knowledge system (p.105).

Moreover, Ushioda (2007) asserts that "interactional interpersonal interactions" helps to promote optimal levels of motivation since when learners help other learners they can recruit interest in the task, simplify the task, maintain pursuit of the goal and control frustration (Ushioda, 2007, as cited in Poupore, 2015, p.3). Indeed, this support and feedback will

"promote positive self-evaluations and enhance learners' feelings of competence and skill development, and thus reinforce their intrinsic motivation" (Ushioda, 2007, as cited in Poupore, 2015, p.4). In cooperative learning, scaffolding is not only positive for enhancing motivation in relation to the task, but also to foster healthy and nurturing group dynamics, as Poupore (2015), argues:

> Within the context of a cooperative group work task, motivational scaffolding will assume a high level of importance as it will not only help feed an individual learner's task motivation but also contribute to a positive group work dynamic whose collective energy can provide an additional fuel for positive motivational, emotional, and cognitive responses among the group members (p.3)

Furthermore, another benefit of TBLT is that it serves to promote autonomy since when learners work together, they have more opportunities to be more autonomous in their own learning. As Harmer (2007) asserts:

> Both pairwork and groupwork give the students chances for greater independence. Because the students are working together without the teacher controlling every move, they take some of their own learning decisions … they decide what language to use to complete a certain task and they can work without the pressure of the whole class listening to what they are doing (p. 43).

All in all, cooperative learning has many benefits, as a wide range of research has shown (Crandall, 1999; Dörnyei, 1997; McCafferty, Jacobs, & Dasilva Iddings, 2006 as cited in Poupore, 2015):

> Supported by a strong research foundation, the linguistic, cognitive, and socioaffective benefits of cooperative learning include increased opportunities for learners to listen to and produce language, provision of comprehensible input and output, development of higher order thinking skills, stronger gains in student achievement, reduced anxiety, higher levels of self-confidence and self-esteem, greater enjoyment towards the subject matter, and improved social skills (2)

Nonetheless, it must be addressed that "the motivational and educational benefits of cooperative learning and group work, however, are in many ways contingent upon an efficient and positive group dynamic" (Poupore, 2015). Therefore, for group work to be effective, that is, resulting in benefits in motivation and learning, some conditions are

indispensable. In this regard, as it has already been mentioned in Dorney's Motivational strategies in the Language Classroom section, the teacher has to develop a good relationship with students, there needs to be a supportive classroom atmosphere and group norms need to be established.

## 6. Literature Review: Similar Studies and Relevant Findings

### 6.1. TBLT and Students' Motivation

Research has also sought to investigate the effect of task-based language teaching on motivation and, indeed, researchers have found that task-based programs are motivating for students for several reasons. Some reasons point to the enjoyment and interest students feel in relation to the TBLT lessons. For example, Hadi's (2013) study exploring the perceptions of TBLT in Iranian female learners found out that most participants felt positive about TBLT since tasks "make the classroom much more fun and interesting; besides, they can produce a lively atmosphere in the classroom" (p.108). Similarly, in another study in which learners' attitudes and motivation in relation to TBLT were examined, students commonly used metaphors such as "funny, enjoyable, informative, exciting, entertaining and wonderful" to express their opinions towards English after the task-based language teaching (Asma, 2018, p. 59). In fact, some students even reported "…I didn't get bored in the classes…We learn by having fun", "I started to learn English seriously because I have fun during the lessons…", "The task-based instruction is more permanent, funnier and more entertaining… (Asma, 2018, p. 57). Hence, enjoyment and interest which results in students' motivation is inherent in TBLT lessons.

Moreover, Bao and Du (2015) found out that "TBLT is helpful in creating a learning environment favourable for learners' engagement or motivation" (p. 304-305). As Bao and Du explain, this is due to the fact that working on tasks reduced students' anxiety to some extent as "learners seemed more relaxed when they worked together on the tasks than [when] they performed in teacher-led interaction or answered questions in front of the whole class" (p. 299). As a matter of fact, a student expressed increased confidence when working in groups as s/he stated, "In small group, you get the confirmation that what you are doing right. And you get a bit more self-esteem. You must be better doing it because when you believe you can do it, you also do it better" (p. 298). Furthermore, Chua & Lin's study (2020)

shows how students find TBLT lessons motivating themselves since using the L2 in tasks makes learners feel more confident when speaking the target language. In addition, this study also emphasises that learners can see their L2 progression while TBLT lessons are applied. In this regard, a participant explains, "from the very beginning, I don"t know anything about Mandarin, but now there has a bit change in me. This is because I can hardly remember the vocabularies I have learnt in the early semester but after the application TBLT it helps in my Mandarin learning" (p.45).

Furthermore, the challenging factor of TBLT tasks also results in motivation as Amalia & Ramdhani (2019) discovered in their study in which observation sheets were used to analyse the students' on-task and off-task behaviour in two different groups: an experimental and a control group. According to the authors, in the experimental group, "the fact that the students were required to involve in more speaking activities than they used to, challenges them to be active in the process. This challenging factor led the students to be motivated" (p. 116). Additionally, satisfaction also became the main reason why students in the experimental group showed motivation. Indeed, motivation takes place when there is a feeling of satisfaction or when there is interest, learning and challenge (Alderman, 2004, p.247). According to Amalia & Ramdhani (2019), satisfaction was perceived when students had to present their results of the task and could compare them with other students:

> It came when the students shared their task report in a class discussion. During the time, most students showed enthusiasm and satisfaction since they had the chance to show the way they finish the task and compare the result to the other students. Besides, the students kept being persistence since they waited until the post task cycle where they were curious about the language features that they were supposed to use in finishing the task. (p. 116)

Finally, another reason why TBLT was found to be motivating was that "the students in the experimental group who were taught by using TBLT had a sense of responsibility" (p. 116). Basically, as TBLT required the students to be involved in a cooperative learning environment, students had the same chances to partake in decision making processes. Hence, learners were more responsible to be active in tasks. As Aderman (2004) highlights, "opportunity to participate in decision making and develop responsibility" promotes optimum motivation (p. 12).

## 6.2. Task Motivation

Classroom-based empirical research has also focused its attention on the investigation of task motivation which according to Dörnyei (2002, as cited in Csizér, 2017) "explains why students behave as they do in a specific learning situation where they are carrying out a specific task" (p. 425). Task content has been considered a key factor which influences L2 learners' task engagement and, hence motivation (Dörnyei, 2019, p. 63). In this regard, Vásquez, Chaves & Morales study (2016) shows how linking tasks to familiar learners' topics increased learners' motivation. Moreover, Poupore's study (2015) demonstrated that the most preferable topics for adult Korean English learners were those related to personal life themes rather than current affairs which implied that incorporating life themes topics was key for motivation. Additionally, Anderson et al. (1987), in a study researching learners' reading material, identified two traits which provoked learners' interestingness: character identification, that is, material including characters with whom one can readily identify and material including intense action or feelings.

Moreover, incorporating technology such as the use of self-recorded videos in L2 oral tasks has been considered as motivating as some studies indicate. For example, in Koyak & Ustunel's study (2020), all the participants recognized that the smartphone self-recorded videos made them feel motivated to speak in English, helped them to improve their L2 speaking skills and considered them as a right choice to practise and use the language actively. Similarly, Gromik's study (2015) in which students had to self-record digital stories found out that participants enjoyed the task since it motivated them to improve their L2 speaking ability, that is, they could enhance their memory, pronunciation, or pausing for effect. Furthermore, in another study by Gromik (2009) in which students had to produce videos for online delivery, fifty percent of the participants expressed that watching their peers' videos motivated them to create more understanding videos, meaning that the videos motivated them to improve their L2 speaking skills.

Additionally, communicative success or lack of success also impacts learners' emotions. For instance, Wolf and Phung's (2019) study asked students to report experiences using English in order to listen, read, write and communicate and revealed that students expressed mixed feelings towards oral tasks. That is, "when they experienced communicative success, they reported joy, satisfaction and pride". However, "when they could not communicate their ideas or understand their interlocutors, they felt embarrassed and ashamed" (Hiver & Al-Hoorie &

Mercer, 2021, p. 80). Similarly, Haga and Reinders (as cited in Phung, Nakamura, Reinders, 2021, p. 80) found out that L2 learners experienced strong emotions in response to negative feedback from L1 speakers.

### 6.3. The Role of Teachers' in Students' Motivation

The teacher as motivator in the research literature on second language learning has received scant attention. In the empirical literature, the classic approach to investigate this issue is "to observe what motivational strategies teachers use and to measure students' motivation simultaneously" (Csizér, 2017, p.423). Several studies have focused on how the use of humour positively influences learners' L2 motivation. For example, Farnia & Mohammadi (2021) found out that both teachers and learners recognized the positive effects of humour such as lowering learners' anxiety as well as increasing their concentration and motivation. Similar findings can be found in some other studies (Tong & Tsung, 2020; Leslie, 2015). Moreover, another study by Lucas (2005) demonstrated that the use of humour, in this case, the use of puns helped learners to understand and grasp the lessons more efficiently since "learner-generated attention to the totality of form, meaning, and use uniformly produced greater comprehension" (p. 221). However, not much research has provided more insight into classroom humour so as to gain better comprehension (Bilokcuoglu & Debreli, 2018, p. 356).

Furthermore, giving choices to students has also been demonstrated to play a positive role in affecting learners' L2 motivation as reported in some task-based studies (Butler, 2017; Lambert et al., 2017; Phung, 2016). For example, Butler (2017) asked young L2 learners to design their own games and decide on topics for tasks, that is, to design instructional material in order to cater learners' interests and found out that their intrinsic motivation increased. Furthermore, Lambert et al. (2017) compared learners' engagement and motivation in narrative tasks that used the content from participants' actual lives and experiences with narrative tasks with fictitious ideas and events. The research demonstrated that learners' "behavioral, cognitive and social engagement, as measured by the amount of language production, elaboration of ideas, negotiation of meaning and backchanneling, was higher in tasks operating on the content generated by the learners than the other sets of tasks" (Hiver & Al-Hoorie & Mercer, 2021, p. 80). Furthermore, Phung (2016) involved

learners in performing two different L2 oral tasks and, after that, analysed their reasons for their preferences in an interview. Learners revealed that the lack of freedom to make choices made the task less attractive. Finally, Dam (1995) after "sheer deperation to find ways of dealing with unmotivated teenage students" (Ushioda, 2012, p. 82) involved learners in the decisions concerning the choice of classroom activities and learning materials and found out that students felt responsible for their choices they made and were more actively involved in.

