

**To what extent does the use of  
authentic prompts promote participation in Key  
Stage 3 Modern Foreign Languages students?**

Alice Spence

A Research & Development Project

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| <b>Surname</b>               | Spence                                                                                                                   |
| <b>First Name</b>            | Alice                                                                                                                    |
| <b>Faculty Board</b>         | Education                                                                                                                |
| <b>Title of Dissertation</b> | To what extent does the use of authentic prompts promote participation in Key Stage 3 Modern Foreign Languages students? |

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## **Abstract**

This study uses action research in a mixed, comprehensive secondary school in the South East of England to investigate the extent to which the use of authentic prompts promotes participation in Key Stage 3 Modern Foreign Languages (MFL) students. The investigation comprises of three Year 8 classes using thought-provoking and authentic current affairs resources in their Spanish lessons as a conversation prompt, with the support of a speaking mat containing useful vocabulary. The data were collected via a pre- and post-intervention questionnaire alongside individual and group interviews. In order to carry out the investigation, collaboration with the two other members of the MFL department was vital and allowed for discussion and reflection in both the planning and evaluation stages of the investigation. The quantitative and qualitative data collected provides evidence that highlights many of the issues impacting upon student participation explored in the literature review. With regards to the results of the study, students highlighted that anxiety, peer pressure, teacher interaction, grades and working in pairs were all factors affecting their willingness to participate. Whilst only one of the three planned waves of the intervention was able to be carried out due to the partial closing of UK schools in March 2020 following the outbreak of the Coronavirus pandemic, students reflected positively on the intervention and indicated that the use of authentic materials had a beneficial impact on the learning experience.

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## Introduction

During the data collection for my Part 2 research project, ‘An investigation into factors affecting boys’ motivation in the Modern Foreign Languages classroom’ (Spence 2019), 165 Year 8/9 students completed a self-report questionnaire. Students were asked the open-ended question: ‘what topics would you like to study in French/Spanish lessons if you had the choice?’ and the majority of respondents (n=47) expressed a desire to take a more communicative approach to lessons in order to simply hold a conversation in the target language (TL), rather than study a specific topic. A number of students seemed focused on the practical application of the language and commented that the topics studied currently: ‘*aren’t very related for if you were visiting Spain*’ and ‘*most topics are pointless and we won’t use them if we go to France*’. The Office for Standards in Education, Children's Services and Skills (Ofsted) (2008) saw a similar trend in their Evaluation of Language Learning: ‘too few students could speak creatively, or beyond the topic they were studying’ (p.12). Likewise, in the literature, Clark (1995: 320) found that ‘language learnt was not always seen to be relevant and did not correspond with what they felt they would say in a conversation with native speakers’. Therefore, the focus for my Part 3 project is directed towards promoting student participation when speaking using authentic stimuli.

Not only does the topic of this project address an issue raised in my Part 2 research project, but it will also be an opportunity to address students’ lack of confidence when asked to speak in the TL as is often seen within the school in which the study takes place. The Professional Development Consortium (PDC) in MFL (Macaro et al. 2016: 5) principles suggest that ‘learners need to be encouraged to speak spontaneously and to say things that they are not sure are correct’ in order to develop their linguistic knowledge and confidence when speaking in the TL. Therefore, collaborating with colleagues and students to carry out action research will be ‘a useful tool for change and improvement at the local level’ (Cohen et al. 2018: 440). Hawkes (2012) suggested several strategies for promoting participation in the MFL classroom such as open questions, graduated scaffolding and encouraging maximal learner participation, all of which were included in this investigation.

When we look at the national picture for MFL teaching, a lack of opportunity for speaking prompted by authentic stimuli is not uncommon and Ofsted (2011: 7) found in their ‘Achievement and Challenge 2007–2010’ report that students’ ‘intercultural understanding...was weak in the majority of the schools visited because they did not have good opportunities to develop it’. Therefore, it is imperative that MFL teachers follow the Department for Education’s (DfE) GCSE subject content and teach not only the language, but also ‘develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken’ (2015). The use of authentic stimuli would both promote spontaneous speech and increase students’ cultural knowledge of the countries in which the TL is spoken. This is especially important as ‘the primary reason for language learning often is to use it to communicate’ (MacIntyre & Charos 1996: 4) and we have witnessed, in 2016, changes to the GCSE marking towards a focus on fluent expression. The factors affecting student desire to participate in the TL will be explored including, but not limited to: student anxiety, fear of committing errors, willingness to interact with their teachers and peers and the pressure of assessment as well as ‘the classroom typically represent[ing] the main...source of language experience for learners in England’ and so students lack a sense of real-world application (Hawkes 2012:3).

## **Research Questions**

1. Why should teachers promote student participation in MFL lessons?
2. What are the factors affecting students’ participation in the MFL classroom?
3. How can authentic materials be used to promote students’ participation?
4. How can scaffolding be used to promote students’ participation?

# Literature Review

## 1. Why should teachers promote student participation in MFL lessons?

MFL teaching requires student participation in order to develop not only their oral skills, but also their writing, reading and listening. The literature uses a variety of different terms for participation such as psychological constructs, engagement, motivation, some of which will be discussed in more detail in this literature review. Seliger's 1977 research found that active learners, who seek opportunities to use the TL to interact with others, develop their proficiency at a faster rate. Meanwhile, passive learners who avoid contact with the TL beyond the classroom exhibit avoidance behaviour which affects their overall achievement. Likewise, Tsou (2005: 46) found that 'when students participate actively in class, their academic achievement seems to be higher than those who are passive'. The classroom environment impacts on the likelihood of student participation and learning, as is explained in Maslow's basic needs: 'as students come to feel more secure, they can then be encouraged to assume a more active role in the classroom' (Ely 1986: 23). Ellis (1997: 174) states that the 'primary motivation for learning a second language (L2) derives from the desire that learners have to participate in acts of communication and from the success that they experienced'. Therefore, it is essential that teachers boost opportunities for practice in lessons and allow students to explore and understand what they are hearing in order to recreate the language themselves. The repetition of routine phrases could mean that students are able to retrieve the vocabulary they require (Crichton 2009). However, a focus on students participating in spontaneous speech when practising the TL ensures student focus is maintained as they mirror the authentic conversation encountered in their first language outside the classroom and students must follow the conversation in order to engage fully. Therefore, development of student speaking skills through increased participation requires careful planning from teachers as the classroom setting is somewhat unnatural for TL practice. For example, students' motivation is increased when they identify with members of the TL's community and this may be something UK secondary school students are lacking. In the British Council 'Language Trends' (Collen 2020: 15) report, the 'lack of opportunities for learners to practise outside the classroom' was highlighted as the fourth



most influential challenge in the provision of high-quality language teaching. The idea of English as a global language was also identified as a challenge because ‘globalisation has reinforced the use of English as an international lingua franca, with a consequent decline in the value attached to foreign language skills’ (Tinsley 2018: 130). As a result, students may perceive learning a second language not worthwhile as ‘English is enough’ (Collen 2020: 16). Crichton (2009) argues that ‘true acquisition needs constant reinforcement within and outside the classroom, with pupils trying out the TL in a variety of real situations’ (p.23).

There may be drawbacks of the arguably artificial nature of the MFL classroom for language acquisition, yet for students it provides a concrete context within which learning can occur (Allwright & Bailey 1991). Ellis (1997) highlights the insufficiency of the classroom environment to ensure a rounded development of the TL in his explanation of implicit and explicit knowledge. Whilst on the one hand, students could automatise explicit knowledge ‘through more traditional grammar practice’ (Ellis 1997: 125). On the other hand, students lack space in which to develop their implicit knowledge of interlanguage used in authentic language exchange and ‘learners are often restricted to a responding role’ (Ellis 1994: 592). It was also found in Ofsted’s Report (2008) ‘The Changing Landscape of Languages: An evaluation of language learning 2004/2007’ that one of the ‘common weaknesses in provision for Secondary Modern Languages included insufficient opportunities to develop good speaking skills or independent speaking’ (p.6). Although students develop a rapport with one another which could lead to increased comfort and confidence when attempting speaking tasks, this does not always reflect the environment in which the TL would be spoken. Ellis (1997: 195) highlights three types of communicative need including interpersonal, expressive and sociolinguistic and he argues that the classroom environment does not adequately prepare students for these. This is because ‘the discourse that results from trying to learn a language is different from that which results from trying to communicate’ (Ellis 1994: 580). This is also discussed by Belchamber (2007) who acknowledges the potential for the unavoidable artificiality of classroom-based interaction to render communicative language teaching oxymoronic. However, Belchamber (2007: 1) argues that ‘a proficient teacher will provide a context so that class interactions are realistic...but with the support needed to assist students to generate the target language’.

## **2. What are the factors affecting students' participation in the MFL classroom?**

Whilst it is important that teachers promote student participation in MFL lessons, there are several factors affecting student participation which teachers must consider when planning and teaching. One of the factors affecting students' participation in lessons is impacted upon by their Willingness to Communicate (WTC), or the likelihood that they will speak when at liberty to do so (MacIntyre 2007: 564). Bernales (2016) suggests that in order to learn the L2, students must be willing to communicate in the TL. Likewise, Cao & Philip (2006) also affirm that WTC should be a main goal of language learning and that students should seek out opportunities to practice the language. Teachers have recently seen this reflected in 'trends toward a conversational approach to second language pedagogy' which 'reflect the belief that...one must talk to learn' (MacIntyre & Charos 1996: 3). This does not necessarily mean that someone has to produce language to demonstrate WTC and can instead be on a non-verbal level, for example, in a school setting a child may demonstrate WTC through putting up their hand to volunteer an answer (Dörnyei et al. 1998: 547). Therefore, WTC is a psychological decision process as to whether to converse which would be almost impossible to observe (Peng & Woodrow 2010: 837). However, 'whether a person is willing to communicate with another person...is affected by the situational constraints of the encounter' (McCroskey & Richmond 1990: 72) and students can lack WTC due to a range of individual variables which result in their remaining silent. Although, we may be unable to witness this cerebral undertaking, we are able to consider how a person's WTC can fluctuate depending on the situation (Dörnyei et al. 1998: 545). Among others, these linguistic, social and psychological parameters, include 'group size, familiarity with interlocutors, the familiarity and interest of topic under discussion, and the confidence of the learner in relation to the task' (Cao 2013: 161). WTC can vary in the short and long term and 'this personality variable explains why one person will speak and another will not in similar situations' (MacIntyre et al. 2001: 372).

Equally, students' availability of vocabulary for production will impact upon the likelihood of them choosing to participate. To increase the amount of language at students' disposal and remove any barriers to participation, learners need to 'acquire a solid repertoire of formulaic chunks' (Ellis 2008: 431). The formulaic chunks are convenient for students to use and later manipulate for themselves. This, in turn, should

increase student motivation as they see useful and successful application of the skills learnt in lessons. Myles, Hooper and Mitchell (1998) found through their longitudinal study that ‘the use of formulaic language therefore has a role beyond that of facilitating entry into communication and speeding up production’ (p.358). As a result of their study, they recommended that students be provided with opportunities for verbal interactions with others as well as ‘scaffolding’ to support their learning, which will be discussed later in this literature review. Although the use of set phrases could be criticised as rote learning rather than learning the grammatical structure behind the language, Christie (2013: 76) posits that ‘language use is actually strongly memory-based, involving repetition rather than creation’. This also ties in with Ellis’ (2005) call for a focus on meaning in order ‘to develop true fluency’ as ‘engaging learners in activities where they are focused on creating pragmatic meaning is intrinsically motivating’ (p. 212). Johnson (1996) questions what impact this method will have on students’ creative use of language. However, Ellis (2005) argues that there is increasing positive acknowledgement of the value of ‘formulaic expressions in language use’ and the way in which it ‘caters to fluency’ and ‘later development of a rule-based competence’ (p.211). Rather than limiting their creativity, giving students opportunities to put this knowledge into practice ‘helps to automatise existing knowledge’ (Ellis 2005: 218). Finally, Ellis (2005) suggests that as formulaic expressions play a key role in early years language acquisition, it may be more beneficial to first focus on implicit knowledge which can be developed into explicit knowledge of grammar at a later date.

Even if students have the required vocabulary with which to participate successfully in an exchange in the TL, Dörnyei et al. (1998) suggest a student’s WTC is personality-based and student anxiety can play a major role in their participation. Perhaps students experience anxiety, ‘the subjective feeling of tension, apprehension, nervousness, and worry’ (Horwitz et al. 1986: 125), when participating in lessons across the curriculum, let alone in a language that is not their own. In his WTC model, MacIntyre (1994) depicts how someone’s introversion, self-esteem and communication anxiety impact upon their perceived competence at communication which in turn will affect their WTC and the overall likelihood of them talking. Horwitz et al. (1986) discuss language-anxiety within the ‘uniqueness of the language learning process’ (p.128). Horwitz et al.’s (1986) and Phillips’ (1992) studies found that speaking is ‘the most anxiety-provoking skill’ for MFL learners. As one might expect, students with high anxiety levels around speaking in the TL often underestimate their skills whilst the opposite is also true (Baran-Lucarz 2014). This is a relationship which

will be shaped over time, in the beginning stages of learning the L2, Baker & MacIntyre (2003) suggest that learners may encounter a vicious cycle in which their heightened anxiety levels and lower perceived competence leads to low WTC, denying them the opportunity to increase their knowledge or perceived competence. It is vital that we consider the age of the students as well: ‘apprehension arising from their egos being at risk can also be high in the case of adolescent students, for whom a sense of belonging to a community and the acceptance of peers are fundamental’ (Baran-Lucarz 2014: 465). Krashen (1992) points to what we are asking of these young learners as a potential cause of further anxiety: ‘we expect people to perform beyond their acquired competence’ (quoted in Young 1992: 163). Therefore, ‘language learner's self-esteem is vulnerable to the awareness that the range of communicative choices and authenticity is restricted’ which could be frustrating for both those with low and high prior attainment (Horwitz et al. 1986: 127). As stated in Teacher Standard 1 (DfE 2011), teachers must ‘establish a safe and stimulating environment for pupils, rooted in mutual respect’. Likewise, teachers must know their students and interact with them in a way which ensures progress is made whilst not impacting negatively upon student confidence.

When considering how to reduce student anxiety and boost WTC in the classroom, teachers can attempt to make the ‘learning context less stressful’ (Horwitz et al. 1986: 131). This may be done through the introduction of low stakes activities which encourage students to participate in engaging yet meaningful interactions. MacIntyre et al. (2001) note that current pedagogical approaches to MFL teaching emphasise the need for authentic communication in the TL. However, Phillips (1968) argues that students will be less inclined to engage in the communication task if they consider the risks, such as making a mistake in front of the class, outweigh what they could gain from taking part in speaking. It is unlikely that teachers intend to create an anxiety inducing classroom environment, yet ‘discussing directly the issue of language anxiety with students reassures them that...these feelings are normal and anticipated by the teacher’ (Phillips 1992: 20). Many students are ‘rarely provided with chances to use the foreign language in real life, and many have never experienced the positive feeling of having successfully engaged in an authentic conversation’ (Baran-Lucarz 2014: 450). In order to monitor student WTC, teachers should examine the variety of ways in which their students take part in lessons, whether that be through overt communication or simply showing a willingness to do so (Bernales 2016: 10). ‘MacIntyre and Noels (1994) found that anxious language learners tended to underestimate, and relaxed students to overestimate, their ability to speak and comprehend the

second language' (MacIntyre & Charos 1996: 7), however, this is not an unequivocal rule: a student's WTC may not necessarily reflect their attainment and vice versa. MacIntyre (2007) explains that 'an experienced learner who is unwilling to communicate might show both high motivation for learning and high anxiety about communicating' (p.564). Equally, a student may be keen to participate in lessons, but not necessarily achieve the same high grades as a student who rarely participates. Baker & MacIntyre (2003) point out that learners in the MFL classroom are disadvantaged by their being 'surrounded by their own native language' (p.312). It is perhaps not surprising that MacIntyre and Charos (1996) found that 'having more opportunities for interaction...may lead to an increase in perceived competence, a greater willingness to communicate...and more frequent communication' (p.17). Once again Ofsted's 2008 report states that schemes of work lack 'speaking beyond the topic' (p.22) and it is therefore the teachers' responsibility to provide these occasions. Although these suggestions could possibly reduce student language anxiety and promote WTC, it is not always possible to bring them to fruition as 'language teachers have neither sufficient time nor adequate expertise to deal with severe anxiety reactions' (Horwitz et al. 1986: 131). Furthermore, the requirements of national exams dictate that students will have to take part in exam situations which are likely to result in increased anxiety levels. In fact, Horwitz et al. (1986) argue that 'as long as foreign language learning takes place in a formal school setting where evaluation is inextricably tied to performance, anxiety is likely to continue to flourish' (p.131).

Furthermore, another way in which teachers could ensure the learning environment does not induce anxiety is by considering giving students increased 'agency' within the classroom, providing them with a sense of 'control, initiative, autonomy and motivation' (Van Lier 2008: 164). Van Lier (2008: 177) suggests that this learning should take place through authentic learning in the context of the real world for it to be 'meaningful and relevant...in pursuit of a worthwhile goal'. Through learning another language, students 'becoming engaged in a new culture thus involves adjusting one's sense of self and creating new identities to connect the known to the new' (Van Lier 2008: 177). Agbatogun (2014) also references the importance of students playing an active role in their learning through interacting with others in the TL (p.257). Planning for activities which offer students' an increased level of choice could act as a motivator instead of learning passively, however the relationship between this and the traditional classroom could prove challenging (Agbatogun 2014: 258). Belchamber (2007) explains that when students are faced with a more open

speaking task, they have more freedom and choice meaning that they ‘can contribute according to their ability and confidence’. This provides the ‘opportunity for learners to develop aspects of strategic and interactional competence, whereby they become more active participants who control the content and direction of the conversation’ (Hawkes 2012: 216). This is echoed in the Council of Europe’s Common European Framework of Reference for Languages (2012) in which communicative tasks are described as meaningful, relevant, challenging but feasible although often neglected in the classroom (p.157). Christie (2013) argues the importance of opportunity for students to speak spontaneously, especially as some students may well only study a foreign language for a few years at school and not benefit from the opportunity to speak spontaneously (p.75). Ellis (1994) proposed that ‘proficiency causes participation...the more proficient the learners are, the more they get to participate’ and perhaps some teachers may consider younger learners unable to speak spontaneously due to a lack of vocabulary knowledge (p.594). However it has been argued that students can be taught to speak spontaneously from the beginning and engaging in spontaneous speaking has also been suggested to improve student motivation as they are able to see direct applications of their knowledge (Christie 2013: 75). Ensuring tasks are interactive means that students will be engaged in learning and encourage students to take more ownership for their learning. Teachers must consider how the skills required vary for different year groups and the range of task formats students face in both lessons and exams.

Finally, teachers should also consider the context within which they are teaching as ‘achievement in the L2 might vary as a function of the context in which the learning takes place’ (Clément & Kruidenier 1983: 276). Clément (1980) explains that ‘members of one community, sharing the same social milieu, might develop comparable levels of fluency in a second language’ (p.148). This could also be as a result of the social influences surrounding students, Ofsted (2008) suggest MFL’s ‘lack of value is sometimes also associated with the views of parents, irrespective of their more general aspirations for their children’ (p.40). Moreover, young people’s attitudes towards foreign language learning may have changed over recent years as the UK’s relationship with the European Union (EU) has been brought into question (MacIntyre et al. 2002: 560). The British Council Language Trends (Collen 2020) report found that 53% of comprehensive schoolteachers interviewed believed that students are less motivated to study European Languages following the UK’s departure from the EU. Whilst it may still be too early to tell the full ramifications of the Brexit referendum, teacher recruitment, links with foreign schools and opportunities to participate in international programmes

are also put into question. This combined with the potential for ‘a wider climate of xenophobia, mistrust of foreigners and an all-pervading emphasis on the speaking of English would hardly be propitious for language learning’ (Tinsley 2018: 133). Therefore, in order to promote student participation and enjoyment of studying a foreign language, ‘the role of schools in promoting openness, tolerance and friendship across borders will become even more critical’ (Tinsley 2018: 134).

### **3. How can authentic materials be used to promote students’ participation?**

Whilst there are clearly a wide range of factors affecting student participation, some are beyond the scope of a classroom teacher to change within their timetabled teaching hours. One practical suggestion for promoting student participation is through the introduction of authentic stimuli and their use has increased alongside MFL teaching’s growing focus on communicative interaction (Gonzalez 1990: 51). This gives the students a space within which to generate authentic responses to authentic texts by being encouraged to express their own opinions and reactions in the TL. Despite Bacon and Finnemann’s (1990) affirmation that ‘very little empirical research exists on the learner’s cognitive and affective responses to authentic input’ (p.459), the use of authentic stimuli in MFL teaching has been argued by some (Ellis 1985; Little et al. 1989; Skehan 1989; Hill 1984; Peacock 1997) to increase student motivation. Perhaps it is the students’ realisation that they can engage with materials created for native speakers or the genuineness of the stimuli that is motivating and builds confidence (Gilmore 2007: 107). Whatever the reason for the perceived increase in motivation, utilising authentic stimuli ‘provides a meaningful background’ (King 1990: 70) for L2 acquisition to take place. In 1997, Peacock carried out a classroom research project into the relationship between authentic resource use and student motivation using observation sheets and self-report questionnaires. The results of this investigation suggested that although the use of authentic materials seemed to boost motivation and positive behaviour, the students only reported an increase in motivation in the latter half of the study. Whilst the results are not directly transferable to the context of the current investigation as they took place within an EFL (English as a Foreign Language) context, they suggest that the use of authentic resources may require repeated use in order to bring about a positive impact on student motivation. It must be noted that perhaps the teachers observed increased motivation and standards of behaviour as this is what they were expecting to

see due to prior assumptions. Equally, perhaps the students felt pressure from other groups to not report that they were feeling more motivated in MFL lessons.

Not only is it possible that using authentic stimuli has a positive impact on student focus, behaviour for learning and participation (Peacock 1997: 152), the selection of authentic material is important as stimuli can be tailored to student interest. McGroarty (1984) suggests that student interest can be boosted through ‘the use of content materials familiar to the learner’ in order to create a connection between students’ (p.268) own life experience and language learning from which they can draw comparisons and identify differences. Therefore, it is crucial that teachers consider the students in front of them: ‘their prior knowledge, interest, and curiosity make it easier for them to engage’ (Lee 1995: 324). Of course, ‘what is of interest to some people may not be of interest to others’ (Krashen 1982: 161) and therefore providing stimuli that is genuinely of interest to all students will prove problematic. However, Kienbaum, Russell and Welty (1986) found that ‘students seemed to favour current events materials and gained respect for the new points of view they encountered’ (p.1). A foreign language teacher’s role is not simply to teach grammar and vocabulary, but also to introduce learners to the countries in which the language they are learning is spoken (Loew 1979: 271). Loew (1979) continues to explain that ‘it is logical to utilise the students’ known world as a stimulus’ and ‘this awareness serves as a pivotal point for the study of another culture, an unknown world for our students’ (p.271). Through doing this, teachers develop more than simply communicative skills within their students, but also qualities such as empathy and understanding of the world around them. In presenting students with authentic materials, we are challenging them to utilise any pre-existing cultural knowledge they have and develop it further whilst creating more occasions for language acquisition (Little, Devitt & Singleton 1989: 25). Therefore, authentic texts ‘may stimulate both improved cultural awareness and linguistic ability’ (King 1990: 70).

When considering what level the authentic material should be aimed at, Krashen (1982) suggests that the resource should be a little further than a learner’s current L2 competency level in order for acquisition to take place (p.21). Krashen (1982) supports the classroom environment for beginners in particular ‘since the outside usually provides the beginner with little comprehensible input’ impeding acquisition (p.30). However, Krashen’s work has been critiqued as it is linked to immersion settings and lacks potential for



generalisability to traditional classroom settings working with limited contact hours. Although, one could argue that when finding texts that learners can access, doctoring authentic texts so that they are more accessible to younger students rendering them ‘semi-authentic’ will still bring about positive outcomes to a certain extent. In fact, authentic resources can be chosen based on the ability of the students in a specific class, unlike textbooks which are created for a generic and broad audience (Gilmore 2007: 107). In order to make these resources more convenient to access for teachers when lesson planning, The Association of Language Learning has gathered a collection of authentic texts that have also been deemed accessible for learners (accessible at [www. https://www.all-languages.org.uk/secondary-old/secondary-resources](https://www.all-languages.org.uk/secondary-old/secondary-resources)). Whilst this took place some time ago, in Kienbaum, Russell and Welty’s 1986 investigation ‘students responded favorably to the absence of a traditional text’ when a traditional instructional and communicative approach were compared and as a result, they recommend the use of authentic stimuli within MFL lessons (p. 1). Despite the positive feedback, they found that ‘students still wanted materials associated with traditional language instruction: vocabulary lists, grammar review items, and finite content and testing’ (Bacon and Finnemann 1990: 460). This could be what these students have grown accustomed to as there is often a grammar structure embedded within schemes of work or textbook activities. Although, Krashen (1982) states that ‘optimal input is not grammatically sequenced’ (p.68). Instead, the focus of authentic texts should be on content rather than form as they ‘have been written for a communicative purpose’ and are arguably ‘more interesting than texts which have been invented to illustrate the usage of some feature of the target language’ (Little, Devitt & Singleton 1989: 24). Swaffar (1985) points to another benefit of authentic language: students will come to understand that ‘comprehension is not a function of understanding every word, but rather of developing...strategies essential in both oral and written communication’ (p.188). Strategy instruction when faced with unknown language has become a crucial part of MFL teaching since the introduction of the reformed GCSE in 2016. Despite this, using authentic texts in the classroom can still offer a ‘meaningful background for grammar or practice’ (King 1990: 70) as students benefit from ‘the necessary context for appropriately relating form to meaning in the language acquisition process’ (Bacon and Finnemann 1990: 459).

However, Widdowson (1998) put forward that the classroom environment can never sufficiently mimic that of a truly contextually authentic situation in which to practise the L2. This is because, Widdowson argues,

authentic material ‘depends on its being localised within a particular discourse community...but learners are outsiders...so the language that is authentic for native speaker users cannot possibly be authentic for learners’ (1998: 711). Taylor (1994) acknowledges the premise that ‘the language classroom is almost by definition “artificial”’ and students are limited in the range of stimuli they are exposed to, but continues to explain that the classroom itself is ‘a very real and authentic place’ for our learners and should not be disregarded as simply an artificial environment. The students ‘can accept the artificiality of the language classroom’ (Ellis, 1993: 77). As a result, ‘the classroom creates its own authenticity’ with its own classroom language and ‘we cannot just dismiss the classroom setting and all that takes place’ (Taylor 1994). This view is supported in Krashen’s (1982) work: ‘the classroom...goal is not to substitute for the outside world, but to bring students to the point where they can begin to use the outside world for further acquisition’ (p.59). Further to this, there is a danger that due to limited resources and time pressures, teachers will introduce authentic materials in a stereotypical fashion, rather than explaining that it is just an example of the culture in that country and not explicitly true for all people from that culture. Kienbaum, Russell and Welty (1986) suggest that ‘it is the teacher’s task not to present simplified and stereotypical conclusions about a culture, but rather to help students develop strategies for making their own conclusions’ (p.8). In addition, Taylor (1994) questions how the notion of authenticity is defined. For example, should we consider who created a text for it to be considered authentic, for what purpose, where it was created, or who it was intended for? For the purposes of this investigation, the notion of authentic stimuli is defined as ‘those which are designed for native speakers: they are real texts designed not for language students, but for the speakers of the language in question’ (Harmer 1991: 146).