Additionally, previous studies (Yashima et al., 2016 & Leeming, 2019) have also demonstrated that assigning a group leader in group work impacts L2 motivation since "if a student can pull the group in the right direction, this may increase the motivation of other members and, consequently, boost the group's performance" (Hiromori, Yoshimura, Kirimura, Mitsugi, 2021, p.49). Nevertheless, few have examined how the teacher's handing over of specific roles can affect group members' L2 motivation. As an example, in a study set on an L1 context which was identifying student's perception toward cooperative group work strategies, most of the students, except for four, strongly agreed that giving roles for each member was both useful and necessary since it allowed them a clear task to contribute (WIbisono, 2020).

## 6.4. Group Work

"While learners of a second language (L2) are increasingly interacting in small groups as part of a communicative methodological paradigm, very few studies have investigated the social dynamics that occur in such groups" (Poupore, 2015, p.1). As reported earlier, the study by Bao and Du (2015) demonstrated that group work in TBLT favours an appropriate learning environment which results in lower levels of anxiety and higher levels of self-confidence and more self-esteem since teacher's attention is not focused on one student only as in the traditional teacher led interaction (298, 299). Similar findings can be found in Cordoba's study (2016) in which students were asked about the role of TBLT to motivate them and reported that TBLT provided a relaxed and non anxiety atmosphere since peers' feedback and support was present in group work (Córdoba, 2016, p. 22). In a similar vein, other studies in which TBLT was not applied have demonstrated how learners speaking in pairs feel motivated since they can speak without tension and confidently with their partners (Govindasamy & Shah, 2020). Specifically, Aulia, & Lengkanawati, Rodliyah, 2020 study demonstrated that "less anxious students help the anxious ones in pronouncing certain words

and inform the suitable vocabularies" (p. 134). Similarly, in Doqaruni's study (2015) most learners reported increases in all aspects of confidence, in fact one student confirmed that he had "learned a lot from my [his] classmates…this motivated me to devote myself to doing group work" (p. 51).

Other studies in which TBLT is not applied revealed relevant information concerning group work and L2 motivation. For example, Ghaith (2003, as cited in Csizér, 2017) found that different types of learning modes had an impact on classroom atmosphere. Although this study was not directly focused on L2 motivation, "a relevant link was found between cooperation, defined as "learners work together in small groups to achieve common goals" and group cohesiveness ("students enjoy working with their classmates because they know them and consider them friends" (p. 426) with the latter associated to L2 motivation. Other studies which have investigated the relationship between student-student interaction on L2 motivation are those of Iwaniec (2014b) and Iwaniec and Ullakonoja (2016) studies which focused precisely on the role of peer pressure on learners (influence on learners from their peer groups), yet both studies determined that its role was limited. There is also evidence on how social processes such as group interaction impact on motivational development by identifying and drawing towards other peers who are similar to themselves and by working together (Wigfield and Wagner, 2005). However, friendship or close personal relationships among members of a group work and its relationship with L2 motivation has received scant attention in the L2 empirical research involving social interactions in the classroom setting if compared with teacher-student relationship (see Henry & Cecilia, 2018 for an overview on teacher-student relationship and L2 motivation).

Nonetheless, as Barron (2003) comments, even though the relational factor of friendship is infrequently found in literature, it is certainly important (p. 350). In fact, the effect of friendship on learning has been shown in the context of creating musical compositions (Miell & MacDonald, 2000) and scientific-reasoning tasks (Azmitia & Montgomery, 1993). Moreover, friends are more likely to engage in transactive exchanges (Berkowitz & Gibbs, 1983) which elaborate and expand the thinking of their partners. However, all these studies were carried out in an L1 setting and only demonstrated the effects of friendship on learning which implies that further research should be undertaken to investigate how close friendship among members of a group work affects L2 motivation. Finally, it is also relevant to mention that sometimes students do not like or enjoy working in groups since group projects can lead to 'social loafing' or 'free riding' which implies that some members of the group do not work equally

as the other members, yet still receive credit for the group effort (Storch, 2013, p. 86). For example, in Chang & Brickman's study (2018), students complained of unequal contributions in college science classrooms. Similarly, in Tucker & Abbasi's study (2016), students' perceptions and experiences of team work were examined and indicated that the most cited factor leading to dissatisfaction with teamwork was unequal workload contributions.

## 7. The Present Study

The current study took place during the third week and the fifth week of a five-weeks teaching practicum carried out in school Institut 9. The project aims at analysing to what extent students' degree of motivation increased after the implementation of a teaching unit based on TBLT. As empirical research has shown that the main factors affecting learners' motivation are tasks, teachers and peers (Csizér, 2017, p.423), the study attempts to examine these three components in relation to the TBLT approach. As a means to analyse the previously mentioned phenomena a post-questionnaire was used after the implementation of the teaching unit. Moreover, a pre-questionnaire was also used to determine learners' motivation before the TBLT unit. In order to determine the general and specific research goals of this study, the following questions were posed:

General research goals:

1. To what extent the student motivation increased after the implementation of the TBLT didactic unit?

Specific research goals:

2. How motivated were the students before the implementation of the TBLT didactic unit?

3. To what degree was the final recording-video or poster task motivating for teenage students?

4. What did the teacher do specifically to motivate the students?

5. What was the role of group work in motivating students?

**7.1. Methodology**

**7.1.1. Research Design**

The present study used a mixed methods design due to several reasons (see Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 2010). First, the intervention was new both for the participants and the researcher in the present study. Therefore, the nature of the study was exploratory with a mixed method design that "recognizes the importance of traditional quantitative and qualitative research but also offers a powerful third paradigm choice that often will provide the most informative, complete, balanced, and useful research results" (Johnson, Onwuegbuzie, & Turner, 2007, p. 129). Second, the questionnaires used as a data collection method draws on both qualitative data since participants' answers are analysed, but also quantitative data since students' responses are going to be classified into categories and quantified.

**7.1.2. Procedure**

Before the questionnaires were administered to students, two observation phases took place in different teaching practice periods. The first one was carried out during the first teaching practice period and provided useful information regarding the school context, the organisation of the school and the type of students who attended the school. It also allowed the researcher of this paper to get to know the 4th of ESO students described earlier in the section called "Class Group Analysis". The second one lasted only two weeks and it took place in the second teaching practice period. During this time, apart from observing the target group's English classes, the researcher of this paper also had the opportunity to observe some other English classes taught for 1st of ESO students. Basically, this period helped the researcher to get to know the participants of this study better: their interests and their hobbies.

The choice of the didactic unit's topic was made in the second teaching practice period, more specifically, during the second week of observation. Students' interests and needs were taken into account to select the didactic unit's topic. This ensured that students were engaged in the lessons and the different tasks proposed. At the same time, in this second week, permission to carry out the two questionnaires was requested from the centre and the mentor since the participants were underage. Therefore, although official written permission

was not provided, the mentor stipulated that the students were eligible to participate in the study according to the centre guidelines.

After observing the group, knowing their interests and needs and choosing a relevant topic for them, the pre-questionnaire was provided to students in order to check students' motivation towards English learning. This pre-questionnaire was administered to the students before the implementation of the didactic unit. When the participants were asked to fill in the survey, they were told that (1) it was not an exam, (2) their responses were not going to be assessed, and (3) it was a completely anonymous questionnaire. Before handing out the questionnaire, the researcher provided the learners with different instructions on how to fill in the survey. Basically, the researcher explained that participants had to rate the statements on the questionnaires on a scale of 1-5, using 1 to indicate a statement they "strongly disagreed with", 2 to indicate they "disagreed", 3 to indicate they "neither agreed nor disagreed", 4 to indicate they "agreed" and 5 to indicate a statement they "strongly agreed". Moreover, the researcher explained that they had to mark all the options that were true for them in the question that included checkboxes. While the participants were filling in the questionnaires, the researcher stayed with them in case there were any doubts.

At the end of the didactic unit, the post-questionnaire was provided to students in order to examine how the intervention had influenced students. Again, as in the initial questionnaire, when the participants were asked to fill in the survey, they were told that (1) it was not an exam, (2) their responses were not going to be assessed, and (3) it was a completely anonymous questionnaire. Moreover, the researcher reminded the students of the different meanings of the scale from 1-5. In addition, the researcher highlighted that there were some open questions which they had to answer being as honest as possible.


## 7.2. Context

### 7.2.1. Research Context

The DU upon which this project is based is called "How much tech is too much tech?" focused on technology and its effects on health. The teaching unit consisted of 10 sessions, implemented during two weeks and a half, which were focused on the development of participants' ability to express advice, obligation and prohibition as well as to use vocabulary

related to technology and health issues. The tasks consisted of a variety of types including problem-solving, opinion gap, jigsaw reading and decision-making. Tasks were usually operationalised in three stages: pre-task, during task, and post-task and almost all the sessions included a report stage in which participants had to present their findings or results. Moreover, open class discussions and group discussion among participants were almost present in each lesson. Participants were usually working in small groups of five to carry out the tasks successfully, yet in some special cases they were also working in pairs or individually. Also of note is that the didactic unit was conducted in an on-going classroom, therefore, it is possible that some of the task stages were not carried out as planned due to the dynamic nature of classroom context. Basically, it was challenging to control that all the tasks were completed as they had been organised meaning that time spent in different stages of the tasks sometimes varied considerably, although the desired timeline had been set.

### 7.2.2. The Participants

The study group consisted of 25 (Male=8 Female=17) high school students who were attending their English lessons in the school Institut 9 located in Santa Coloma de Gramenet. Their age ranged between 15 – 16 years old with the exception of one student who was repeating the course and was 17 years old. All the participants could speak Spanish fluently and, in fact, that was the language that they used to communicate to each other. Moreover, they all had at least three years of experience in learning English as a foreign language in an instructed setting. The students' level of English varied from pupil to pupil, their levels ranged from A1 to B2. Moreover, as stated earlier in this paper, there were some students, specifically two, who were the most participative in the classroom. Furthermore, it is worth noting that there were three students who presented a complex family and personal background at home and therefore, they followed an individual plan; however, the researcher of this paper did her best to minimise all the contravening variables as much as possible and focus on the study. All students agreed on taking part in this study and apart from the instructions provided on both questionnaires, they were not given any specific direction on how to answer the open questions so as not to affect their attitudes or opinions on the surveys.