#### **4. How can scaffolding be used to promote students’ participation?**

Whilst the use of authentic materials may provide students with more challenge in their lessons, this will be supported by ‘scaffolding’ which is a term used in education to denote the support put in place by another to enable a student to carry out a task to a level they would not be able to reach alone (Wood, Bruner and Ross 1976). This often involves a reduction in the amount of freedom a student is granted when completing an activity, which means that they can focus on the more difficult skill they are working towards obtaining

(Bruner 1978: 19). The scaffolding provided by the teacher has ‘several key functions: recruitment of the child’s interest, reduction in degrees of freedom, maintaining goal orientation, highlighting critical task features, controlling frustration, and demonstrating idealised solution paths’ (Stone 1993: 169). Similarly, to scaffolding used in construction, the support put in place is temporary with the intention of it being removed (Hammond 2001: 14). Wood, Bruner and Ross (1976) identified six functions of scaffolding: creating interest, simplifying, maintaining motivation, noting the gap between what the student has already produced and the ideal end goal, controlling frustration and demonstrating an ideal end result for the learner. These functions enable a student to overcome a challenging hurdle they cannot achieve without the assistance of a more knowledgeable other, ‘there is the need to make the task more straightforward’, allowing the student to make ‘flawed attempts’ and ‘support [them] to notice these’ (Hawkes 2012: 28). When considering the use of scaffolding in relation to promoting student participation, it allows learners to establish new understandings, skills and ideas within the safety and comfort of their teacher’s assistance and an increased pace than if they were working unaided (Stone 1993: 169). For example, Ginaya et al. (2018) carried out a study in Bali to combat students’ hesitation when speaking in the TL using a range of techniques such as brainstorming and significant positive differences were found between the intervention and control groups. Likewise, Lange et al. (2016) implemented a study in South Korea using scaffolding strategies such as Numbered Heads Together<sup>1</sup> and Think-Pair-Share<sup>2</sup> and found that the more structured approach to group work enhanced participation and the overall learning experience. Whilst these study were carried out with older students and not in the UK, so the context may not be directly transferable to that of the present study, it does suggest that scaffolding techniques can be employed successfully in order to promote student participation.

Using scaffolding could aid students faced with anxiety when required to participate in MFL lessons as the original scaffolding can then be replaced to facilitate students’ access to extended tasks and higher order thinking (Hammond 2001: 14). Bruner (1976) described this as a ‘hierarchical program in which component skills are combined into "higher skills" by appropriate orchestration to meet new, more complex task requirements’ (p.89). As well as this concept, Hawkes (2012) discusses Vygotsky’s Sociocultural Theory in

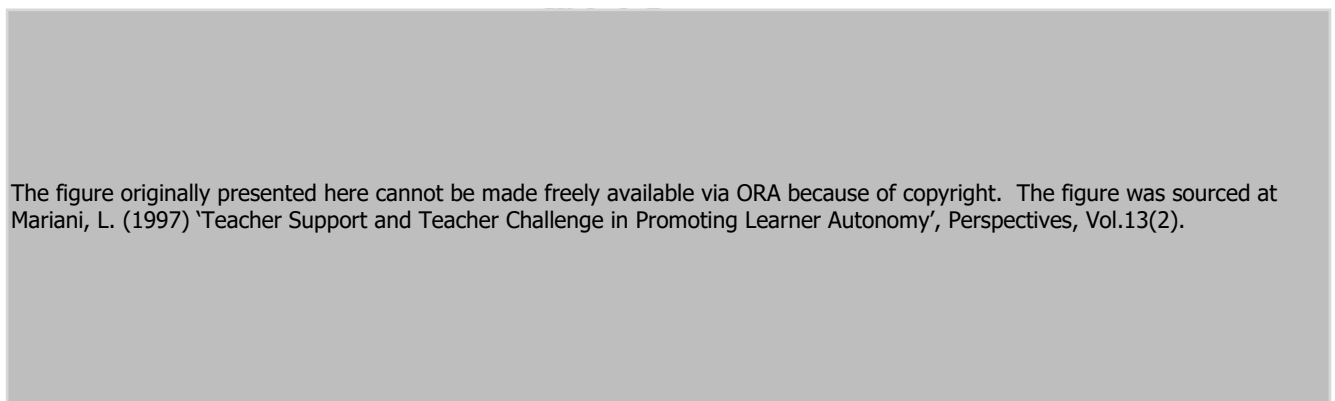
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<sup>1</sup> Students are in groups and each allocated a number, the teacher asks a question which students answer as a group before the teacher selects a number to answer the question on behalf of the group.

<sup>2</sup> Students think about a question individually, then discuss their ideas in a pair and finally share their thoughts with the teacher and whole class.

which learning is seen ‘as essentially a social act, embedded in a specific cultural environment’ (p.25). This theory supports the idea that students encounter new content through social interaction, which could take place in the classroom through a range of activities such as participation in monitored pair work or whole class discussion. A more knowledgeable ‘other’ acts as a mediator and is present when the learning takes place, in most cases within this context this will be the teacher. This enables students to push themselves further and achieve more than if they were to work independently. Over time, students will move from depending upon this support to having increased independence and self-regulation, this is known as microgenesis.

As it stands there could be an inherent tension between the two overarching aims of scaffolding. If the pursuit of successful task accomplishment involves more support than is needed by the learner, then it is difficult to see how the scaffolding might move the learner closer to a position of self-regulation. It could be difficult to claim the effectiveness of scaffolding if it cannot demonstrate the critical difference between getting the “right answer” and leaving the child with enhanced conceptual understanding that they can apply to similar questions at a future time (Cazden 1988). Mariani (1997) suggested a need for students to develop autonomy and become self-regulated individuals, but within a safe and controlled environment. Mariani (1997: 9) proposed the following framework of learning contexts to illustrate the equilibrium teachers must adopt between challenge and support when providing scaffolding to ensure that learners remain autonomous, rather than dependent on teacher support:



The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at Mariani, L. (1997) 'Teacher Support and Teacher Challenge in Promoting Learner Autonomy', Perspectives, Vol.13(2).

Figure 1: Challenge/support patterns (Mariani 1997: 6)

This idea of balancing challenge and support would be incorporated into the present study through the eventual removal of the scaffolding support with the aim of encouraging students to participate independently once they have practised the skills required to do so. In order to illustrate the area within which attaining new knowledge can most successfully take place, Vygotsky proposed The Zone of Proximal Development (ZPD). Pea (2004) suggested a comparison must be made between the concept of scaffolding a task and Vygotsky's ZPD:

... the distance between the actual development level (of the learner) 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: 86)

This enables us to analyse what they have been able to achieve beyond if students had been working individually, in other words teachers may wish to assess 'the cognitive gap between what a child can do unaided and what the child can do jointly and in coordination with a more skilled expert' (Gibbons 2015: 13). In order to provide effective support, teachers must 'establish first the actual and potential levels of development of the learner and then structure the assistance so as to help the learner operate at his/her potential level of development' (Hawkes 2012: 27). Van Lier (1996) proposed the following diagram to depict Vygotsky's ZPD:

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at Van Lier, L. (1996) *Interaction in the Language Curriculum: Awareness, Autonomy & Authenticity*, Harlow: Longman.

Figure 2: Vygotsky's Zone of Proximal Development (Van Lier 1996: 190)

The inner grey circle represents the learner's current knowledge, meanwhile, the arrows point to the area beyond the outer circle wherein lies knowledge not yet possessed by the learner and beyond what they are ready to learn currently. Therefore, the outer white circle acts as 'a bridge' (Mariani 1997: 12) between what is currently known and the unfamiliar which lies beyond the circles. Vygotsky (1978) may refer to this outer white circle as the 'Zone of Proximal Development', representing what the learner is capable of learning. The participation encouraged by teachers should be at a level that lies within this white area, as the learner already knows what lies within the grey area, but learning is not yet able to take place beyond the circles (Mariani 1997: 12). In order to encourage learner autonomy, learning must take place within this outer white circle and it is the role of the teacher to provide and increasingly remove scaffolding to connect the two as each of the three areas adapt and change over time.

The 'stock-in-trade' teachers possess with the challenge and support offered to students is the 'condition for learning to take place' (Mariani 1997: 5). If students are asked to participate in class discussion that is too challenging, students may become frustrated or experience heightened levels of anxiety. Meanwhile, if they are not challenged enough, students do not learn and may not see the value in participating (Hammond 2001: 22). Teachers must consider how to have high expectations for all and 'sustain the learner's autonomous performance' (Pea 2004: 446) in order to enable them to transfer their newly acquired skills to a variety of tasks whilst providing support where needed. This is referred to in standard 5 of the Teachers' Standards (DfE 2011): 'adapt teaching to respond to the strengths and needs of all pupils'. Instead of decreasing the level of cognitive difficulty in classroom activities, teachers should consider instead the scaffolding put in place to ensure all students are able to participate (Gibbons 2015: 18). Stone posits that 'in effective instances of scaffolding...the end result is greater individual mastery of the target task' (1992: 169). In order to find a balance between the extremes of each section, 'support needs to be progressively adjusted to address the needs of different students' (Hammond 2001: 17). Certain researchers, including Van Lier (1996) and Wells (1986), recognise this idea as contingency, the support put in place is based on the teachers' knowledge of student understanding (Hammond 2001: 17). Therefore, 'the balance between support and challenge is an ongoing process of decision-making on our part and on the students' part' (Mariani 1997: 14). This equilibrium should aim to eventually lead to students becoming independent learners, being challenged and supported. Hammond continues to explain that this is achieved on both a micro-level through teacher-

student interaction and macro-level relating to how tasks are sequenced within a wider scheme of work and curriculum (2001: 18). This idea echoes Vygotsky's (1978) and then Bruner's (1985) work in which each explored the communicative and collaborative way in which learning takes place. It is true that student reliance on scaffolded support from teachers may pose an underlying tension with regards to scaffolding tasks in the classroom as it is sometimes unclear how providing this support will ever result in learners who can participate without guidance. However, scaffolding allows for tasks to remain challenging for students, whilst helping to close the gap between what is required of the learner and their initial skill level through graduated intervention. Teachers must consider whether they are teaching students the correct answer or the conceptual knowledge behind the task which can then be applied in the future (Hawkes 2012: 30). Finally, teachers must be aware that a student's ZPD is impermanent, dependant on a wide range of variables and constantly changing.

## **Concluding Comments**

To conclude, when considering student participation in MFL lessons, it is essential that teachers acknowledge the role they play in creating a safe classroom environment which balances student opportunity to practice TL production whilst having agency over their learning. There is a range of factors affecting student participation of which teachers must be aware such as student anxiety, confidence, availability of vocabulary for production and motivation. Whilst these factors cannot all be fully eradicated, teachers should be aware of strategies they can put in place to combat known barriers to student participation such as the style of activities and chance for students to partake in a successful exchange in the TL. This investigation will incorporate two of the practical elements discussed in the literature to promote student participation: authentic resources and scaffolding. From the studies mentioned above, we can see that the use of authentic resources has been shown to positively impact upon student motivation and willingness to participate. Meanwhile, implementing an appropriate level of scaffolding will aid in combatting student anxiety and provide them with the vocabulary they require to participate successfully.

With this understanding of the literature surrounding the topic in mind, the subsequent Methodology was designed in order to investigate the following research questions. As we have now established the importance

of teachers promoting student participation, the first research question has been modified in order to focus on the students' own perceptions of their motivation for and experiences of participation in MFL lessons.

## **Research Questions**

Following the review of the literature, I generated the four research questions, which formed the basis for my school-based investigation:

1. What are students' perceptions of their motivation for and experiences of participation in MFL lessons?
2. What are the factors affecting students' participation in the MFL classroom?
3. How can authentic materials be used to promote students' participation?
4. How can scaffolding be used to promote students' participation?

## **Methodology**

### **Research Context and Sample**

The investigation took place in a mixed, comprehensive Secondary School in the South East of England. When recruiting participants for the investigation, I sought permission to work with Year 8 Spanish students and the two other MFL teachers in the department at the school in which the investigation took place. Three Year 8 Spanish classes were included in the investigation, Group 1 (n=27) and Group 2 (n=25) were taught by myself whilst the teaching of Group 3 (n=33) was shared between the two other members of staff in the MFL department, although only teacher A carried out the intervention with Group 3. All three groups took part in the first wave of the intervention and would have also taken part in the second and third wave, although these were unable to take place due to the partial closing of UK schools in March 2020 following the outbreak of the Coronavirus pandemic.



This year group were included as they are a Key Stage 3 group who would not have upcoming national examinations, therefore there was more flexibility with the design of lessons which would allow me to incorporate my intervention cycles within their lessons. The intervention activity was comparable to tasks Year 8 Spanish students would usually complete, with the additional elements of pre- and post-intervention questionnaires and the use of authentic stimuli, therefore there was reduced disruption to learning. There are in fact four Year 8 Spanish classes which are streamed for MFL based on their literacy levels and attainment in English lessons. However, I excluded Group 4 from the investigation as this class receives half the amount of Spanish lessons than the other three classes due to also receiving additional literacy support lessons. There are clearly advantages and disadvantages to setting students for not just MFL but for all subjects and in this setting, whether students' literacy levels are an appropriate basis for the setting decisions in MFL is debatable. The Year 8 students taking part in the study were in the process of choosing their GCSE options at the time of the investigation. Currently, a MFL GCSE is not compulsory and whilst the students would make their final GCSE options decision two months after the investigation took place, some students may have already known whether they would continue studying a language at GCSE and this might have had a bearing on their attitude towards MFL lessons and the intervention.

## Methods

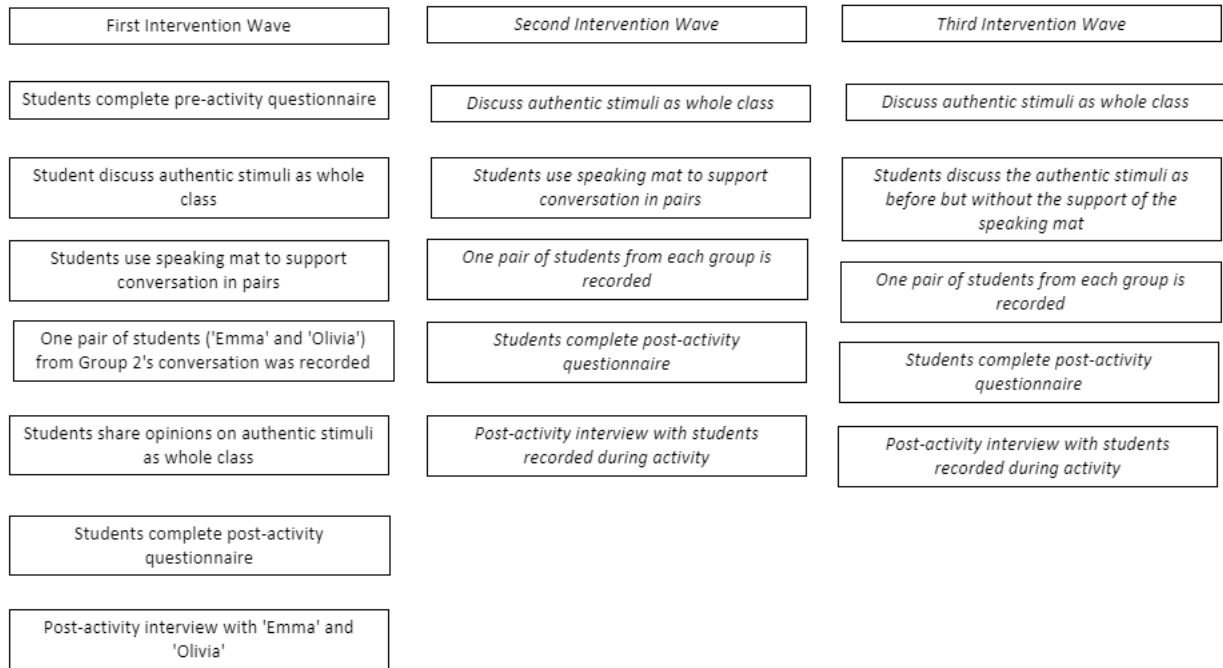


Figure 3: A diagram detailing the methodology for the activities students would complete as part of the investigation. The sections in italics were unable to take place due to the partial closure of UK schools in March 2020 following the outbreak of the Coronavirus pandemic.

## Pilot Study – Teaching and Data Collection Approaches

The first intervention cycle was carried out with a pilot group in January 2020. During this, 27 students completed an initial paper questionnaire (Appendix 2) which investigated their willingness to participate, attitudes and motivation towards learning the L2 and confidence levels. In the pre-intervention questionnaire, there were 11 closed questions using a Likert scale (1932) and seven open questions, five of which asked students to explain the reasoning for their Likert scale rating. In the post-intervention questionnaire, there was one closed question and four open questions seeking students' views on the activity and potential amendments in anticipation of the second and third wave of the intervention. A mixture of open and closed

questions was included to ensure that participants had the opportunity to explain their answers, whilst the closed questions ensured time efficiency both when completing the questionnaire and when coding the responses. However, it is challenging to secure consistency as ‘one respondent’s ‘agree’ may be another’s ‘strongly agree’ and vice versa (Cohen et al. 2018: 480). Participants may also have found it challenging to put their thoughts into words when answering open questions especially as the respondents were so young and perhaps not experienced in completing questionnaires or participating in research.

The pilot group were then presented with an authentic prompt centred on a thought-provoking topic from current affairs to stimulate speech in the TL. For the first wave, this prompt was a newspaper article from *El País* (2020) entitled ‘Un juez avala el veganismo como creencia filosófica’ (A judge endorses veganism as a philosophical belief). The topic of veganism was chosen as one that students may well have encountered previously which would allow them to apply background knowledge to the task, whilst not being too complex if they were unfamiliar with the concept. This task was ‘set up in such a way that the context stimulates and incites learners to make comments’ (Christie 2013: 87) in order to ensure students had an opinion on the topic, as it is one which could provoke a strong reaction. Whilst the use of authentic materials in the MFL classroom has been discussed in depth in the literature review of this dissertation, it is also important to note the choice of newspaper. Gonzalez (1990) suggested that newspapers are ‘perhaps the most popular type of authentic materials among teachers’ (p.55) due to their variety of content and appealing format. Using newspaper articles in MFL lessons gives students access to what is a key part of everyday life in the country in which the language they are learning is spoken. Therefore, these stimuli boost not only language learning, but also an ‘understanding of the target culture’ (Gonzalez 1990: 56). This format and topic uses ‘the student’s native culture as a springboard to the unknown culture of the people whose language we are teaching’ (Loew 1979: 271) and could be more engaging for language learners as it reflects current affairs and popular culture which they can compare with their own country.

The students will have a wide range of opinions on the Spanish speaking world as well as MFL learning influenced by their past experiences, family, friends and teachers. This means the way in which students comprehend the world around them can have implications on their interactions with those from different cultures throughout their lives. Therefore, it is vital that students are exposed to a range of cultural

backgrounds through their MFL lessons to promote tolerance and understanding of others. Before the students began their conversations in pairs, we discussed the meaning of the authentic resource as a whole class and students displayed passion and asked multiple questions about the concept of veganism. It is important that this discussion can take place in order to ‘develop thinking, questioning young citizens’ who can respond to the ‘contrast of another way of thinking’ (Loew 1979: 273). Ensuring that the students had an understanding of the resource which would stimulate their conversation could have had the effect of not only building confidence and motivation, but also increasing their interest in the world around them which is ‘an important part of the educator’s task’ (Loew 1979: 271).

Once we had discussed the article as a whole class, students spoke in pairs giving their opinion on the topic. Students did not choose their partners for this task, but instead worked with the person sat next to them according to the seating plan. ‘Learners are often found to be reluctant to use the TL, to lack the ability to say what they want to say and to avoid risk-taking’ (Christie 2013: 75) therefore the students’ conversations were supported through the use of a speaking support mat (Appendix 3) which provided sentence starters, colloquialisms and vocabulary. Although, it could be suggested that the speaking support mat removes the need for student creativity, ‘many native speakers use ‘stock’ phrases and expressions in conversation’ (Crichton 2009: 25) so by replicating this with students learning a foreign language, the students have a bank of phrases to draw on in conversation. At the end of the post-activity questionnaire, students in all groups were asked what additional vocabulary they felt they would have benefited from having at their disposal as it is ‘important that learners have the resources to ask for language they need to avoid frustration’ (Christie 2013: 86).

Ordinarily, the pilot group findings would be discussed here along with an explanation as to how this aided the refinement of research tools and data collection methods based on the group’s feedback. The initial plan was to review the questionnaire answers given by the pilot group and amend or rephrase any questions which had caused unforeseen confusion. However, no significant changes were made to the intervention and the methods following the pilot group responses, there were only some small edits made to the questionnaire in line with student questions that arose whilst conducting the pilot study for clarification purposes. For example, when running the pilot study, a student asked whether the statement in question 2, ‘I am willing to

speak in Spanish' referred to 'in general' or 'in lesson time' so the questionnaire was edited to clarify that the statement referred to this 'in general'. The importance of a pilot group for methodological rigour in order to collect valid data and 'increase the reliability, validity and practicability' (Cohen et al. 2018: 496) of the research study is appreciated. However, as the Coronavirus pandemic and partial closure of schools interrupted the research, it will instead be interesting to compare the data across the three groups in the Findings and Discussion section of this dissertation. The pilot group will henceforth be referred to as Group 1 in comparison with Group 2 and Group 3.

## **Main Study – Teaching and Data Collection Approaches**

In February 2020, my colleagues and I completed the first intervention cycle with the two other intervention groups: Group 2 (n=25) and Group 3 (n=33). By way of data collection at this stage, both intervention groups completed the initial questionnaire completed by Group 1. The intervention groups completed the same task in which they shared their opinions on the same authentic prompt whilst using the speaking support mat. The groups also completed a questionnaire after the intervention to explain their experience of the activity. Bernales (2016) noted that 'far too little attention has been paid to students' own accounts and explanations...when they decide to verbalize their thoughts and participate verbally' (p.3) and the post-activity questionnaire gave students the opportunity to voice these opinions and the reasoning for their actions rather than teachers simply speculating what their classes are thinking. Whilst student and teacher views as to what constitutes positive or meaningful interaction within the classroom setting may differ, the data collected aids us to gain a further understanding of this topic and student voice provides young people with the opportunity to give their view on factors affecting their own participation.

Additionally, two students from Group 2 were audio recorded whilst completing the task (Appendix 6) and interviewed after the lesson (Appendix 7) as a 'form of stimulated recall in which the participants review the conversation' (MacIntyre 2007: 573). I selected the method of voice recording instead of video recording having read Crichton's (2009) reasoning: although a video could capture body language and facial expressions, students are familiar with using Dictaphones in lessons and video recording equipment would

have been more disruptive to learning. The students volunteered to be selected which has implications for how this data should be judged when evaluating the impact of the intervention as these students were perhaps more motivated to take part and not selected based on any specific learner characteristics. Student A ('Olivia') is a low attaining student who is more confident when speaking and frequently participates in class discussions, whilst Student B ('Emma') is a middle attaining student who is less confident and rarely answers questions in lessons. One student from Group 3 was also interviewed prior to and following the intervention, Student C ('Mia') was unable to complete the questionnaire independently and completing it orally allowed for a more expansive discussion than the written questionnaire alone. Purposively selected pairs from Groups 1 and 3 would have been recorded during the activity and interviewed in the second and third waves of the intervention had these taken place in response to the emerging findings as data collection progressed. It has been suggested that interviews as a method of data collection are potentially subject to 'interviewer bias' and may not be convenient for participants due to the amount of time taken (Cohen et al. 2018: 506). However, the post-intervention interviews were beneficial as the participants were accorded 'agency and competency' (Jansen 2015: 34) and it allowed for exploratory talk to take place. This data has high validity as the students had freedom to expand on their answers verbally which is less likely to be misunderstood than written responses, although their answers may not be representative of the other students. Whilst group interviews are more time-efficient than individual interviews and when respondents' views complement each other's this can lead to more reliable data collected, one participant may be more forthcoming than another (Cohen et al. 2018: 527). This is the case for this investigation in which one student in 'Olivia' and 'Emma's' interview was also a lot more forthcoming with their answers than the other which meant that there was an imbalance in responses in the interview.

As discussed in the literature review, 'teachers might inadvertently create anxiety...by pointing out errors' (Omaggio (1992), quoted in Young 1992: 165). Hawkes (2012) also found in her investigation that 'student self-report data confirm that explicit correction is a disincentive to participate in interaction' (p.217). This could lead to students being 'unwilling to communicate because they will expect others to reject or criticize their communication efforts' (Burgoon 1976: 61). Krashen (1982) recommends 'eliminat[ing] error correction entirely in communicative-type activities' (p.76) and when recording the post-activity whole class feedback, students' responses were simply acknowledged with additional vocabulary being given when

requested and no error corrections being made. Therefore, when considering the teaching approaches in this intervention, there was no error correction in the hope of creating what Kang describes as ‘a safe environment’ within which students are less concerned about having mistakes corrected in front of their peers (2005: 290). Krashen (1982) suggests that ‘improvement will come without error correction’ (p.75) as students will attempt more complex constructions and focus on meaning rather than form.

Following the first wave, the data collected would have been analysed and the resources adapted in advance of the second intervention cycle, based on feedback received in the questionnaires. This may have include adding in further phrases students felt would have been beneficial on the speaking mat as well as considering the choice of the authentic prompt used for the second cycle which would have been based on other polemic topics such as bullfighting or the environment. How much interest a topic holds for students may impact on their participation and in an interview with Young, Terrell suggests that concentrating on topics that interest the students in your classroom would result in them having to think less about what to say and instead simply be interested in what they are discussing (1992: 166). Kang (2005) supports this argument and suggests that ‘letting L2 learners bring in topics [is a] good way to identify both the most commonly occurring interests and shared background knowledge of the entire class, and those of individual L2 learners’ (p.290). Therefore, I would also have sought suggestions from the students participating in the investigation as ‘learners might benefit more from topics initiated by other learners’ (Slimani (1989), quoted in Christie 2013: 76).

I had planned to carry out the second intervention cycle in March 2020 and students would have completed another post-activity paper questionnaire and students from all three groups would have been recorded during and interviewed following the activity, in addition to ‘Olivia’ and ‘Emma’. The data would have then been analysed in comparison with that collected during the first intervention cycle, before the third intervention cycle took place in April 2020 during which the support of the speaking mat would have been removed. Similarly to Gunn’s 2003 investigation, I aimed to ‘became progressively less involved and the control...turned over to each student as he or she became more confident with the process’ in the removal of my support through the speaking mat (p.243). Data would have continued to be collected using questionnaires, audio recordings and interviews, followed by analysis and comparison of the data collected across all three intervention cycles. It would have been interesting to see how the length and quality of

student responses fluctuated throughout the investigation and whether, as Bernales (2016) found, ‘students grew to know and understand themselves better as classroom participants’ (p.9) as well as any increase in participation in the TL.

## **Ethical Considerations**

I will now explain in more detail the steps taken during and after the investigation to ensure that all participants were protected, and my research was carried out responsibly. Prior to beginning my research for this investigation, I applied for ethical approval via the CUREC research ethics clearance procedure (CUREC approval reference number: ED-CIA-20-029) and at all times abided by the British Educational Research Association Guidelines for Educational Research (BERA 2011). When considering the ethical issues connected with my research and steps I have taken to address them, there is very little burden and no risk upon the participants as all tasks would be part of their routine Spanish lessons, the questionnaires were designed to be relatively quick to complete in order to minimise disruption to lesson time. There were no physical or psychological safety risks involved in this investigation as it took place within my usual place of work. I ensured I was up to date with all processes and procedures and all research methods used would be carried out as part of routine lessons. Once CUREC approval had been granted, I sought and received written approval (Appendix 1) from the Headteacher of the school where the investigation took place.

The three Year 8 Spanish classes were informed that their lessons would form part of an investigation into my own practice and the students were accorded their rights to confidentiality and anonymity. Participants were informed as to how data collected would be used and how and to whom it would be reported. Whilst another ethical consideration would be the amount of lesson time used for this intervention to take place, the activity was in fact beneficial for students as it allowed them to reflect on and enjoy their learning. After all, one of the key aims of the MFL teaching is to improve student participation and communicative ability which is also the key aim of this intervention.