### 7.2.3. The Teacher Researcher

The researcher organised and led all the tasks in the research. Moreover, by asking the teachers' high school and getting to know students' needs and interests, she tried to depict the picture of the participants' profiles. She played an active role in the whole process. The TBLT didactic unit implemented during the 10 sessions was developed by herself. However, she worked with an expert in the relevant field, her tutora, in order to provide reliable findings during the data analysis.

### 7.2.4. Oral Argumentative Task

The final task was an oral argumentative task that was designed as an interactive problem-solving activity, aimed at eliciting participants' advice and arguments concerning tips on how to have a healthier relationship with technology. The task was operationalized in three stages: a pre-task in which the teacher prepared participants with the L2 useful knowledge for the task. As a pre-task, participants were given different pictures which represented how technology affected health. Participants in groups had to brainstorm ideas related to the different pictures by recognizing the tech health problem of the person and a possible advice for him/her. Afterwards, the teacher explained instructions about the main task: participants had to get into pairs or groups of three and brainstorm a list of advice to have a healthier relationship with technology which later, they would present in front of the class. Participants were given the option of presenting a poster or recording a video with their phones which would be played in the classroom. As an example, the teacher showed the participants to watch a similar product to the one they had been asked to do. During the task phase, participants had time to start working in their video or poster about tips to have a healthier relationship with technology. Moreover, they had time to decide whether they would record a video or they would create a poster using a digital tool. In the report phase, participants had the opportunity to present their posters or videos in front of the class. The rest of the class had the purpose to listen carefully to their classmates' presentations since they were required to complete a chart individually on the three most relevant tips they have heard in all the presentations. Later, they had to compare with their partners their preferences and come to a compromise by means of a negotiation process.

**7.3. Data Collection Methods**

A pre-questionnaire and a post-questionnaire were employed in this study. Both were completed online using Google Forms since Google was the main educational platform used by the school. This enabled students to feel confident since they already knew the platform, hence it facilitated that they could express their opinions and thoughts freely and confidently.

**7.3.1. Pre-questionnaire**

The pre-questionnaire (see Appendix page 74) was administered to participants before the implementation of the didactic unit in order to examine their feelings and opinions in relation to the English language and their usual English lessons. This pre-questionnaire was based on and adapted from Dörnyei and Chan's "Language Orientation Questionnaire" (2013) which aimed to measure L2 student motivation. The survey contained 9 different questions: 8 Likert scale questions and 1 question with checkboxes. Dörnyei and Chan's questionnaire was modified and adapted to the specific classroom' context and needs. The questionnaire was carried out in Spanish so that students could express themselves as easily and naturally as possible and to provide the most reliable data for the study.

**7.3.2. Post-questionnaire**

The post-questionnaire (see Appendix page 79) was administered to participants after the implementation of the didactic unit in order to provide an insight into to what extent participants' motivation increased after the implementation of the TBLT unit. To this purpose, this questionnaire was specifically focused on analysing to what extent the final task of the didactic unit was motivating for teenage students. Moreover, another important aspect of this survey was analysing to what extent the role of both the teacher and group work had an impact on students' motivation. This questionnaire contained 8 different questions: 3 Likert scale questions, 2 dichotomous questions and 3 open-ended questions. The survey was also in Spanish so that it could offer the most reliable data as possible.

**8. Results and Discussion**

The following section aims to discover to which extent students' motivation increased after the implementation of the TBLT didactic unit. In order to provide an answer for this general question, students' answers on the following three components: the final task, the teacher and group work are examined. Moreover, learners' motivation before the implementation of the teaching unit is also analysed.

**8.1. Research Question 1: How motivated were the students before the implementation of the TBLT didactic unit?**

Firstly, 64% (16/25) of the students recognized that they did not like learning English. A possible explanation for this is that learning a foreign language entails being able to speak it (Luoma, 2004), therefore, some psychological factors that affect speaking performance such as the fear of making mistakes, shyness, anxiety and lack of confidence when speaking the language (Juhana, 2012, p. 100) could hinder their perceptions towards learning it. Additionally, 84% (21/25) of the students confirmed that they did not enjoy the current English lessons. One possible reason for this is that the teacher, the teaching method and tasks being used were not the most appropriate as the three are considered key issues in motivation (see Oxford, 1998; Ushioda, 1998; Dörnyei's, 1998). Moreover, 92% (23/25) of the participants revealed that their families considered English as an important language for their future career. Indeed, parents' positive perception is beneficial since they could translate their perceptions to their daughters and sons (Diaz, Acuña, Ravanal & Riffo, 2020). This was reflected in this pre questionnaire since 80% (20/25) of the students considered that learning English was important for their future careers.

However, participants' motivation was influenced by external stimuli since 84% (21/25) revealed that they studied English only to pass the exams (Ryan & Deci, 2000a). Moreover, 92% (23/25) of the participants agreed that they studied English in order not to disappoint their parents which implies that they were influenced by external pressures which corresponds to an introjected type of motivation (Ryan & Deci, 2000a). Nevertheless, it is important to highlight that 92% (23/25) did want to communicate with people from other countries which implies a positive finding since even though students were not intrinsically motivated to learn English, their ideal L2 Self, that is the ideal picture the learner creates

about himself/herself could act as, in Dörnyei's (2009) words, a powerful motivator to learn the L2 because of the desire to reduce their discrepancy between their actual and ideal selves (p. 29). Additionally, 80% (20/25) of the students recognized that they did not imagine themselves speaking in English which further demonstrates that there was a lack of confidence in most of the students' speaking performance. Finally, most of the participants consumed media in English for recreational purposes which shows that they counted with some sort of intrinsic motivation which is key for high quality learning (Ushioda, 2012, p.79).

Therefore, most of the participants presented an extrinsic type of motivation since they did not study English for pleasure, but for external pressures such as pleasing their parents. Additionally, the lack of enjoyment in the English lessons was another factor causing their disinterest in the English lessons. Finally, their lack of self confidence in oral skills was the other factor which contributed to their unmotivated behaviour in the lessons.

## 8.2. Research Question 2: To what degree was the final recording-video or poster task motivating for teenage students?

Overall results of the final task showed a positive impact on students' motivation since 84% (21/25) of the students agreed that the task was motivating. Students' answers shed light on the specific reasons behind their answers. For example, five students indicated that finding the task content, that is, the task topic as interesting and close were determinant factors to find the task motivating. A possible explanation for this is that task content related with immediate personal life themes is perceived to be more intrinsically interesting than that associated with more remote and abstract topics such as global issues (Poupore, 2015). Therefore, students found the oral argumentative task as interesting since the task content -giving tips to have a healthier relationship with technology- was related to their immediate personal lives: technology is present in teenagers' real and daily lives (Knapp et al. 2017).

Moreover, as in the oral argumentative task some pairs explained their own bad experiences with technology (health issues related to it), the task allowed the listener students to personally identify with the challenges, difficulties, and feelings experienced by their peers which they probably had experienced as well. This reminds of the importance of character identification in tasks which according to Anderson et al. (1987) was identified as an interestingness trait of tasks which makes the task as meaningful and relevant for the

learners. Furthermore, there was one student who said that s/he participated more in the oral presentation due to the fact that the topic was interesting. This finding is similar to that of Kang (2005) who found that interest in the topic played a key role on L2 learners' situational willingness to communicate. A possible explanation for this finding is that "when learners find the topics personally relevant or emotionally engaging, they are more likely to have a positive affective disposition to the task" as reported in some studies such as in Phung, 2016; Qiu & Lo, 2017 (Phung, Nakamura & Reinders , 2021, p. 80). Therefore, it can be deduced that they are more likely to communicate in the L2.

Another important finding of this study was that allowing students to self record a video in which they spoke in English was found as motivating as was reported by one student. This finding broadly supports the work of other studies (Koyak & Ustunel, 2020; Gromik, 2015; Gromik, 2009). One possible explanation for this finding is that the student felt less anxious as s/he had time ahead to plan their speech and precisely, as reported in Öztürk and Gürbüz's study (2014, p. 12) anxiety occurs most when students are required to speak without being prepared in advance. Therefore, the learner could probably feel more confident and motivated to use the L2 in the video recording. Furthermore, one student recognized that expressing their opinions and personal past experiences was motivating for him/her. A possible explanation is that using the L2 successfully provided learners with joy, satisfaction, pride and a sense of control that did affect motivation and engagement (Wolf & Phung, 2019). In fact, successful communication using the L2 results in students' feeling of accomplishment (Mao, 2011) and research suggests that L2 accomplishment or achievement strongly affects learner motivation (Guilloteaux and Dörnyei, 2008), therefore, this finding upholds a correlation between successful self-expression (feeling of accomplishment or achievement) and L2 motivation.

Nonetheless, it is also relevant to recognize that 12% (3/25) of the students did not find the task motivating. A possible explanation for this finding is that speaking anxiety could be present in learners who were presenting their poster instead of recording a video. Learners could have anxiety due to low perceived self-efficacy and fear of negative evaluation by their peers (Gkonou, 2011), fear of failure, and peer pressure among the students (Oad & Khan, 2020), forgetting vocabulary items, not being prepared in advance for speaking, speaking in front of the others, and incorrect pronunciation, being exposed to immediate questions, knowing the turn is coming and not managing to make sentences (Öztürk and Gürbüz, 2014). If students were required to do oral expositions in the future, one possible solution for

this issue would be to include tasks and activities such as presentations or mini speeches along with scaffolded feedback sessions since it could gradually reduce anxiety (Öztürk & Öztürk, 2021).

## 8.3. Research Question 3: What did the teacher do specifically to motivate the students?

Results showed that the teacher had a positive impact on students' motivation since 80% (20/25) of the students agreed it did. Learners' answers support previous research on how the use of humour by the teacher can motivate students since seven students recognized so. Indeed humour helps setting up a more comfortable, relaxed and friendly atmosphere in which the distance between teacher and learners is reduced and anxiety is lowered and therefore, learners' motivation is enhanced (Farnia & Mohammadi, 2021; Tong & Tsung, 2020; Leslie, 2015). Specifically, there was one student who remarked that finding the lesson funny made him/her understand the content better which reminds of Lucas' study (2005). By viewing this finding through Krashen's affective filter hypothesis (1981), it can be concluded that as humour promotes a much less anxiety-filled learning environment, then the learner's affective filter (fear, embarrassment or anxiety towards the L2) was lowered therefore, the amount of language input and intake (i.e., the input that was actually processed and comprehended by the learner) that the student was able to understand increased, as supported in the literature (Kher et al., 1999; Lee & VanPatten, 2003). This finding is significant since it supports that humour can act as a social lubricant to facilitate student apprehension which can in turn result in better understanding of the lesson and the contents.

Moreover, one student recognized that s/he found the teacher motivating since s/he was offered choices on the format of the final task (making a poster or recording a video). This finding is similar to other studies (Butler, 2017; Lambert et al., 2017; Phung, 2016; Dam, 1995). Indeed, offering choices to students promotes learners' sense of responsibility for the decisions they make and their possible consequences and therefore, intrinsic motivation is enhanced (Dam, 1995). Moreover, as has been demonstrated (Butler, 2017; Lambert et al., 2017; Phung, 2016), when learners experience choice, they are more likely to be engaged in performing the task and "when students are 'engaged', they are inevitably fuelled by some motivation that gives direction to their action" (Dörnyei, 2019, p. 64). Additionally, one

student referred to how the teacher's handing over of specific roles to each team member was motivating for him/her. Although this finding is similar to that of WIbisono (2020) in the sense that the student has recognized the value of being assigned a role inside group work, it is relevant since the student has recognized it as being motivating. One explanation for the student's answer is that when students are given specific roles in the classroom, they feel responsible, involved and autonomous, therefore, their motivation increases (Dörnyei, 2001). Moreover, similar to WIbisono's study (2020) findings, giving roles among group members could give the student a clear task to contribute and therefore, s/he felt more confident and motivated.

Nevertheless, this study also found some discrepancies on the teacher's motivational strategies since 20% (5/25) disagreed on her motivating practice. Indeed, not all strategies are useful with all learners since individual variables play an important role (Dörnyei, 2001). Students could also have reservations about the usual TBLT teacher's role who was acting as a facilitator, co-operator or organiser not only as a dispenser of knowledge. In summary, some learners could be disappointed about the new role of the teacher since they were used to the traditional teacher role the teacher plays in teacher centred instruction as some studies have reported (Burrows, 2008; Zhang, 2007).

## 8.4. Research Question 4: What was the role of group work in motivating students?

Overall results show that the role of group work was determinant on students' motivation since 60% (15/25) of the students agreed on it. Some of the reasons students gave in their answers reveal the motivating potential of working in groups. For instance, four students referred to working with their best friends as one of the motivating factors. Therefore, this finding highlights a significant relationship between working in groups and group cohesiveness. Similar findings can be found in Ghaith's (2003) study in which "students enjoy working with their classmates because they know them and consider them friends" (p. 85). One explanation for the powerful influence of peers' friendships on teenagers is that during adolescence social relationships with their equals rather than family figures become crucial in teenage lives since autonomy and finding their real identity are important tenets to develop and achieve (Coll, 2010 p.20). Further, the relationships between individuals also represent important dimensions of the social, and it has been found that friendship between

individuals is favourable for motivation and learning since friends "engage in more productive dialogue during learning activities than those who are not friends" (Barron, 2003, p. 350) due to both shared past experiences with their peers and motivation to nourish the relationships (see Barron, 2003; Miell & MacDonald, 2000; Azmitia & Montgomery, 1993; Berkowitz & Gibbs, 1983 for the effects of friendship on production and learning).

Nevertheless, these findings cannot be extrapolated to all participants since precisely one student expressed negative feelings when working with his/her best friend since it led to inappropriate behaviour among peers. Therefore, this project has shown the potentially complex role of friendship when working in groups which in contrast with previous findings in L1 settings (Miell & MacDonald, 2000; Azmitia & Montgomery, 1993; Berkowitz & Gibbs, 1983) suggests that friendship does not always result in positive outcomes and motivation. This result implies that groups which include close friendships among group members can lead to negative feelings among learners. Moreover, one student confirmed that working in groups was motivating since s/he could speak with their classmates without experiencing nervousness which implies that working in groups provides a more comfortable atmosphere. A possible explanation for this finding can be found in Bao and Du's study (2015) who found that students working in groups do not become the focus of attention of the entire classroom as they would in a traditional classroom, therefore, their anxiety diminished (p. 298, 299). This is due to the fact that when students work in a teacher-led interaction or are asked questions in front of the class, "any mistakes or incorrect answers become subject to scrutiny by the whole class", however, when working in groups "the focus of attention is diffused among the group" (Panitz, 1999, p. 60). Student's positive views of practising the language without nerves could also be related to speaking the language confidently with their peers without fear or making mistakes and being corrected by the teacher (Govindasamy & Shah, 2020) and the chance of being helped by other less anxious students (Aulia, Lengkanawati & Rodliyah, 2020).

However, some students had reservations about group work as 36% (9/25) of the students disagreed on its motivating potential. For example, two students addressed one of the well-documented challenges of group projects, that of unequal contributions (see Boud et al., 2001; Johnson & Johnson, 1994; Slavin, 1992) which implies that "some members of a group do not contribute equally to the effort expanded, and yet get credit for the group effort" (Storch, 2013, p. 86). This finding is consistent with that of Chang & Brickman (2018) and Tucker & Abbasi's study (2016) in which unequal contributions were reported to lead to

students' group work negative perceptions in L1 settings. Nevertheless, the present finding shows that even though specific roles were assigned to each team member in group work, some students did not accomplish their corresponding task. Therefore, this study highlights that the teacher does need to be careful that assigned roles are accomplished by each team member. Additionally, one student acknowledged that working in groups was not motivating for him/her since s/he had to speak in English with their classmates. A possible explanation for student reluctance to speak in English could be a lack of confidence or fear of making mistakes in the L2 (Savaşçı, 2014). Another possible reason which could explain why the student did not like using the L2 among their peers was the feeling of awkwardness of speaking in the L2 to peers as was reported by students in two different studies which used oral tasks (Kang, 2005; de St Léger & Storch, 2009).

## 8.5. Research Question 5: To what extent did the student motivation increase after the implementation of the TBLT didactic unit?

The TBLT lessons were positively received since 84% (21/25) of the students liked the lessons. Precisely, the final task, the teacher and group work had a positive impact on students' L2 motivation. Out of these three components, the final task was the most prominent factor affecting L2 motivation receiving more positive learners' feedback votes than the teacher or group work. Specifically, students were motivated by the task topic which was categorised as being interesting, relevant and close to their lives and even the content had an impact on students' willingness to communicate as expressed by one student. Other task motivation contributors were using the smartphone to self-record a video and using the L2 as a tool to express themselves. The teacher was the second contributor to learners' L2 motivation increasement and humour was the most appreciated strategy by the learners. Nonetheless, being given choices in respect to tasks and a role in group work also contributed to learners' motivation. Finally, group work was the third factor affecting learners' motivation. In this respect, working with their best friends was the most cited contributing factor, yet one learner confirmed that s/he did not enjoy the experience since it led to negative feelings among friends. Additionally, a student recognized that group work provided a comfortable atmosphere in which students could practise their speaking skills without feeling nervous, yet another student denied feeling comfortable when speaking in English with friends. Indeed, group work is the component which received more negative feedback

as 36% (9/25) of the students disagreed on its motivating effect. The data provided by two students revealed that unequal contributions from classmates were key to undermine some of the students' group work perceptions which highlights how important it is that the teacher or even a student of each group makes sure that each team member is accomplishing their corresponding tasks.

All these results show some sort of shift in the learners' L2 motivation model, specifically in the intrinsic kind —the one which the TBLT unit aimed to enhance so that the students' participation and engagement were maximised. In general, the group presented an extrinsic model of motivation at the beginning, even though some intrinsic aspects were also found. However, as it can be inferred from the post questionnaire data, the unit did foster a more intrinsic type of motivation in the classroom by motivating students through both teaching method and content. Hence, it can be concluded that the TBLT didactic unit did increase learners' L2 motivation and that it would be advisable to continue with the TBLT teaching approach in this specific context.

**9. Conclusion**

The main goal of this study has been to investigate the extent to which the proposed didactic unit increased learners' motivation by analysing the impact that the final task, the teacher and the group work had on L2 motivation. Concerning the final task, topics which were interesting, close and real for learners' lives were motivating and even encouraged L2 learners' willingness to communicate. At the same time, learners identifying themselves with their peers' challenges, difficulties and feelings related to how to deal with technology addiction probably made those students feel that the task was relevant and interesting for them. Moreover, including a fun element like students self recording a video using their own phones resulted in motivation. In addition, allowing students to use the L2 to express their own past experiences and opinions resulted in motivation. The teacher also demonstrated to play an important role in L2 learners' motivation, specifically, finding the lesson funny was crucial for learners since it helped to create a pleasant anxiety atmosphere and even, to understand the contents of the lesson better as students' affective filter was lowered, therefore the amount of understandable language input and intake increased. Moreover, involving the students in making decisions about the format of the final task encouraged them to take charge of their own learning, which resulted in a positive attitude and increased motivation. Additionally, giving roles to each group member also contributed to learners' motivation. Group work also had an impact on learners' motivation. Specifically, this study has remarked on the potentially complex role of friendship. That is, whereas for some students working with close friends was motivating, one student expressed negative feelings which suggests that friendship is not always related to favourable outcomes and motivation increasement. Moreover, working in groups provided more confidence and motivation to practise their L2 speaking skills, yet this is not always veridical since one student expressed negative feelings about it. At the same time, this study has also demonstrated that unequal contributions in group work led to demotivation towards group work which suggests that assigning specific roles to each team member did not mean that each learner carried out the specific tasks corresponding to their role. Therefore, this implies that when teachers assign specific roles to students, they should be careful that these roles are specifically carried out by the corresponding team members. In fact, this is a task which could also be carried out by any team member of each group which would mean giving students more responsibility in respect to their work and duties.

All in all, this project has demonstrated that tasks, the teacher and group work are not insignificant components, yet they are extremely determinant factors which highly influence students' motivation and therefore, should be taken into account. TBLT is an approach which is concerned with all these three components since it motivates learners with engaging and interesting tasks, provides a teacher figure who cares about the students and makes them feel comfortable and finally, promotes group work which allows teenagers working with their peers who are essential in their teen lifespan. Moreover, TBLT makes learners feel as motivated, real and lively as possible in the L2 classroom and learn the language in the most natural and similar life conditions to real life. Basically, In light of the results previously presented, TBLT has demonstrated to be an approach which can face the current L2 classroom challenges experienced nowadays such as demotivation, boredom and negative attitude towards learning English. It is evident that the current educational landscape is full of distractions which can obviously cancel students' strong motivation and commitment. However, teachers have the opportunity to increase the likelihood of students' engagement and motivation by applying practical and useful teaching approaches such as TBLT which can make learners not only feel enthusiastic and happy, but also taken care of and as real, unique human beings.