During the investigation, I granted staff and students the opportunity to opt out of the process or state that they did not wish for their responses to be included in the final dissertation. For those students taking part in the audio recordings and interviews, I sought verbal consent from participants using the CUREC assent form. I ensured that the data collected was protected to ensure confidentiality through transferring the consent records, transcript of audio recordings, task results, questionnaire answers and field notes to a password protected and encrypted laptop on the day of collection. The audio recordings were collected on a Dictaphone with no Wi-Fi connectivity and transferred to a password protected and encrypted laptop on the day of recording. Student and staff anonymity and confidentiality were protected using pseudonyms. I asked participants to create a unique pseudonym (the month of their birth, the number of siblings they have and their favourite animal) to ensure that I could track how their responses changed throughout the investigation, whilst protecting their identity. A list of participant names and pseudonyms was stored on a password protected and encrypted laptop and will be destroyed once the result of the dissertation has been awarded. Unfortunately, as I was unable to complete the second and third waves of this investigation the pseudonyms are no longer required for comparison of data with previous waves.

When considering conflicts of interest which may affect my research, one of the contextual ethical issues is that I am also the Head of Year for the students participating in the investigation and this may have a greater influence on the 'asymmetric position of power with regard to the participants' (Cohen et al. 2018: 136) which is present between teacher and student. To minimise the effects of this, I made it clear to students that they could withdraw their data from the final dissertation or opt out entirely from the investigation. I also ensured that students understood that doing so or the questionnaire responses given in the investigation would not impact upon their rapport with myself or the work they complete in lessons. With regards to the students who were interviewed, of course, there must be heightened awareness when interviewing children (Cohen et al. 2018: 528). Therefore, further efforts were made before the interview to reassure the participants as 'children may be very sensitive to the social dynamics...of the interview' (Morison et al., 2000), during the interview by using straightforward language in a familiar location with informed consent and at the end of the interview by thanking the participants for their time. Whilst the interview took part following the lesson to ensure that the learning of the other students was not disrupted and the interviewees

were not conscious of their answers being overheard by their peers, they may have wanted to be brief in their answers as this took place during breaktime.

## Collaboration

In terms of the collaboration interwoven into this investigation, I shared my findings within the MFL department at the school in which the investigation was carried out to promote teacher-led research and by way of departmental CPD which will impact upon the creation of future schemes of work. The two colleagues who took part in the investigation and I were the only people with access to the research data. I ensured that my colleagues understood the requirements for data transfer to my laptop and destruction once this had been carried out. Project outcomes were disseminated and fed back to the MFL Department purely for further discussion and collaboration to take place. This occurred without identifying students who partook in the research. The conclusions shared with my colleagues for them to comment on were the overarching trends which had been identified within the cohort to enable the MFL department to adapt schemes of work and approaches to benefit future Year 8 classes. I also sought advice and feedback on my lesson plan, arranged departmental discussion following the first wave and had planned to arrange lesson observations for future waves. When discussing the plans for the intervention, I received feedback from both colleagues during a department meeting on the design of task: teacher A explained that *‘I think that the task gives students the opportunity to speak spontaneously, as well as giving them the opportunity to read an authentic text’* whilst teacher B stated *‘it gives students a lot of confidence in themselves because they realise they have read and understood a difficult text and can discuss it’*. Despite this, teacher B also explained that *‘it is difficult to find time to fit into the curriculum’* perhaps due to a lack of flexibility within the scheme of work. Teacher B explained that the intervention would have to be repeated in order to have a long term effect and teacher A echoed this by hypothesising that had the second and third wave gone ahead, students *‘would have known the activity and therefore would have been more likely to be confident to speak’*. Whilst the ethical implications of the time taken for these staff members to engage in this intervention must be acknowledged, similarly to the students, it allowed space for reflection on current schemes of work and how authentic materials and additional opportunities for student participation can be introduced in the future. I

will also share my project on a wider scale through The Oxford Education Deanery in order to discuss my findings with teachers working in different contexts.

## **Limitations**

When we consider the limitations of this investigation, whilst the mixed methods approach of this study combining both qualitative and quantitative data ‘strengthen[s] the validity of the research and the inferences that can be drawn from it’ (Cohen et al. 2018: 43), the small scale of the intervention must be acknowledged. There were 85 students from within the same school context participating which results in a ‘lack of generalisability of the findings’ (Cao 2013: 172). Whilst a qualitative enquiry provides rich data in a small-scale study, the knowledge cannot be cumulated as it will not apply across all contexts. Most of the data was collected using paper questionnaires which, although opportunities for students to explain their reasoning were provided, are ‘constrained by the agenda as seen by the researcher’ (Skehan 1989: 285). For the questionnaires to be effective, it is necessary that the participants comprehend the question in the way in which the researcher intended (Kenett 2006: 406). If this does not take place, it can lead to irrelevant information being provided as answers (Cohen et al. 2018: 476) which was an issue that I encountered occasionally and would require further refinement of the questionnaire to prevent this from occurring in future intervention waves. I was also not present when Group 3 completed their questionnaires and therefore can guarantee neither how the students interpreted the questions nor that they were completed under the same conditions as the Group 1 and Group 2. MacIntyre et al. (2001) discuss the challenges of using self-report questionnaires to explore student participation as ‘thinking about communicating in the L2 is different from actually doing it’ (p.377). Other complications include respondent bias as they may adapt their responses as to what they believe would be ‘socially desirable’ (Cohen et al. 2018: 337). Bernales (2016) agreed with this assertion, although added that ‘such reports can shed light into students' behavior in class and their conceptualizations of L2 interaction’ (p.10). McCroskey & McCroskey (1986) explain that self-report methods enable researchers to gain understanding of self-perception of communicative behaviours, rather than the actual behaviours themselves but perhaps it ‘is more important to know what a person believes her/his competence level is than to know what the person's actual competence level is’ (p.110).

Furthermore, when creating the open coding categories, I have used the participants' own words which permits for more freedom for my methods of analysis. However, this is not unbiased as my personal interpretation of their responses when coding will inevitably influence the overall results. Whilst including a control group in the study would have increased validity, it was not possible to ensure that all classes had a similar, comparable profile due to streaming in place and this would not have been an appropriate comparison. Finally, we should consider the unavoidable confounding limitation as to whether the students would not have improved over the time frame of the academic year regardless of the intervention. One would expect the students to progress over the academic year regardless of the intervention, but the qualitative data collected suggests that the intervention added value to student learning.

## **Findings and Discussion**

### **1. What are students' perceptions of their motivation for and experiences of participation in MFL lessons?**

Within the literature review, the importance of student participation in MFL lessons was discussed including overcoming the artificiality of the MFL classroom, student exposure to the TL, student motivation and agency. In response to question 1a, a Likert scale style question asking to what extent students agreed with the statement 'I enjoy speaking in Spanish', only 3 of the 27 students in Group 1 disagreed with this statement, however of those who agreed 15 out of 24 only 'slightly' agreed. For Group 2, again a minority disagreed with this statement however this was a larger minority with 11 out of 25 students disagreeing. For Group 3, a majority of 23 out of 33 students disagreed with the statement, although only five of these responses were 'strongly disagree'. It would be interesting to look at the same data for other subjects to see whether Groups 1, 2 and 3 always follow in this same pattern with their enjoyment of participating in all subjects. It is also important to reiterate here that the students taking part in this investigation are streamed into ability groups based on their literacy levels at the school in which this investigation took place. Group 1

are the highest ability group based on their Key Stage 2 data. This may well impact upon their responses to the investigation and questionnaire. Although the full list of factors is unknowable, this may not only be due to their ability level, but potentially also their confidence levels, connection with the subject, perceived self-worth, willingness to give the answer they think their teacher will be expecting and rapport with their teacher.

When we consider the qualitative data collected in the follow up to this question, in which students explained why they enjoy speaking in Spanish, several keywords appeared frequently in the pre-intervention questionnaire:

| Word        | Frequency      |                |                |
|-------------|----------------|----------------|----------------|
|             | Group 1 (n=27) | Group 2 (n=25) | Group 3 (n=33) |
| Enjoy       | 7              | 3              | 2              |
| Fun         | 9              | 4              | 1              |
| Interesting | 5              | 1              | 0              |
| Difficult   | 8              | 3              | 3              |
| Hard        | 7              | 4              | 5              |

Table 1: Frequently occurring adjectives in pupils' explanations of their experiences speaking Spanish

It may well be the case that the word 'enjoy' appears so frequently as it is in the original statement with which students are asked to agree or disagree. In Group 1, 11 of the 27 students gave a mixed response in their reason such as *'I like speaking Spanish but I sometimes find it difficult'* or *'it is fun to know a different language but I find it hard to do'*. A common trend among these answers continued to be the difficulty faced when learning a foreign language: *'it's too difficult'* and *'it's confusing and I don't understand it'*. Finally, in Group 3, 21 out of 33 students had a negative view of speaking Spanish and whilst 8 students mentioned the difficulty level, another trend that emerged within this group was the feeling of embarrassment or nervousness when speaking in Spanish: *'because I get embarrassed if I was to mess up speaking in front of the class'* and *'I get a bit nervous that I will say the wrong thing'*. A greater number of students in Group 3

commented on the pronunciation and Spanish accent preventing them from enjoying speaking in Spanish: *‘it is difficult to say because it has an accent’*, *‘hard to pronounce words’* and *‘I don’t enjoy putting on an accent’*. I am not the class teacher for this group and perhaps a reason for this difference could be they have had more emphasis placed on improving their pronunciation and accent than the students in my classes. It is also of note that the responses from Group 3 were much shorter than those of Groups 1 and 2, perhaps as the researcher was not present they suffered from a lack of clarification or were perhaps less invested in the activity or motivated to complete the questionnaire in detail as the teacher leading the research was not present.

Whilst this data considers students’ attitudes to participation in Spanish lessons and factors affecting this, statement 5, ‘in general, I enjoy Spanish lessons’ analyses whether students enjoy the lessons themselves and we see a difference in the data:

|                | Question 1a: I enjoy speaking in Spanish |          | Question 5: In general, I enjoy Spanish lessons |          |
|----------------|------------------------------------------|----------|-------------------------------------------------|----------|
|                | Agree                                    | Disagree | Agree                                           | Disagree |
| <b>Group 1</b> | 24                                       | 3        | 17                                              | 10       |
| <b>Group 2</b> | 14                                       | 11       | 13                                              | 12       |
| <b>Group 3</b> | 10                                       | 23       | 15                                              | 18       |

Table 2: Participant responses to statements in question 1a ‘I enjoy speaking in Spanish’ and question 5 ‘in general, I enjoy Spanish lessons’

It is surprising to see that more students in Group 1 enjoy speaking Spanish than enjoy Spanish lessons and likewise to see the opposite is true of Group 3 where more students agree that they enjoy Spanish lessons than enjoy speaking in Spanish. The results from Group 3 perhaps reflect the fact that speaking is not the only skill undertaken in Spanish lessons and therefore it is possible that some students in this group prefer other activities.

The response to this question may well be impacted upon by students' self-perception of their ability to learn a foreign language and for question 7, students were asked how far they agreed with the statement 'I am good at learning Spanish'. In all three groups, there was an almost equal split of opinion with a slightly larger proportion disagreeing in Group 3. Once again, students' responses here will rely on their own interpretation of 'good at learning' and no success criteria was provided upon which they could base their response. This means that one student's definition of 'good at learning' in Group 1 could be another student in Group 3's definition of not 'good at learning'. However, this data does contribute towards an overall picture of the students' self-perception as learners and factors affecting this which we will look at in more detail in the next section.

The students' attitude towards speaking Spanish may impact upon their participation in Spanish lessons which we can see in response to question 2, when students were asked to what extent they agreed with the statement 'I am willing to speak in Spanish in general'. For Group 1, 24 students agreed, for Group 2, 14 students agreed and for Group 3 only seven students agreed with this statement. Although, it cannot be said that just because a student is willing to participate in their own language, they will automatically feel the same when communicating in the TL and vice versa: 'communicating in a foreign language is a unique process and experience, governed by its own distinct rules' (Baran-Lucarz 2014: 447). In response to question 9a, when asked how far they agree with the statement 'I regularly volunteer to answer questions in Spanish lessons', there were mixed results across the ability levels. For Group 1, most students (n=17) agreed that they regularly volunteer answers in lessons whilst most students disagreed with this statement in Groups 2 (n=18) and 3 (n=20). I taught Group 2 in both Year 7 and 8 and have been struck by the class' lack of confidence compared to other KS3 groups I have taught which, whilst simply my own perception, could explain these results. Although this data is not as reliable as having a third party observer 'recording the behaviour of specific students during the whole lesson or during specific communicative tasks' (Piechurska-Kuciel 2008: 157) to assess whether students did regularly volunteer answers, this was beyond the scope of this small scale investigation. Indeed, 'research on classroom participation in language learning is a very challenging endeavor as...students' goals might not always parallel teachers' expectations about how class members should participate' (Bernales 2016: 2). When we consider the response to question 9b in which students gave reasons for how often they volunteer answers, of those who strongly agreed across all groups,

nine students explained that they enjoy participating: *'I like to take part in the lesson'* and *'I want to show my understanding'*. For nine of the students, their contribution was dependent upon their confidence in their own knowledge: *'I only volunteer if I'm 100% sure'*. There were also 13 students who expressed concerns with making mistakes which we will look at in greater detail in the next section. Other reasons included students not enjoying participating in lessons, *'I don't want to answer questions'* or a lack of understanding: *'I don't know most of the answers'*. We can see here that for some students who are reluctant to speak, 'anxiety about participation in oral communication outweighs [their] projection of gain from that situation' (Phillips 1968: 40).

## Post-intervention questionnaire and interview data

Following the investigation, students answered six further questions in the post-investigation questionnaire. In response to question 14, 'Did you like this task?', 13 students across the three groups stated that they thought the task was 'fun' and 24 students explained that they enjoyed sharing views with others and giving their opinions: *'it gave us a chance to express our opinion'* and *'it was nice to hear and share...others' opinions'*. Other reasons for students' enjoyment included the support offered by the speaking mat (n=8), the interactive nature of the activity (n=6), working in pairs (n=4) and using an authentic prompt (n=3). This was reflected by teacher A's experience who stated that they believed the students were more willing than usual to give their responses *'as they do not usually have a speaking mat and it was a new type of activity'*. When this question was asked during the post-activity interview, 'Emma' explained *'because it's got a mat...it's easier to get sentences'* and 'Olivia' explained that she enjoyed the less structured style of this activity: *'it was a lot more fun because we was just able to...say it and not have to write a load of vocab down'*. On the other hand, four students explained that they did not enjoy the task due to a dislike of speaking tasks or a lack of understanding. Despite this, in question 15, when asked how useful they found the task for their learning (1 = not useful at all, 5 = very useful), none of the students indicated that the task was not useful at all and seven students indicated that it was very useful, five of which were in Group 1. Due to the fact that a large proportion of students (n=35) selected '3', one limitation of this question is that this scale allows for students to choose the middle option of '3' rather than making a definite statement about whether the task was useful.