## 10. Limitations

This study has several limitations that need to be kept in mind in interpreting the results. Firstly, the findings of this study were generated from a specific micro-setting context based on a small population of participants. The small-scale study, therefore, limits the generalisability of the conclusions. Therefore, although results provide interesting insights about the motivating potentiality of TBLT, a larger number of participants would provide a more diverse and reliable sample of language learners. Also, the findings of this study reflect only these particular participants in their own context at one point in time. Certainly, it is possible that other learners' answers could be different, and even these same learners could have different responses on these topics after the passing of time. Moreover, this study is based on this specific didactic unit which was specifically created and designed for this group which means that their positive outcomes can not be extrapolated to other teaching units based on TBLT.  Finally, different or additional data collection techniques and/or forum components could have resulted in other findings. For example, the data only provides learners' opinions, not teachers' which would provide further insights.

Despite its limitations, however, the present study is a significant step forward to empirically investigate the effectiveness of TBLT on learners' L2 motivation. Precisely, given that not many studies have focused their attention on analysing the role that tasks, the teacher and group work play in TBLT it contributes to the growing area of TBLT research from a different perspective. Moreover, it does contribute to indicating that task topics which are associated with immediate personal themes increase students' motivation. Moreover, adding an ICT component like recording a video with a smartphone results in motivation and letting students express their personal past experiences and opinions also does. The study also shows that having a teacher figure who is funny, gives options to students and hands over roles to each team member also results in higher levels of motivation. Finally, the study also contributes to showing how group work can be motivating since teenagers usually like working with their peers who they consider their best friends. Furthermore, it also shows that group work generally provides a comfortable environment in which teenagers can practise their L2 oral skills without feeling nervous because of producing mistakes. At the same time, this study has also pointed out which factors limit or reduce motivation. Oral tasks can be demotivating since there is an oral component and therefore, speaking anxiety can be present. The teacher in TBLT could possibly decrease motivation if students are not used to their role or the strategies s/he is using. The study has also demonstrated that there are

some students who do not feel motivated to speak in English with their classmates, probably due to a lack of confidence with their L2 speaking skills or the fear of making mistakes. Finally, it has also shown that unequal contributions in group work clearly undermine students' motivation which is an extremely relevant factor to take into account.

Based on this analysis, the DU can be modified and adapted for further reiterations, in the same centre or in others and with different levels. That is, the unit promises to be successful not only in 4th of ESO, but in any other level as the topic of the didactic unit, technology addiction and how it affects teens' health is both relevant and interesting for teenagers as this is the digital society. Basically, teenagers are connected to the internet and usually they spend a wide range of their leisure time watching videos on Youtube or on other platforms, using social networks and playing video games, therefore, it is a topic which will probably engage and motivate students. At the same time, the topic is also concerned with the disadvantages of an overuse of technology since precisely this is what the unit is about, so it can help teenagers to learn using the internet in the most appropriate and healthy way they can.

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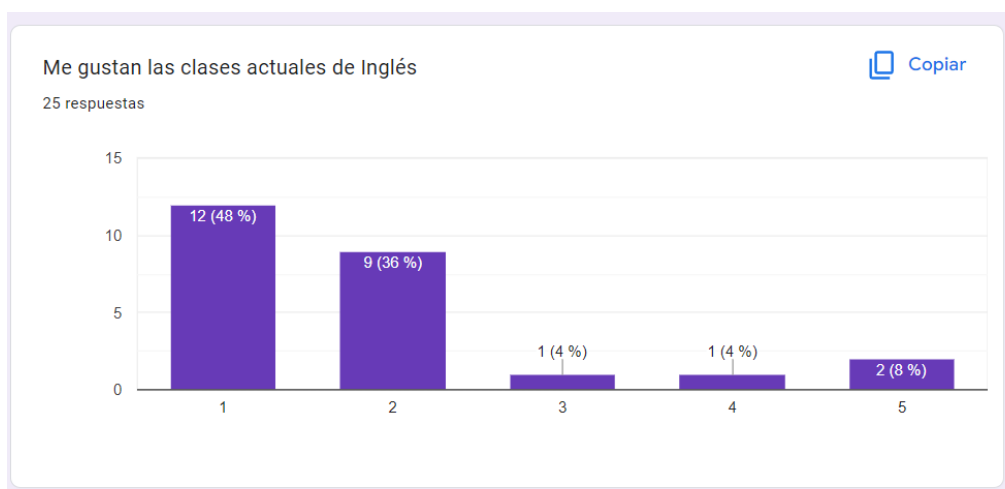
# 12. Appendix

## 12.1. Appendix 1: Pre-Questionnaire Results
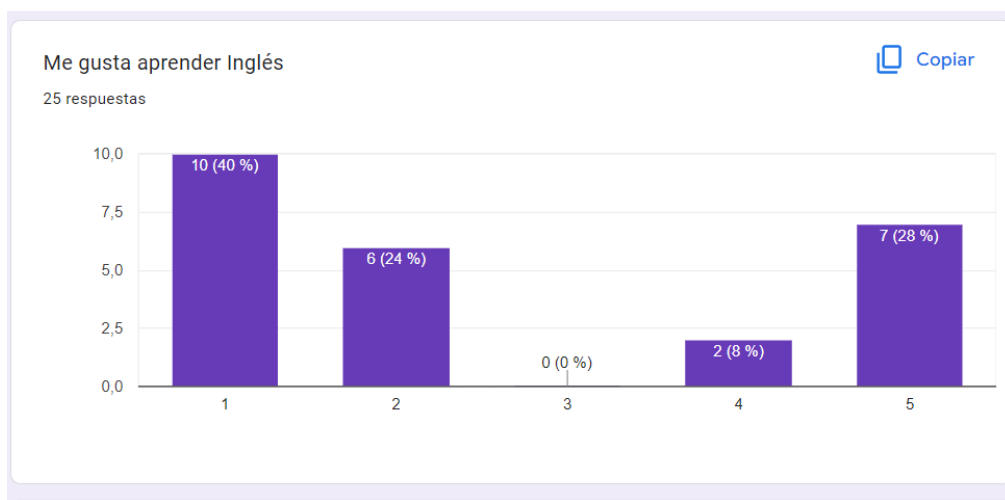
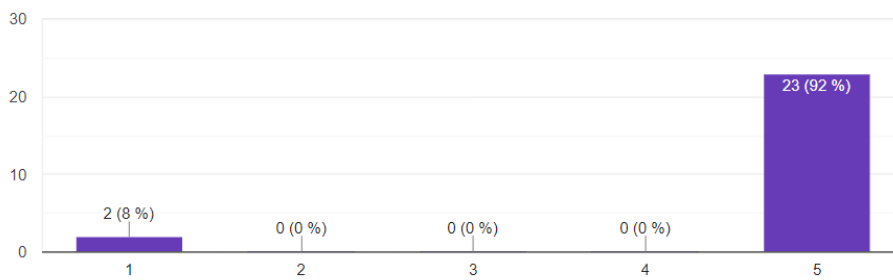**Question 1**



**Question 2**

**Question 3**

Mi familia piensa que estudiar Inglés es importante para mi futuro (mejores oportunidades laborales)
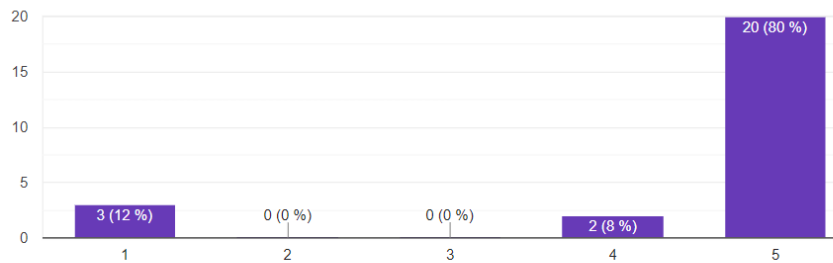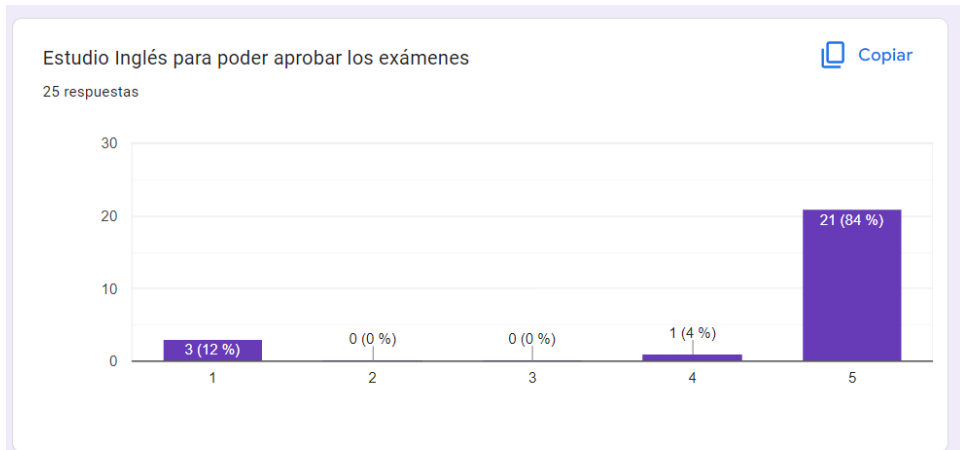
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25 respuestas



**Question 4**

Pienso que estudiar Inglés es importante para mi futuro (mejores oportunidades laborales)