In the post-activity questionnaire, students were also asked ‘Did you think you did this task well?’ (question 16) and 67 out of 85 students gave a positive response. Students provided a wide range of reasons for believing that they did the task well including having formed a sentence in the TL (n=12), ‘*I came up with lots of sentences*’, having used the speaking mat (n=8), ‘*I used the vocabulary sheet to say my opinion*’, and having contributed their opinion to class discussion (n=5), ‘*I said a sentence in Spanish to the class which showed my real view*’. Others had a more holistic approach to assessing their success: ‘*I tried hard*’ and ‘*everyone enjoyed it*’. The largest proportion of students who felt they had not completed the task well was in Group 3 (12/33 students) where students explained that ‘*I copied everything*’, ‘*I had a lot of trouble pronouncing some words*’ and ‘*I only wrote one sentence*’ which is interesting as the focus for this task was speaking not writing and perhaps suggests a dependency on written prompts. These factors may have also been the case for the 67 students who responded positively, however these students have created their own success criteria which dictates that this is a sign of not having completed the task to a good standard. Perhaps this is an indication of students’ ‘emphasis on ‘getting it right’ [which] may hamper pupils’ creativity and confidence in using the language’ (Crichton 2009: 23).

One of the students in Group 2 whose conversation was recorded assessed that they had done the task well ‘*because I was recorded*’, even though they volunteered to be recorded. In the post-intervention interview, ‘Olivia’ spoke of the added pressure of being recorded: ‘*it was just hard to put [the words] together, especially when we’re being recorded*’. It is important to consider the impact recording their conversation had on their performance and it is clear to see in the following section of the transcript that they were conscious of ‘not wanting to accept the fact that mistakes are inevitable during the process of language learning’ (Baran-Lucarz 2014: 466) as they were being recorded:

‘Olivia’ – *Miss, can we pause it? We’re trying to work out what we need to say...but then I’m going ‘Oh yeah scrap that’ and then she goes ‘You can’t scrap it because it’s on the recording.’*

## 2. What are the factors affecting students' participation in the MFL classroom?

### Student Anxiety

As identified in the literature review, one of the factors affecting students' participation could be their anxiety levels. The statement in question 3a, 'I feel relaxed when speaking Spanish in lessons', revealed again that Group 3 disagreed the most strongly with 24 students disagreeing with the statement. However, in Group 1, a majority of 16 of the students also disagreed with this statement. This is surprising as 24 students in Group 1 agreed they are willing to communicate; however, this would suggest that they do not necessarily feel relaxed about doing so. Furthermore, students connected this with the idea of being embarrassed: *'if I say it wrong it's embarrassing'*. When given the statement in question 4a, 'I feel embarrassed when speaking Spanish in lessons', 10 of the students in Group 1 agreed, but none of them 'strongly agreed'. Whereas 12 of the students in Group 2 agreed and 17 of the students in Group 3 agreed. This sentiment could impact upon Group 3's lower enjoyment and participation levels in Spanish. Although, one must bear in mind here that the responses to these questions will depend on each individual student's definition of 'relaxed' and 'embarrassed' which could vary greatly.

Furthermore, question 11 also dealt with students' stress levels and asked students how far they agree with the statement 'I feel relaxed in my Spanish lessons' in general rather than specifically when speaking. Most students in all groups agreed with this statement. However, the weight of agreement was much stronger in Group 1 with only four students disagreeing compared to Group 3 where 13 students disagreed. Baker and MacIntyre's investigation found that 'a majority of the learners...attributed their comparatively low participation in the whole class to a lack of self-confidence' (Cao and Philip 2006: 488) and likewise here one student wrote *'I am scared that I am going to get picked on then when I do and I don't know the answer it knocks my confidence'*. In their reflection, teacher A believed that whilst *'students were engaged and interested in the task'*, confidence was the biggest barrier for the students who did not complete the task well. This sentiment could result in 'some learners hav[ing] a strong tendency to withdraw from opportunities for oral exchange' (Baran-Lucarz 2014: 446). Whereas Kang (2005) reported that students felt unsure when

asked to communicate about a topic of which they lack background knowledge. Both of these factors could be influential in this investigation and we must take into consideration the factors affecting the communicative situation such as the students' backgrounds, the individual and the group's motivation, their attitudes towards learning another language and Spanish lessons in general, as well as their attitude towards this specific activity (Baran-Lucarz 2014: 448). Some of the students' responses in this investigation concur with MacIntyre et al.'s (2002) suggestion that 'people who experience high levels of fear or anxiety about communicating tend to avoid it' (p.539) as one student explains '*I just feel uncomfortable speaking in a different language to the whole class*'. It may be the case that this student is comfortable speaking in their own language in front of the class, but 'people who have difficulty speaking in groups are likely to experience even more trouble when doing so in a foreign language class' (Horwitz et al. 1986: 127) where they are lacking in the same control they may feel when speaking in their mother tongue.

## **Making Mistakes**

When considering the qualitative data collected in question 3b which asked students why they do or do not feel relaxed when speaking Spanish, the biggest trend was students' concern over making mistakes. In all three classes, between seven and nine students commented on this in their responses: '*I don't want to say something wrong*'. Some of the students related this to pressure from their peers 'whose opinion may well be regarded as central to the individual pupil's self-esteem' (Crichton 2009: 29): '*I feel if I say the answer wrong people will laugh*' and '*I'm worried I'll mess up in front of everyone*'. It is of note that more students expressed concern over their peers' reaction in Group 3 than in the other classes. This could suggest class dynamic can impact upon this, Group 3 is also much larger than the other groups, the classroom is bigger, and they have two teachers rather than one which are perhaps all noteworthy factors. Teacher A, who led the intervention with Group 3, also noticed that students were worried about the reaction from their peers and explained that '*some don't want to speak in front of the class*', in order to combat this the teacher '*talk[s] about having a safe learning environment and being supportive of one another*'. This concern is perhaps to be expected as students participating in this investigation were all 12 or 13 years old and 'at an age when their peers' opinions are crucial and social factors such as their fear of ridicule for making mistakes are very

prominent' (Crichton 2009: 29). Students also remarked upon the difficulty faced when learning a foreign language, although more students made this observation in Groups 2 and 3 than Group 1. Another area of difficulty noted by students in all groups was the pronunciation of Spanish vocabulary: '*sometimes certain words are hard/strange to say*'. Five students commented on this in Group 1 whereas only one or two students made this observation in Groups 2 and 3.

Whilst students may be apprehensive about making mistakes, 'it is important that [students] have realistic expectations' which 'include the understanding that language learning is a lengthy procedure and that errors are a natural part of that process' (Phillips 1992: 20). It is reassuring therefore to see that four students from across all three groups in the study alluded to the idea of mistakes being part of the learning process: '*I know if I made a mistake it's OK*' and '*I am still learning so I am going to get...words wrong*'. This mindset is one that all teachers should aim to engender in their students, but in particular for MFL teachers, communicating an 'understanding that perfect, native-like TL pronunciation is neither necessary nor attainable in most cases' (Baran-Lucarz 2014: 465). If we consider the GCSE examinations that these students will undertake, the Assessment and Qualifications Alliance (AQA) speaking exam mark scheme (2015) allows some room for error when awarding full marks for spontaneity and fluency in the general conversation section: 'responds...with some fluency, though not necessarily with that of a native speaker' (p.21). When considering errors in the TL, Christie (2013) argues that 'accuracy can...be sacrificed at times if the focus is purely on the efficient communication of a message' (p.86). In fact, teachers should be 'more interested in promoting an atmosphere which would facilitate pupils' communication skills than insisting on perfect utterances' (Crichton 2009: 29) and student interaction with their teacher can have a significant impact on the likelihood of students choosing to participate.

## **Teacher Interaction**

Evidently, the teacher(s) leading the instruction will have a big impact upon how students feel within the classroom. In response to statement 8a, 'I get nervous when my teacher asks me a question in Spanish lessons', five more students agreed than disagreed in Groups 1 and 2. Whereas there was a stark difference

for Group 3 where 25 out of 33 students agreed that they get nervous when their teacher asks them a question with 11 of the students strongly agreeing. Further to this, 15 students suggested that they become nervous due to not understanding what their teacher is saying in the TL, nine of the 15 students who commented on this were in Group 3, which may suggest that the teachers for this class use more TL. Teacher A is the Head of Department and although there is no department policy on TL use, it is strongly encouraged to use it as much as possible and perhaps this teacher does use more TL than teacher B and myself when teaching. However, this result could also just be that the students' anxiety levels in Group 3 are such that they shut down and struggle to process the TL that they do hear. Perhaps this is as a result of a 'learned helpless' response (Dweck 1975) and a possible self-fulfilling prophecy of being labelled as a lower ability group. Here, a vicious circle may develop whereby the less nervous student will continue to contribute in lessons and improve their speaking skills, whilst the more nervous student will not due to a fear of a 'difficulty understanding others and making oneself understood' (Horwitz et al. 1986: 127). Whether or not students are attentive was another factor that appeared multiple times in the participants' responses as a factor which could contribute to their feeling of nervousness, perhaps this is also linked to the idea of not wanting to be embarrassed in front of their peers: *'if you pay attention it's OK if you've zoned out/are talking you get nervous'*. Furthermore, several students commented that their willingness to participate in class is dependent on the situation: *'I do [get nervous] if my teacher wants me to speak Spanish but other than that I'm fine with my teacher asking me'* and *'I don't know the answers sometimes so I don't like getting picked on but I don't mind if I know the answer'*.

As mentioned in the Methodology, a conscious decision was made not to include error correction in the whole class discussion of the authentic stimuli as the literature suggests this would hinder students' willingness to participate. Even though students had not experienced it in the intervention lesson, the students still commented on error correction in their post-intervention questionnaires and plenary discussion. For example, when asked to explain why they do or do not get nervous when asked a question, in question 8b, students once again expressed concern over making mistakes or the reaction from peers when speaking in front of the whole class: *'if I say something wrong and the teacher corrects me it is embarrassing'*. This was also a theme of discussion in the department meeting and teacher A commented that they make a conscious effort to promote a relaxed classroom environment and encourage participation through *'constantly*

*reinforcing the importance of being supportive of each other, [awarding] prizes for participation, positive reinforcement and ensuring that students feel safe to participate*'. We also agreed as a department that explicit discussion around making mistakes was valuable and teacher A noted that in lessons '*we discuss the importance of making mistakes in order to allow progress*'.

## Pair Work

During the activity, students spoke in pairs with the person sat next to them according to the class' seating plan. This meant that students were partnered according to the teacher's professional judgement, however the gender divide, difference in ability levels or how well the students know each other may well impact positively or negatively upon their task outcome. In response to question 13 in the post-intervention section of the questionnaire, 'In what situation do you feel most comfortable (most willing) to communicate in Spanish: in pairs, in small groups, with the teacher in a whole class?', the results were as follows:

|                       | Group 1 | Group 2 | Group 3 |
|-----------------------|---------|---------|---------|
| Pairs                 | 5       | 11      | 7       |
| Small Groups          | 10      | 4       | 5       |
| Pairs or Small Groups | 4       | 3       | 5       |
| Teacher               | 1       | 1       | 3       |
| Whole Class           | 2       | 1       | 3       |
| No Preference         | 4       | 0       | 3       |

Table 3: Participant responses to question 13: 'In what situation do you feel most comfortable (most willing) to communicate in Spanish: in pairs, in small groups, with the teacher in a whole class?'

We can see that the most popular options for class discussion were in pairs or small groups, whilst the least popular options were with the teacher or as a whole class. These results support Ellis' (1994) assertion that 'group work is often considered an essential feature of communicative language teaching' (p.598). Those

who favoured pair and small group activities explained that this is because: *'I feel more confident'*, *'less people can hear me'*, *'I can ask for help'* and they could work *'with [their] friends'*. These findings support Omaggio's (1992) statement that 'one thing we can do to reduce classroom anxiety is to have small group activities' (p.165). Meanwhile, teacher A (group 3) commented that they *'prefer teaching as a whole class'* and this preference will obviously influence their lesson planning and teaching.

McCroskey and Richmond (1991) claim that 'the larger the number of interlocutors, the less willing the individual is to communicate' (quoted in Cao & Philp 2006: 488). This resonates with the data collected for this investigation in which students responded that when speaking with one other person: *'there is less pressure on me'*, *'I won't get as nervous'*, *'there is less people to judge me'* and *'it won't be as embarrassing'*. Meanwhile, those who did express a preference for whole class discussions or speaking with the teacher explained that they *'understand more'*, *'learn easier'* as if they *'mess up then the teacher would just help me'*.

In the post-intervention questionnaire, when asked in question 18 'Did you feel happy to work in this group/pair?', 76 out of 85 students agreed that they felt happy working with their partner. The most frequent reason for this was that students could help each other and learn from one another, followed by the fact that students were working with their friends, could practise speaking together and could share their opinions. This echoes the Council of Europe's Common European Framework of Reference for Languages (2012) which advises that 'a small group work arrangement...is more likely to result in successful task completion than individual work, as learners can share the processing load and obtain assistance and feedback on their understanding from one another' (p.166). Students also commented that they appreciated having the opportunity to practise together before feeding back to the class and 'if students work a lot in pairs, then when the time comes for them to actually do an authentic language-use task, they've had many opportunities to practice, so that they don't feel quite so self-conscious about their competence' (Young 1992: 165).

MacIntyre et al. (2001) propose that 'social support for language learning is an important consideration' (p.382) and nine students in this study commented that they were happy working in this pairing because they were with their friends: *'I was happy because I worked with a friend so I didn't feel any amount of pressure'*.

Although when students work together, there is also a danger of ‘excessive use of the L1 in monolingual groups’ especially if they are lacking the necessary vocabulary to complete the task (Ellis 2005: 220).

Among the students who were not happy in their pair, five students explained that they had a disagreement with their partner such as ‘*my partner wouldn't allow me to see the sheet*’. It is important to consider that ‘the degree of communicative interaction, and development of rapport, can be influenced by the moods, personalities and participation of everyone involved’ (Gunn 2003: 249) and as the students did not choose who their partner was it is perhaps to be expected that personality clashes occur. No class appeared less harmonious than the other, as at least one disagreement occurred in each group, it could be that these students were already less happy to participate in speaking tasks and the disagreement presented itself as a good distraction from the task.

## Grades

Finally, when investigating student expectations of their own outcomes, students were asked in question 6 how far they agreed with the statement ‘It is very important to me to get a good grade in Spanish’. Most students in all three groups agreed with this statement, however this was by a smaller margin in Group 3. Once again, it would be interesting to develop this research further and see if this response is reflected across the curriculum or is specific to these students’ attitudes towards Spanish. This investigation took place during the Year 8 GCSE Options process in which students were deciding which subjects to continue with the following year. Perhaps the students’ grades will carry less significance for them in the subjects they do not intend to study at GCSE. Further research may also investigate the factors affecting their opinions and whether they feel this way due to opinions expressed by their parents, teachers or friends.

When considering the results, 17 students held a positive view of their overall Spanish ability and 25 held a negative view and the remainder were neutral and it is disappointing to see a significant minority with negative self-perceptions. Furthermore, a student questioned how I would like students to respond to question 12; whether they were required to write their target grade or simply give their opinion on their current level. When completing the questionnaire orally with ‘Mia’, this was also their immediate response:



Teacher – *How would you describe your current Spanish level?*

‘Mia’ – *What as a grade?*

However, I decided to keep the question as it was originally as it provides an interesting point for analysis as to whether students provided a quantitative or qualitative response. Of those students who reflected positively on their Spanish level, once again it was interesting to analyse how they had reached their conclusion as there was no success criteria for this question. For example, one student wrote ‘*My current Spanish level is moderate as I can speak Spanish*’ suggesting that this student defines their Spanish attainment by the ability to produce the language orally. Seventeen students gave a numerical response, although it is interesting to see that these students view their ability in terms of the grades they receive, it was not always clear what was meant and whether they were referring to the GCSE grading system, their most recent grade on their report or simply a mark out of ten. The second half of this question asked students to comment on their speaking ability in particular: 12 students held a positive view of their speaking ability, although eight of these students were in Group 1, and 11 students held a negative view. There were a range of reasons including ‘*a good accent*’, knowing ‘*lots of vocabulary*’, having been told their ‘*speaking skills are really good*’ and understanding the content. It was encouraging to see that 12 students expressed that they were seeking to improve their Spanish skills: ‘*I know I need more practice speaking to be confident*’.

### **3. How can authentic materials be used to promote students’ participation?**

In the literature review of this dissertation, the potential positive impact of using authentic stimuli was considered. Although used in the artificial environment of the MFL classroom, introducing authentic prompts could enhance student engagement, participation and motivation. When discussing this with my colleagues, teacher B agreed that using authentic resources boosts student participation ‘*and confidence in themselves*’. Despite this, teacher B did suggest that they would not use it with all students: ‘*I think it is more effective and utilised by higher ability students*’. It seems a pity that all students may not benefit from the use of authentic stimuli in lessons due to their attainment, although it may be true that ‘*it may demotivate because of the*

*difficulty [and] number of words that are unfamiliar*'. Following the activity, students completed a post-activity questionnaire including question 17: 'Do you prefer working with authentic resources or working from a textbook?', the results were as follows:

|                     | Group 1 | Group 2 | Group 3 |
|---------------------|---------|---------|---------|
| Authentic Resources | 20      | 17      | 15      |
| Textbook            | 2       | 5       | 10      |
| Both                | 4       | 2       | 2       |

Table 4: Participant responses to question 17: 'Do you prefer working with authentic resources or working from a textbook?'

We can see that students claim to prefer working with authentic resources over textbooks in all three classes. Those who preferred authentic resources wrote that this was because '*it's real*', '*it's more challenging*' and '*they are up to date*'. However, there is much narrower gap in Group 3 between those who prefer authentic resources and those who prefer textbooks. The students in Group 3 who stated that they prefer textbooks suggested that textbooks are '*easier*', allow you to '*get on by yourself*' and '*has information that you need*'. When the students who took part in the post-activity interview were asked about the impact of using an authentic prompt instead of a textbook, 'Olivia' commented '*I think it was a lot more fun seeing that that's in the real world, like that's in Spain's newspaper. If it's out of the textbook, someone's just wrote that to help us out.*'

One student commented that authentic resources are '*more realistic and can help you in normal life*' which coincides with Bygate, Skehan & Swain's (2001) argument for the 'importance of engaging learners in real-world activities for these learners to be able to operate in the real world outside the classroom' (p. 216). The same idea of the task reflecting real life and allowing the students more freedom was reflected in this student interview:

Teacher – *Did you like this task?*

‘Mia’ – *Yes*

Teacher – *Why did you like it?*

‘Mia’ – *Because it’s something we’ve not studied before and we could give our true opinions without knowing about other people’s opinions which could persuade our opinions on it*

Although it could be suggested that this task allowed for more authentic communication, it is also true that ‘the whole thing is still contrived, in the sense that it is aimed at language learning’ (Taylor 1994) and authentic material will not be received by students in an authentic manner but will be affected by the way in which they are presented by the classroom teacher.

It is also important to note that some of the responses suggest that, despite explanation, some students were unsure what is meant by an authentic resource. One student commented ‘*it is translated*’ suggesting they understood the speaking mat to be the authentic resource. Another student seemed simply to choose authentic resources over a textbook as they preferred the style of task: ‘*we aren’t going to write in Spanish*’. Upon reflection, if the second and third wave had taken place, I would have made it clearer what was meant by an authentic resource. The students have also had far less experience with authentic resources and therefore the novelty of seeing an article from a Spanish newspaper could make it seem more appealing than the textbook activities which form a part of their routine lessons. One student commented ‘*it tends to make more sense*’ when using authentic resources and another ‘*I remember more*’, however this was immediately after the activity had taken place so it is unclear how they came to this conclusion.

#### **4. How can scaffolding be used to promote students’ participation?**

In the literature review, I explored the ways in which scaffolding can support learning in the MFL classroom which ‘requires the student to communicate via a medium in which only limited facility is possessed’ (Horwitz et al. 1986: 127). Crichton (2009) suggests that ‘feeling confident in their ability to operate at a basic level of communication may serve as a motivational boost to adolescent learners’ (p.33) and the speaking mat created aimed to provide this support in their spontaneous communication.

Below is a selection of the sentences the students orally produced:

#### Group 1 Responses

*Desde mi punto de vista no soporto el veganismo porque es tonto*

*Me no gusta el veganismo porque me gusta carne*

*Si fuera primer ministro me gustaría prohibir el veganismo*

*Me estas tomando el pelo no me gusta el veganismo*

#### Group 2 Responses

*Pienso que la comida vegana no es popular*

*Pienso que la comida vegana lo bueno es que es bueno*

*La comida vegana odio no no soporto*

*El veganismo es peligroso porque you don't get enough vitamins*

#### Group 3 Responses

*Pienso que la comida vegana es bueno porque es no maltrato de animals porque como carne*

*En mi opinión la comida vegana es tonto y me odio*

*Pienso que creo que la comida vegana porque es good bueno porque es las alternative veganas*

*En mi opinión carne es delicioso*

Whilst we can see that these sentences are predominantly a selection of the phrases on the speaking support mat linked together, for question 19, students had to indicate whether they used the speaking mat 'not at all', 'a little bit', 'quite a lot' or 'all the time'. Most students (n=67) responded that they used the speaking support mat quite a lot or all the time. When discussing this with colleagues, teachers A and B agreed that scaffolding tasks improves student participation, although teacher B added that 'getting used to feeling okay about speaking Spanish in front of the class' was also required.

From my observations of Groups 1 and 2, the students seemed to enjoy and demonstrated interest in learning and using the more colloquial expressions on the speaking mat which allowed for what seemed to them to be a more transactional and authentic conversation. Hawkins (1987) posits that ‘learners retain better the language that they have generated in personal meaning making’ as we see below:

The following exchange took place in Group 2’s discussion:

Teacher – *Muy bien ¿Hay otras opiniones? ¿Alguien más?*

‘Liam’ – *Comparto tu punto de vista*

Teacher – *Excelente*

‘Mason’ – *What does that mean?*

‘Liam’ – *It means I share your view*

Student concern of the reactions from their peers has already been discussed however, for question 10, ‘I feel that other students speak Spanish better than I do’, in all three groups only 2 or 3 students disagreed with this statement. This suggests that there is another factor which causes students to feel nervous or not want to participate in Spanish lessons. It is impossible to name all the potential reasons for this but perhaps we could consider factors such as the power imbalance between student and teacher or the gap between their beginner status and that of a native Spanish speaker. Instead of displaying fear of the reaction of their classmates as the pre-activity questionnaire responses suggested, an unanticipated form of scaffolding that took place during the activity in all three groups was the way in which students supported one another. When completing the questionnaire orally with me, ‘Mia’ explained that her partner ‘*was helping...with how to structure the sentence and how I could improve*’.

An example of this was captured in the conversation recorded in Group 2:

‘Emma’ – *OK say an opinion, so if you said “in my opinion”*

‘Olivia’ – *En mi opinión*

‘Emma’ – *Then you said “vegan food”*

‘Olivia’ – *La comida vegana*

‘Emma’ – *Umm*

‘Olivia’ – *No me gusta*

‘Emma’ – *Yeah so say that*

‘Olivia’ – *OK En mi opinión la comida vegana no me gusta*

Another way in which students seemed to break down the task, providing self-scaffolding so to speak, was through what they made of the task which Bygate, Skehan & Swain (2001) suggest could make the task ‘more stimulating for learners’ (p.7). Additionally, Duff (1993) explained how ‘a learner invests a task with personal meaning and takes it away from the teacher's expected path’. For example, some students relied entirely on the speaking mat to create a sentence which perhaps did not wholly reflect their personal opinion, whereas others attempted more complex sentences which perhaps reflected their true opinion, but then found they lacked the vocabulary to communicate it in the TL as in this contribution from a student in Group 2:

‘Oliver’ – *Pienso que es justo and then I don't know the rest. But I want to say...well I've said that I think that it is fair that umm vegans should have the same rights as people's religions, but I don't know how to say that.*

Whilst this is not a wholly accurate response, it demonstrates that this student is willing to make mistakes as part of the learning process and is not one of ‘a number of students [who] believe nothing should be said in the foreign language until it can be said correctly’ which can create anxiety and reduce confidence (Horwitz et al. 1986: 127).

The intention during the third wave of this investigation was to remove the support of the speaking mat and analyse the impact this had on student outcomes. Whilst students’ responses suggested a heavy reliance on the speaking mat, in question 20 students were asked ‘How confident are you that you could complete the task without the speaking support mat?’

|                    | Group 1 | Group 2 | Group 3 |
|--------------------|---------|---------|---------|
| Not confident      | 15      | 19      | 24      |
| A little confident | 2       | 0       | 2       |
| Quite confident    | 4       | 0       | 1       |
| Very confident     | 4       | 3       | 3       |

Table 5: Participant responses to question 20 ‘How confident are you that you could complete the task without the speaking support mat?’

As we can see, most students were not confident that they could complete the task without the scaffolding support provided by the speaking mat. The main reason for this was that students felt they lacked the knowledge of the vocabulary required to complete the task. Although, five students reflected that they could complete the task, it would be to the detriment of the standard of their work. It would have been interesting to see the results of the third wave of this intervention when I intended to remove this scaffolding. When teacher A and B were asked the same questions they commented that students would not be able to complete the task without the speaking support mat *‘for the first try but maybe as they gained more experience in it’* which suggests that it would have to be a task which was more regularly seen in the scheme of work.

Finally, in question 21 when asked ‘If you were to do this activity again, what other words or phrases would you like to be included on the speaking support mat?’, the most popular response was more opinion phrases (n=19). Other suggestions included more adjectives, reasons for the opinions, topic specific vocabulary, connectives and higher-level language. Meanwhile, 15 students felt that the speaking mat was not missing any vocabulary, although nine of these students were from Group 1 for which their higher ability level may result in their having a pre-existing wider knowledge of vocabulary at their disposal.

## Conclusions and Implications

### Methodological

To conclude, when reflecting on the potential methodological changes following the first wave intervention, it would have been vital to ensure that all students understood what was meant by an authentic resource to increase the validity of their answers on the post-intervention questionnaire. Despite some students not comprehending the definition of an authentic resource, it appears that the incorporation of real-world stimuli aided in promoting students' participation and enjoyment. Although, the artificiality of the classroom can contradict the use of authentic resources, it seems their potential as a motivating force outweighs this. It is not the case that there is an 'absolute notion of authenticity in which all the different kinds must be simultaneously and completely present' (Taylor 1994) and instead an attempt at broadening students' awareness of the countries in which the language is spoken will benefit them rather than no effort at all. This is because we 'want to ensure that there is a strong thread of continuity between what goes on in our classrooms and the characteristic modes of communication in our target language community' (Little, Devitt & Singleton 1989: 22). Following the collaborative discussions with colleagues, it seems it would also be beneficial to embed this style of activity into future schemes of work as it was felt that the task was beneficial but required extended practice to have a long-term impact. This is a sentiment that was also highlighted in the literature: 'a recurrent speaking activity to which students became habituated would promote more L2 use over time' as 'learners have already developed the language knowledge and skills that are necessary' (MacIntyre et al. (1998), quoted in Bernales 2016: 9). In the case of this intervention, the use of scaffolding helped promote students' participation through providing them with the vocabulary they may be lacking and in turn the confidence required to participate. However, it is also important to consider the other factors impacting student participation to prevent a potential over-reliance on scaffolding to ensure that 'what a child can do with support today, she or he can do alone tomorrow' (Vygotsky (1978: 87).