Copiar

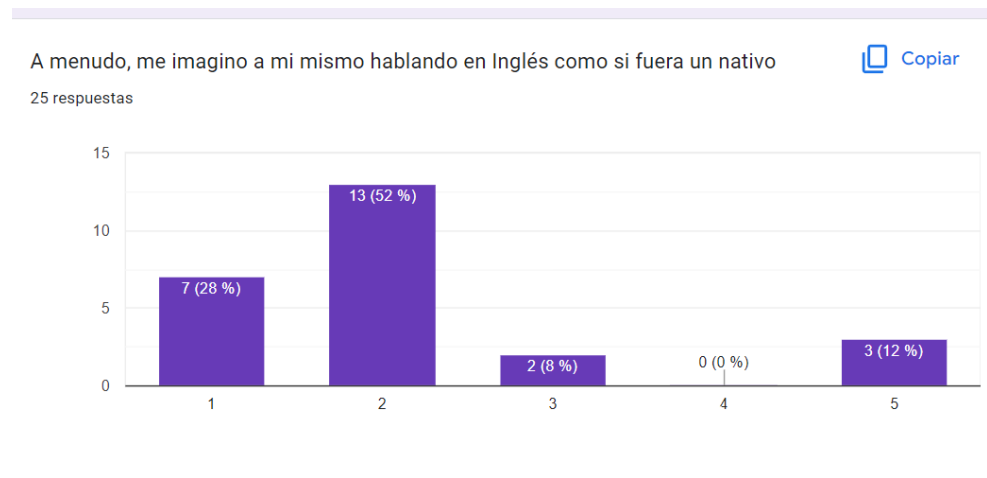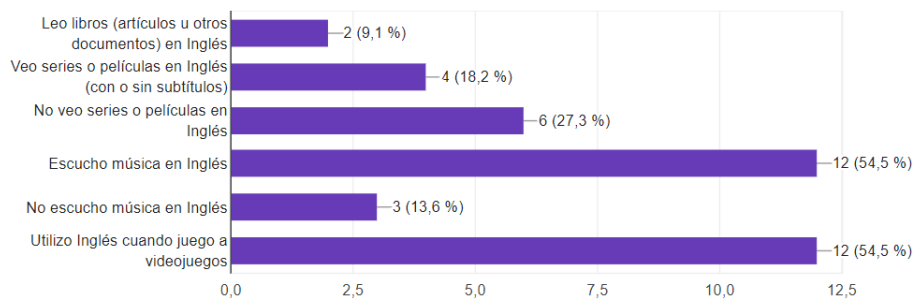25 respuestas



75

**Question 5**



Estudio Inglés para poder aprobar los exámenes

25 respuestas

**Question 6**



Tengo que estudiar Inglés ya que si no lo hago, mis padres se decepcionaran conmigo

25 respuestas

**Question 7**



Me gustaría poder ser capaz de hablar con gente de otros países

25 respuestas

**Question 8**



A menudo, me imagino a mi mismo hablando en Inglés como si fuera un nativo

25 respuestas

77

**Question 9**

Selecciona la acción que hagas en tu día a día:

📋 Copiar

22 respuestas

| Categoría | Valor |
|---|---|
| Leo libros (artículos u otros documentos) en Inglés | 2 (9,1 %) |
| Veo series o películas en Inglés (con o sin subtítulos) | 4 (18,2 %) |
| No veo series o películas en Inglés | 6 (27,3 %) |
| Escucho música en Inglés | 12 (54,5 %) |
| No escucho música en Inglés | 3 (13,6 %) |
| Utilizo Inglés cuando juego a videojuegos | 12 (54,5 %) |

Eje: 0,0 — 2,5 — 5,0 — 7,5 — 10,0 — 12,5
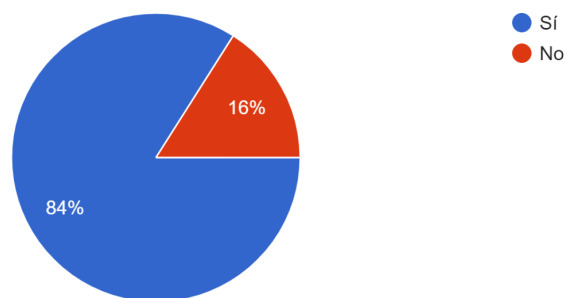
## 12.2. Appendix 2: Post-Questionnaire Results

**Question 1**

En general, ¿te han gustado las clases?
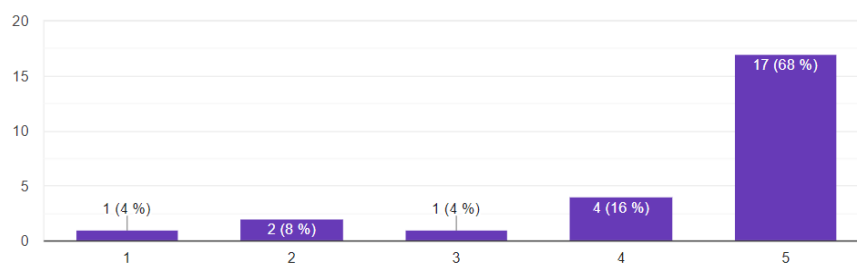25 respuestas



- Sí
- No

16%

84%

**Question 2**

La actividad final de crear un vídeo o póster sobre consejos para mantener una relación saludable con la tecnología me ha resultado motivadora.

25 respuestas

Copiar



| | | | | |
|---|---|---|---|---|
| 1 (4 %) | 2 (8 %) | 1 (4 %) | 4 (16 %) | 17 (68 %) |
| 1 | 2 | 3 | 4 | 5 |

**Question 3**

¿Por qué te ha resultado o no motivadora?

7 respuestas

ha sido motivadora porque el tema de la tecnología me encanta

porque el tema era cercano a mi y me interesaba

porque he explicado mi punto de vista sobre la adiccion al mobil y he explicado como yo antes estaba muy enganchada y como lo solucione

porque el tema me gustaba mucho y entonces he querido participar más cuando la profe nos hacia una pregunta en la presentacion

porque hemos podido grabar un video

porque el tema era muy guay

si me ha parecido motivante porque el tema era muy interesante

**Question 4**

El profesor ha contribuido en mi motivación para realizar las diferentes actividades en clase.

Copiar

25 respuestas
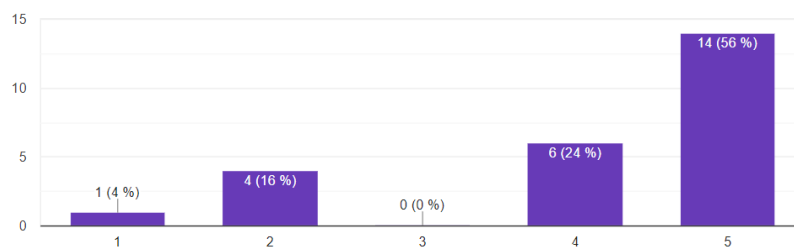
**Question 5**

¿De qué forma ha contribuido o no el profesor en tu motivación?

9 respuestas

sus clases me han parecido muy divertidas y eso ha hecho que estuviera animado

las clases han sido divertidas

si ha contribuido porque la profe tenia una manera de explicar las cosas más divertida

ha dado roles a cada persona de los diferentes grupos de clase y eso me ha gustado

me ha motivado porqe no ha dado a elejir si queriamos hacer un video o un poster

la profe ha sido divertida y me han gustado sus clases

si ha contribuido porque ha explicado las cosas de forma divertida y era muy graciosa

ha hecho q todo sea divertido

porque las clases han sido divertidas y yo he entendido mucho mejor todo

**Question 6**

En general, trabajar en grupos o parejas me ha resultado motivador.

25 respuestas

⬜ Copiar

```
15

10                                                    12 (48 %)

     7 (28 %)

 5

                                   1 (4 %)    3 (12 %)
                        2 (8 %)
 0
        1          2          3          4          5
```

**Question 7**

¿Por qué te ha resultado o no motivador trabajar en grupos o parejas?

9 respuestas

ha sido motivante porque he trabajado con mis mejores amigos

no me ha gustado trabajar con mi grupo porque trabajar con mi mejor amigo Héctor ha hecho que me acabe peleando con el

me ha encantado porque he trabajado con mis mejores amigas

me ha gustado porque no me he sentido nerviosa cuando he hablado con mis compañeros

no me ha resultado motivador trabajar en grupos porque no me gusta hablar en inglés con mis compañeros

porque he podido rtabajar con mis mejores amigas y eso me ha gustado

no me ha parecido motivante porque yo y mi compañera hemos tenido que hacer el trabajo de dos compañeros que no hacian nada, prefiero trabajar sola

motivador porque he podido estar con mis amigos y me gusta pasar tiempo con ellos

82

**Question 8**

¿Crees que ha faltado algo en las clases?
25 respuestas



- Sí
- No

84%

16%
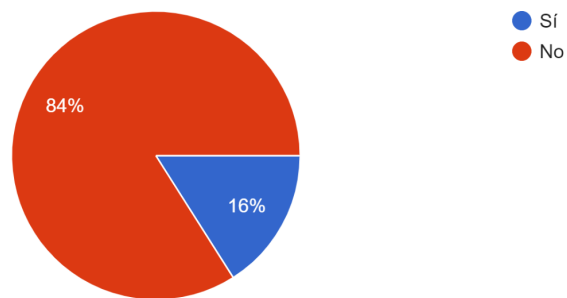
## 12.3. Appendix 3: Didactic Unit

| **Field**: Linguistic field. Foreign languages | **Subject:** English | **Level:** 4rth of ESO | **Teacher:** Inés Martínez Moral | **Course:** 2021-2022 |
|---|---|---|---|---|

**Didactic Unit:** How much tech is too much tech?

**Context:** How much are teens exposed to technology? We understand that an overuse of smartphones and technology can become toxic for teens (and, in general, for everyone). However, do we know exactly the negative effects of tech on health? And, even more important, do teens know good tips to have a healthier online life? This unit will help us unveil how technology affects our health and discover tips for helping teens manage technology addiction. We will become web designers and we will design a website about technology which promotes a healthier use of it. To this purpose, as a final product, we will create a short video or a poster which will be included in our website about our own tips to help strike a healthy balance with tech use. In our website, we will also include another task: a collaborative opinion essay about how we think technology affects our health.

| **Key Contents**<br>*Of curricular and cross-curricular fields that are worked during this unit* | **Curricular Contents**<br>*Of the field that are worked during this unit* |
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| CC3. Oral production strategies.<br>CC22. Lexicon and semantics.<br>CC23. Morphology and syntax.<br>CC7. Reading comprehension.<br>CC12. Adequacy, coherence and cohesion for the production of written texts<br>CC15. Creative production based on their own experiences or fictional situations.<br>CC22. Lexicon and semantics. | • Oral comprehension: general and specific.Topic and main ideas.<br><br>• Oral production strategies: compensation, initiation, continuation and ending formulas. Informal, planned, in-person, and digital texts.<br><br>• Reading comprehension: general, literal, and interpretative. Identification of the typology of the text, written or multimedia, its topic, main ideas, and secondary ideas. |

| CC23. Morphology and syntax | • Creative production based on their own experiences. |
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| | • Verb forms: simple aspects (present, past, and future) and continuous (present). |
| | • Frequent use and daily lexicon related to personal, general, and academic topics. |

| Linguistic dimensions and competences<br><br>*The activities of this didactic unit foster the acquisition of the following competences* | Learning goals<br><br>*By the end of this didactic unit students are able to...* | Assessment criteria<br><br>*During this didactic unit it must be checked that the student is able to..* | Assessment indicators<br>*How is each criterion accomplished and to what extent?* | | | Act. |
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| | | | Level 1<br><br>(satisfactory achievement) | Level 2<br><br>(notable achievement) | Level 3<br><br>(excellent achievement) | |
| **Oral communication dimension**<br><br>To plan and produce oral output adjusted to the communicative situation (C2).<br><br>(*Competències Bàsiques de l'àmbit Lingüístic*, 2015). | Give advice, express prohibition and obligation related to the use of new technologies.<br><br>Recognize and use technology and health issues vocabulary. | Communicate common needs and feelings (recommendations, advice, prohibition, obligation).<br><br>Initiate and maintain semi-formal and informal conversations about familiar topics / situations that contain some unpredictable element in common communicative situations. For example, conversations where opinions and feelings are expressed.<br><br>(*Currículum ESO,* 2015) | Comprehensively produce short and simple oral texts to give advice, express prohibition and obligation related to the use of new technology from a prior planning, with an elementary and everyday lexical repertoire. | Correctly producing simple oral texts to give advice, express prohibition and obligation related to the use of new technologies while showing to be in control of the lexis worked on. | Accurately producing oral texts to give advice, express prohibition and obligation related to the use of new technologies, while showing control over a variety of lexical repertoires and using a relative complex morphosyntax. | A9<br>A10<br>A11<br>A13<br>A18 |

| Reading comprehension dimension<br><br>To apply comprehension strategies to extract information and interpret the content of written texts from daily life, mass media, and academic environments (C4).<br><br>(*Competències Bàsiques de l'àmbit Lingüístic*, 2015). | Understand texts that talk about different negative effects of technology on health. | CA7. Recognize and apply comprehension strategies: to identify the essential information, the main ideas, or the relevant details from a text; to work out the meaning of unknown words or sentences from the context and to extract specific information.<br><br>(*Currículum ESO,* 2015) | Obtaining general information and recognizing the basic ideas of a brief written text. | Obtaining information and recognizing most of the main ideas from a brief written text and reflecting on them by identifying which negative effect of technology on health represent. . | Obtaining information and recognizing the main ideas from a brief written text and reflecting on them by identifying which negative effect of technology on health represent and explaining the reason for that decision. | A4 |
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| Written expression dimension<br><br>To produce written texts of different typology and format, while applying writing strategies (C8)<br><br>(*Competències Bàsiques de l'àmbit Lingüístic*, 2015). | Write an opinion essay about the effects of technology on health.<br><br>Write a script to give advice related to the use of new technologies. | CA20. Gradually apply the necessary strategies to produce appropriate texts, coherent and cohesive based on proper planning, subsequent review and rewriting derived from revision if it is necessary.<br><br>CA21. Use basic connectors to join sentences and linking words to structure ideas and paragraphs.<br><br>(*Currículum ESO,* 2015) | Writing short and simple texts that are well structured and respond to the tasks. | Writing simple texts that respond to the tasks and correctly state the student's opinion. | Writing simple texts that respond to the tasks and accurately state the student's opinion. | A15<br>A16 |

| **Digital dimensions and competences** | **Learning goals**<br><br>*By the end of this didactic unit students* | **Assessment criteria**<br><br>*During this didactic unit it must be checked that the student is able to...* | **Assessment indicators**<br>*How is each criterion accomplished and to what extent?* | | | **Act.** |
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| The activities of this didactic unit foster the acquisition of the following competences | are able to... | | Level 1 (satisfactory achievement) | Level 2 (notable achievement) | Level 3 (excellent achievement) | |
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| **Instruments and application dimension** Using applications of text edition, multimedia slides creation and numeric data processing to produce digital documents (CD2). (*Competències Bàsiques de l'àmbit Digital*, 2015) | Share their ideas on a collaborative online document. Create an online visual product: (poster or infographic, etc) using a digital tool. | Create documents by using the necessary functions of the app, as well as to make corrections in the format and its coherence. | Designing a plain and basic document. | Designing a document that is easy to understand. | Designing an intuitive and creative document. | A11 |
| **Interpersonal communication and collaboration dimension** Carrying out group activities while using tools and virtual group work environments (CD8). (*Competències Bàsiques de l'àmbit Digital*, 2015) | Work together with their classmates on shared online documents. | Collaborate on the elaboration of online documents and projects. | Participating in collaborative virtual environments by using its established functions. | Actively participating in collaborative virtual environments to make their work easier to understand. | Actively participating in collaborative virtual environments to make their work intuitive and creative while also helping their classmates. | A4 A9 A11 A13 A14 A16 A17 |

| Personal and social dimensions and competences<br><br>*The activities of this didactic unit foster the acquisition of the following personal and social competences* | Learning goals<br><br>*By the end of this didactic unit students are able to...* | Assessment criteria<br><br>*During this didactic unit it must be checked that the student is able to...* | Assessment indicators<br><br>The observed frequency (almost never, sometimes, often, usually) will be indicated when the task be evaluated | Act. |
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| **Learning to learn dimension**<br><br>Recognising and using strategies and habits involved in the learning process (CPS2).<br><br>(*Competències Bàsiques de l'àmbit Personal i Social*, 2018). | Be punctual when handing in activities.<br><br>Steadily realize the assigned task.<br><br>Stay focused during explanations and work time. | Steadily and qualitatively complete each activity within the deadlines.<br><br>Write an opinion essay.<br><br>Record a video / create a poster.<br><br>Be attentive. | Student is punctual when handing in activities.<br><br>Student tries to do every task correctly.<br><br>Student can elaborate an oral discourse on their top tips about healthy technology use.<br><br>Student stays focused during explanations and work time.<br><br>Student is engaged during work time | A1-A19 |

| | | Methodology and Didactic Sequence | | | | |
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| nº | Teaching-learning activities | Grouping | Diversity | Materials & resources | Assessment tools | Time |
| | SESSION 1: INTRODUCTION | | | | | |
| 1 | VIDEO: Students watch a video addressed to a young audience regarding the use of smartphones and other devices. Students will be provided different questions they will have to answer pre, during and post watching the video. They answer the questions in groups and share their ideas on what they saw. Finally, all the class and the teacher reflect on the video. | Groups of 4 Open class | Video includes subtitles<br><br>Video written script is provided<br><br>Gesturing and translating complex language<br><br>Working in groups (peer-scaffolding)<br><br>Monitoring group work | Digital board, Genially, video, & questions | Check whether students understand the main ideas on the video through the questions provided | 20' |
| 2 | GRAPH: Students think about the apps they use on their phone. Then, each student completes a mentimeter mentioning their three most used apps. A word cloud (word visual representation) is created showing the most common answers in an emphasised way. All together reflect on the graph. There is a short discussion on the different apps. If the teacher or any other student doesn't know or recognize a mentioned app in the class, then the student presents it to the rest of the class. They may use some language support that the teacher provides orally and in the genially slides: "I use this app to…" "I like it because…". | Individual Open class | Teacher helps students if needed<br><br>Modelling tasks/activities students have to do | Digital board, Genially & Mentimeter | Class feedback | 10' |

| 3 | UNIT PRESENTATION: Students watch two short videos (1, 2). Students also answer some questions. Then, they share their opinions on the videos with the teacher. They may use some language support that the teacher provides orally and in the genially slides: "I agree with... " I don't agree with…".<br><br>The teacher takes the opportunity to present the questions of the unit: Does anybody know some good tips to have a healthier online life? What is your opinion about how technology affects our health?. The school directors have asked to investigate this issue! They need our help! The teacher presents the final product of the didactic unit: a video or poster students in pairs or groups will have to make, giving advice to have a healthier relationship with technology. Presentations will have to be listened carefully since students will have to complete a chart individually on the three most relevant tips they have heard in all the presentations. Later, they had to compare with their partners their preferences and come to a compromise by means of a negotiation process and present their choices in the class. This final task will be included in a website students will create using Google Sites. This website also will contain another task students have to include: a collaborative essay students have to write down in pairs following the different steps involved in the writing process. This essay will be read by other classmates in the classroom later (audience). Moreover, students will have to complete a chart to give feedback to their classmates. At the same time, the teacher also shows the objectives of the unit and the rubrics to assess the two previous mentioned tasks. | Open class | Working in groups (peer-scaffolding)<br><br>Monitoring group work | Genially & videos (1, 2), Google sites, Sample video, Opinion essay & Rubrics | Check whether students understand the main ideas on the video through the questions provided | 20' |
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| | **SESSION 2: REAL NEWS ON TECH AND HEALTH** | | | | | |
| 4 | NEWS ANALYSIS: Students work in groups using the jigsaw technique. Each member of the "home group" (a group that normally sits together in the class) is given a different piece of news (5 texts in total) on a specific negative effect tech has in teens' lifes. Students read the text they are assigned individually and highlight the main ideas. Then, "expert groups" (a group formed by students who have read the same text) are created. The members of the expert group discuss and answer the questions about their text in a shared google docs. Finally, "home groups" are reunited and each member has to share with their classmates in the | Groups of 4 (home group & expert group) | Working in groups (peer-scaffolding)<br><br>Monitoring group work<br><br>Gesturing and translating complex | Digital board, Genially & pieces of news | Students' feedback | 50' |

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| | same home group. Finally, in an open class discussion, each group of experts shares views on the news they have read and their answers for the questions. At the end, the teacher makes them reflect on the following idea: technology affects our health in different aspects. | | language | | | | |

| SESSION 3: OBLIGATION, PROHIBITION AND ADVICE | | | | | | | |
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| 5 | ARE YOU TECH ADDICTED VIDEO: Students watch a video about Asha, a girl who talks about how much people are obsessed with technology. She explains technology is taking over her life and gives some points to see if it is taking over listeners' lives too. When the video ends, the teacher asks students if they think they present the same obsession signs as the girl does and therefore, if they are addicted to technology as well. Then, all together have a short discussion on the topic. | Open class | Gesturing and translating complex language | | Digital board & Video | Students' feedback | 10' |
| 6 | DISCUSSION: Students work in their usual groups. They are supposed to provide help to the girl on the video so that she has a better relationship with technology.. For this purpose, the teacher asks them to give her advice and offer her some rules and prohibitions. The teacher helps to start the conversation by asking questions like the following: What would you recommend to her? What are the rules that she should follow? What would you prohibit her from doing? The teacher circulates and listens, but does not correct any language.

Students have to discuss these questions in groups. Then, they are asked to prepare in a shared online document a short summary of their discussion to report to the class.They are supposed to take notes and to decide on a spokesperson.

Then, the spokesperson presents the report during the report phase. The rest of the class has to listen carefully because after hearing all the reports they are asked to decide which group is the most restrictive and which one is the most lax in relation to their explanations. | Open class Groups of 4 | Gesturing and translating complex language

Small-group work to face diversity: peer-scaffolding. | | Digital board, Genially & Google docs | Students' feedback | 15' |

| 7 | FOCUS ON FORM: After the students have completed the task cycle the teacher collects sentences from students' summaries with should, have to, doesn't have to and must-forms. The teacher makes sure all students understand the sentences' meaning and explains then the rules of the different modal verbs. Then, students look for other examples from their reports.<br><br>To practice the new linguistic feature, students are asked to correct their reports with regard to the presented modal verbs They are also required to add more ideas on their report. Students will have to share this document with the teacher so that she can give feedback on students' use of modal verbs. Basically, the teacher will correct all linguistic mistakes since now her focus will be on accuracy in this phase. | Open class<br>Groups of 4 | Gesturing and translating complex language<br><br>Modal verbs are highlighted. | Digital board & Genially | Students' feedback | 25' |
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| | **SESSION 4: REPLY ME BACK!** | | | | | |
| 8 | REVISION: The teacher tries to elicit the target language explained in the previous session. She tries to ask students in which situations the target modal verbs are used and some formal aspects about modal verbs.<br><br>Students individually or in pairs play a kahoot about the modal verbs should, must / have to and mustn't. The teacher is very attentive to the students' answers and provides useful feedback any time is needed. At the end, there is a discussion on the different modal verbs studied in the lesson to check students' understanding and comprehension. | Open class<br>Individual or in pairs | Gesturing and translating complex language<br><br>Pair work to face diversity: peer-scaffolding. | Digital board & Kahoot | Students' answers in Kahoot | 20' |
| 9 | REPLY ME BACK: Each group of students receives a message from a supposed person who is experiencing an unhealthy attachment to technology. Each message is different and represents a different health issue (for example; in message 1 a girl explains that she is having sleep problems due to an addiction to her phone). Each group has to respond using Padlet. In their answer, firstly, they have to write down the members of their team and the health issue they think the person is experiencing. Moreover, they have to provide a solution from the parents' and friends' perspective using the modal verbs of advice, obligation and | Open class | Gesturing and translating complex language<br><br>Working in groups (peer-scaffolding)<br><br>Students with a | Digital board, Genially, Messages, Padlet Wall (group 1) & Padlet wall (group 2) | Students' answers on the assigned message | 30' |

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| | prohibition. Finally, each group shares their responses with the other classmates and the teacher in an open class discussion. | | lower level are allowed to write shorter answers | | | |
| **SESSION 5: LET'S CREATE OUR LIST OF TOP TIPS FOR A HEALTHY TECHNOLOGY USE!** | | | | | | |
| 10 | HEALTHY TECHNOLOGY USE TIPS: The teacher reminds students about the final task of the unit: creating a video with their smartphone or a poster using a digital tool in groups in which they have to share advice on how to use technology in a healthy way. She also shows students the oral presentation rubric; so that they can know how they will be assessed.<br><br>Then, the teacher shows two Genially slides of different pictures which represent how technology affects our health (insomnia, pain in the neck…). Students spend a few minutes looking at them. Students, in groups, have to recognize which health problems related to technology each picture represents and think about advice. They have time to brainstorm some ideas. Finally, each group has to explain a picture (e.g. in this picture we can see a boy who is in front of the laptop and he has his hands on his head. We think that he has a headache since he's been using the laptop for many hours. Our advice is that he should take breaks from time to time because working on the computer for many hours can cause severe headaches). | Groups of 4<br>Open class | Working in groups (peer-scaffolding)<br><br>Monitoring group work | Digital board & Genially | Students' feedback | 20' |
| 11 | CREATING THEIR FINAL PRODUCT: Students get in pairs or groups. They have time to start working in their video or poster about tips to have a healthier relationship with technology. They also have time to decide whether they will record a video with their phones or they will create a poster using a digital tool. | Pairs<br>Small groups (maximum 3 students) | Working in groups (peer-scaffolding)<br><br>Monitoring group work | Laptop | Students' feedback | 20' |

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| **SESSION 6: LET'S EXPRESS OUR OPINION!** | | | | | | |
| 12 | IDENTIFYING MAIN IDEAS: All together read an opinion essay on how tech affects teens' health. In groups, students write down a summary in google docs with the main ideas. Finally, all together; the class with the help of the teacher identify these main ideas. | Groups of 4 Open class | Working in groups (peer-scaffolding) Monitoring group work Gesturing and translating complex language | Genially, Google docs, opinion essay | Students' feedback | 20' |
| 13 | LET'S EXPRESS OUR OPINION!: the teacher shows a Genially slide with a numbered list of statements from the opinion essay students have read and displays it on the whiteboard. For example, statement 3 says: "You shouldn't have a smartphone til you turn 16". All the sentences are directed to teens and in each of them the modal verb should / shouldn't is highlighted (in bold) for students to notice it (input enhancement). The teacher also tries to elicit from students in which situations "should", "shouldn't" is used (to give advice). Then, in groups, students have to give their opinion about the sentences. Firstly, they have to reach an agreement and give them a mark from 1 to 4, according to the following scale: 1; strongly agree, 2; agree, 3; disagree, 4, strongly disagree. Then, students think of supporting arguments that defend their choices, e.g. "I strongly disagree with statement 2 because I think that teens should have a smartphone; they can be in touch with their mum and dad and call them if they are in trouble". They may use some language support the teacher displays in the whiteboard: "I strongly agree", etc. Moreover, they must use the form should / | Groups of 4 Open class | Working in groups (peer-scaffolding) | Genially, Padlet Wall (group 1) & Padlet wall (group 2) | Students' answers on the different statements. | 30' |

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| | shouldn't to in each argument. They have to write down their arguments in a Padlet Wall. Finally, each group shares their responses with the other classmates and the teacher in an open class discussion.<br><br>The teacher concludes the session by reflecting on the importance of supporting one's own opinions with good arguments. She also highlights that even though opinions might differ, everyone has their own opinion and that is ok; respecting other people's opinions is important. | | | | | |
| **SESSION 7: WHAT DOES OUR OPINION ESSAY HAVE TO INCLUDE?** |
| 14 | OPINION ESSAY ANALYSIS: students answer some questions related to the opinion essay they read in the previous session. These questions are related to the structure of the opinion essay and connectors (words highlighted in bold) that appear on it. Later, the students present their ideas in class and all together analyze the opinion essay. The teacher reminds students that all these aspects worked on this session (regarding structure and linking words) will have to be taken into account when writing it.The teacher reminds them to look at the rubric in order to remind students what is expected from them. | Groups of 4 Open class | Working in groups (peer-scaffolding) | Genially, questions & opinion essay | Students' feedback | 25' |
| 15 | BRAINSTORMING: Students in pairs start planning on what they want to write. They especially think about what they want to say (arguments against or for technology in relation to health). As this essay will later be read by other classmates, they will also have to think about their audience.<br><br>As students will be writing their essays in Google docs, they can continue brainstorming and generating ideas at home. In fact, they are encouraged to do so | In pairs | Working in groups (peer-scaffolding) | | | 25' |

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| | as homework. | | | | | |
| **SESSION 8: LET'S WRITE OUR OPINION ESSAY!** |
| 16 | DRAFTING: Students in pairs have time to start writing their opinion essay draft. At this stage, students are encouraged to focus their ideas and think about the structure of the target text. The teacher encourages them to, firstly, develop their ideas and focus on writing rather than being worried on grammar, punctuation and spelling. The teacher goes table by table to help students as much as possible.<br><br>As homework, students are required to finish their draft in case they have not finished in the classroom. Then, they have to share the docs with the teacher so that she can add suggestions in respect to grammar, spelling and punctuation issues. Then, students will modify their essays and provide their final version. In this respect, students will be involved in the second last stage of the writing process: revision and editing. | In pairs | Working in groups (peer-scaffolding)<br><br>Monitoring group work | Genially, Rubric | Students' feedback | 50' |
| **SESSION 9: CREATING A WEBSITE** |
| 17 | GOOGLE SITES: Students create their website. They include their final product: the video or poster about healthy tech top tips. They also attach their opinion essay about how technology affects health. Therefore, this will include the last stage of the writing process: publishing.<br><br>Students also complete a form which will be a quick test on modal verbs.<br><br>As homework, if students don't finish the sites in the classroom, they can finish it at home through their online shared documents in Google sites. Moreover, each pair of students is assigned an opinion essay from a different pair of students. Students are required to fill in the grid which will provide some feedback for the writers of the opinion essay. | In pairs | Working in groups (peer-scaffolding)<br><br>Monitoring group work | Genially, Google sites & Google Forms | Students' feedback | 50' |

| SESSION 10: PRESENTATIONS | | | | | |
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| 18 | PRESENTATIONS: Students have time to present their final product. In case it is a video, the video will be played in the class. However, if students have created a poster, they will have to present it at that moment. The other students will listen carefully to their classmates and think about the three most interesting and useful tips. Finally, all the students in each group table will have to arrive at a conclusion on the three prefered advices and later present them in class discussion. | Pairs / Small groups (a maximum 3 students) | | Rubric | Students' feedback | 50' |
| 19 | THE END: Teacher shows the different websites that students have created. Students assess their own performance through the unit by using the forms the teacher provides. Finally, the teacher says goodbye to students and thanks them for all their hard work. | Open class | | Google Forms | Students' feedback | 5' |
| | Expected duration of the didactic unit | | | | | 500' |