## **Pedagogical**

With regards to the implications of this study on the wider pedagogical community, teachers must take into account the factors which may be impacting upon student participation within their own context as the themes highlighted in this study may not apply to students in all schools. Whilst bearing the factors affecting students when speaking in the TL in mind, teachers must work to actively promote student participation in MFL lessons as this appears to be ‘the most threatening aspect of foreign language learning’ (Horwitz et al. 1986: 132). This can be brought about through the creation of a safe and non-threatening classroom environment within which anxiety levels are reduced and students are encouraged not only to participate but to learn from mistakes (Hashimoto 2002: 57). Krashen (1982) explains that ‘the student should not be put on the defensive’ (p.73) when it comes to participating or error correction and Kang (2005) calls for this ‘especially in the beginning, when L2 learners insecurity is maximized’ (p.290). All teachers must understand that they act as role models for their students and therefore must model the behaviours they wish to be seen within learners including making mistakes. An opportunity for future research in this school may be the extent to which teachers themselves use the TL and the impact this has on student anxiety levels, motivation and willingness to participate as Group 3 students commented on the pressure to pronounce words correctly more than the other groups. As a result of these efforts, it is possible that students will then ‘seek out communication opportunities’ which Dörnyei et al. describe as ‘the ultimate goal of the learning process’ (1998: 547).

## **Professional**

Finally, when considering the results of this study, it is vital that the three groups included in this study are not judged purely by the ability set they have been placed in, but instead a teacher should consider the interrelationship of ‘individual, environmental, or linguistic variable[s]’ (Cao 2013: 19) potentially influencing their decision to participate in the classroom or not. I am eager to carry out all three waves of the intervention as planned with next year’s cohort of Year 8 students and evaluate the findings with my colleagues as the first wave has raised some key trends among students’ including anxiety, fear or making mistakes, peer pressure and fear of negative evaluation (Baran-Lucarz 2011: 492). This action research has enabled us to discover

these common themes within this cohort and thus better our practice for future cohorts (Cohen et al. 2018: 453). These findings require action not simply to increase student attainment or the number of students choosing to study a language at GCSE but also students' 'attitudes toward language learning in general' both within and beyond the classroom (Phillips 1992: 14). Meanwhile, from the perspective of the Head of Year for the students who took part in this investigation, future research within this context could include investigating whether students' fear of making mistakes and judgement from the teacher or peers is a MFL specific issue or cross curricular and how to ameliorate this through Personal, Social, Health and Economic education (PSHE) lessons or perhaps targeted intervention. Early intervention would be essential in order to improve students' feelings towards participation as 'individual's level of self-confidence in the second language learning situation...[is] seen as having a significant influence on actual achievement' (Lalonde & Gardner 1984: 226). When we consider language teachers, we must be role models for learning about the world around us through authentic resources, rather than simply relying on textbooks. When asked why they enjoyed speaking Spanish, 'Mia' answered 'I feel like it enables me to understand another culture and...different people's lives not just my own', therefore we can see that this is important for some students as well. The results of this study have demonstrated that authentic resources can be used successfully as stimuli for TL conversations in the classroom and I intend to continue to embed activities using authentic texts into my classroom based on my experiences of this study.

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## Appendices

### Appendix 1: Redacted Letter from Headteacher

17<sup>th</sup> January 2020

Dear [REDACTED]

Thank you for your letter regarding a research project within KS3 MFL at [REDACTED] School.

We would be delighted to take part and I am sure Year 8 will enjoy the experience!

Please do let me know if there is anything else we can do to support you.

Yours sincerely

[REDACTED]

Headteacher

## Appendix 2: Paper Questionnaire

### Year 8 Spanish Questionnaire

Please tick as appropriate:

☐ Female

☐ Male

☐ Prefer not to say

Before you complete the activity

1a. I enjoy speaking in Spanish

|                      |                        |                      |                   |                     |                   |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Slightly<br>Agree | Moderately<br>Agree | Strongly<br>Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

1b. Please explain the reason for your answer to question 1a:

2. I am willing to speak in Spanish in general

|                      |                        |                      |                   |                     |                   |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Slightly<br>Agree | Moderately<br>Agree | Strongly<br>Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

3a. I feel relaxed when speaking Spanish in lessons

|                      |                        |                      |                   |                     |                   |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Slightly<br>Agree | Moderately<br>Agree | Strongly<br>Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

3b. Please explain the reason for your answer to question 3a:

4a. I feel embarrassed when speaking Spanish in lessons

|                      |                        |                      |                   |                     |                   |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Slightly<br>Agree | Moderately<br>Agree | Strongly<br>Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

4b. Please explain the reason for your answer to question 4a:

5. In general, I enjoy Spanish lessons

|                      |                        |                      |                   |                     |                   |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Slightly<br>Agree | Moderately<br>Agree | Strongly<br>Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

6. It is very important to me to get a good grade in Spanish

|                      |                        |                      |                   |                     |                   |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Slightly<br>Agree | Moderately<br>Agree | Strongly<br>Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

7. I am good at learning Spanish

|                      |                        |                      |                   |                     |                   |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Slightly<br>Agree | Moderately<br>Agree | Strongly<br>Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

8a. I get nervous when my teacher asks me a question in Spanish lessons

|                      |                        |                      |                   |                     |                   |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Slightly<br>Agree | Moderately<br>Agree | Strongly<br>Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

8b. Please explain the reason for your answer to question 8a:

9a. I regularly volunteer to answer questions in Spanish lessons

|                      |                        |                      |                   |                     |                   |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Slightly<br>Agree | Moderately<br>Agree | Strongly<br>Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

9b. Please explain the reason for your answer to question 9a:

10. I feel that other students speak Spanish better than I do

|                      |                        |                      |                   |                     |                   |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Slightly<br>Agree | Moderately<br>Agree | Strongly<br>Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

11. I feel relaxed in my Spanish lessons

|                      |                        |                      |                   |                     |                   |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Slightly<br>Agree | Moderately<br>Agree | Strongly<br>Agree |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|

12. How would you describe your current Spanish level? What about your speaking skill in particular?

13. In what situation do you feel most comfortable (most willing) to communicate in Spanish: in pairs, in small groups, with the teacher in a whole class? Why?

After you complete the activity

14. Did you like this task? Why? Why not?

15. How useful was this task for your learning? (1 = not useful at all, 5 = very useful)

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

16. Did you think you did this task well? Why? Why not?

17. Do you prefer working with authentic resources or working from a textbook? Why?

18. Did you feel happy to work in this group/pair? What did you feel happy/not happy with?

19. How much did you use the speaking support mat??

|                           |                           |                          |                           |
|---------------------------|---------------------------|--------------------------|---------------------------|
| I didn't use<br>it at all | I used it<br>a little bit | I used it<br>quite a bit | I used it<br>all the time |
|---------------------------|---------------------------|--------------------------|---------------------------|

20. How confident are you that you could complete the task without the speaking support mat if you had to?
21. If you were to do this activity again, what other words or phrases would you like to be included on the speaking support mat?

## Appendix 3: Speaking Support Mat

**¿Cuál es tu opinión?**  
What is your opinion?

|                         |                       |
|-------------------------|-----------------------|
| Pienso que              | I think that          |
| Creo que                | believe that          |
| En mi opinión           | In my opinion         |
| me parece que           | It seems to me that   |
| para ser sincero/a      | To be honest          |
| desde mi punto de vista | From my point of view |

**El veganismo**

**La comida vegana** vegan food  
**Libre de lácteos** dairy free  
**Meat** carne  
**Las alternativas veganas** Vegan alternatives  
**Maltrato de animales** cruelty to animals

**Agreeing**

¡Tienes razón!  
Estoy de acuerdo (contigo).  
Es verdad  
Claro que sí  
Comparto tu punto de vista

You're right!  
I agree. (with you)  
That's true  
Of course (it is!)  
I share your view

**Disagreeing**

¿Me estás tomando el pelo?!  
Estás loco/a.  
No tienes razón.  
¡Qué tontería!  
Es ridículo (lo que dices).

Are you kidding me?!  
You're crazy.  
You're wrong.  
What a load of rubbish!  
(what you're saying is) ridiculous!

**Verbos**

|        |              |
|--------|--------------|
| Soy    | I am         |
| Es     | He/she/it is |
| Somos  | We are       |
| Son    | They are     |
| Como   | I eat        |
| Come   | He/she eats  |
| Comen  | They eat     |
| Tengo  | I have       |
| Tienen | They have    |

**Opiniones**

|                 |                        |
|-----------------|------------------------|
| Me encanta      | I love                 |
| (No )me gusta   | I (don't) like         |
| Odio            | I hate                 |
| Lo bueno es que | The good thing is that |
| Lo malo es que  | The bad thing is that  |
| No soporto      | I can't stand          |
| Me da rabia     | It angers me           |

**¡Exclamaciones!**

|               |               |
|---------------|---------------|
| ¡Qué bien!    | great!        |
| ¡Qué chulo!   | how cool!     |
| ¡Qué guay!    | how nice!     |
| ¡Ni en broma! | no way!       |
| ¡Qué horror!  | how horrible! |

**Adjetivos**

|             |                    |
|-------------|--------------------|
| Es/no es... | it is/it is not... |
| Popular     | popular            |
| Barato      | cheap              |
| Peligroso   | dangerous          |
| Guay        | cool               |
| Justo       | fair               |
| Injusto     | unfair             |
| Cruel       | cruel              |
| Tonto       | stupid             |
| Bueno       | good               |
| Malo        | bad                |

**¿Con qué frecuencia?**

|             |           |
|-------------|-----------|
| siempre     | always    |
| cada día    | every day |
| normalmente | normally  |
| a menudo    | often     |
| a veces     | sometimes |
| nunca       | never     |

**Conectores**

|              |             |
|--------------|-------------|
| y            | and         |
| pero         | but         |
| sin embargo  | however     |
| además       | furthermore |
| por lo tanto | therefore   |
| aunque       | although    |
| antes        | before      |
| después      | after       |
| quizás       | maybe       |
| por ejemplo  | for example |

**Higher Level Phrases**

**Cuando era joven, comía**  
When I was young I used to eat

**Lo que más me gusta es comer**  
What I like most is to eat

**Si fuera primer ministro, me gustaría introducir/prohibir**  
If I were Prime Minister I would like to introduce/ban

**¿Comprendes?**

¿Puede repetir?

¿Cómo se dice... en español?

necesito ayuda

Can you repeat?

How do you say... in Spanish?

I need help

## Appendix 4: Paper Questionnaire Quantitative Data

### Group 1

| Gender | Q1a | Q2  | Q3a | Q4a | Q5  | Q6  | Q7  | Q8a | Q9a | Q10 | Q11 |  | Q15 |    | Q19 |                          |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|-----|----|-----|--------------------------|
| M      | MA  | MA  | MD  | STD | MA  | STA | MA  | STD | MA  | SLA | MA  |  | 5   |    | ALB | STA = Strongly Agree     |
| F      | MA  | MA  | MD  | STD | SLD | MA  | STD | SLD | SLD | STA | STD |  | 3   |    | ATT | MA = Moderately Agree    |
| F      | MA  | MA  | MA  | MD  | STA | STA | MA  | SLD | STA | SLA | MA  |  | 4   |    | ALB | SLA = Slightly Agree     |
| F      | MA  | MA  | SLD | MA  | SLA | MA  | SLD | STA | MD  | MA  | SLA |  | 4   |    | QAL | SLD = Slightly Disagree  |
| F      | SLA | MA  | MD  | MA  | MA  | MA  | SLA | SLA | SLA | MA  | MA  |  | 5   |    | ATT | MD = Moderately Disagree |
| F      | SLA | MA  | SLD | SLD | MA  | STA | MA  | MA  | SLA | SLA | MA  |  | 5   |    | QAL | STD = Strongly Disagree  |
| M      | SLA | MA  | SLA | STD | SLA | MD  | MD  | MD  | STA | MA  | SLA |  | 3   |    | QAL | NAL = Not a lot          |
| F      | STA | MA  | SLA | MD  | STA | STA | MA  | MA  | STD | MA  | STA |  | 3   |    | ATT | ALB = A little bit       |
| M      | STD | MD  | SLD | SLD | MD  | MD  | MD  | SLA | MD  | MA  | SLD |  | 3   |    | QAL | QAL = Quite a lot        |
| F      | MA  | SLA | SLA | SLA | MA  | SLD | SLA | MD  | MA  | SLD | MA  |  | 4   |    | ATT | ATT = All the time       |
| M      | MD  | SLA | SLA | STD | MD  | MD  | STD | STD | SLA | STA | MA  |  | 4   |    | QAL |                          |
| M      | SLA | SLA | SLD | MA  | SLA | SLA | MD  | SLD | SLA | STA | MA  |  | 4   |    | ATT |                          |
| N      | SLA | SLA | SLA | SLA | MA  | SLD | SLD | SLA | SLD | SLA | SLA |  | 3   |    | QAL |                          |
| F      | SLA | SLA | MA  | SLA | SLA | SLA | SLA | MD  | SLA | SLA | MA  |  | 2   |    | QAL |                          |
| F      | SLA | SLA | SLD | SLD | SLD | SLA | SLD | SLD | SLA | STA | SLA |  | 3   |    | QAL |                          |
| F      | SLA | SLA | SLA | SLA | SLA | SLA | SLD | SLA | SLD | MA  | SLA |  | 3   |    | QAL |                          |
| F      | SLA | SLA | SLD | SLD | MA  | MA  | SLA | SLA | MD  | MA  | SLA |  | 4   |    | QAL |                          |
| M      | SLA | SLA | SLD | STD | STD | SLA | MD  | MD  | SLA | STA | MD  |  | 4   |    | ATT |                          |
| F      | SLA | SLA | SLD | SLA | SLD | MA  | SLA | MA  | SLD | STA | SLA |  | 4   |    | ATT |                          |
| F      | SLA | SLA | SLD | SLD | SLD | SLA | MD  | MD  | SLA | MA  | SLA |  | 4   |    | ATT |                          |
| M      | SLD | SLA | SLD | MD  | MD  | STA | MA  | MD  | STA | MA  | SLA |  | 3   |    | ATT |                          |
| M      | SLA | SLD | SLD | MD  | SLD | MD  | MD  | SLA | SLD | STA | SLA |  | 4   |    | QAL |                          |
| F      | SLA | SLD | SLD | SLA | MA  | MA  |     | MD  | SLA | STA | MA  |  | 4   |    | QAL |                          |
| M      | SLA | SLD | MD  | SLA | SLD | SLD | SLA | MA  | SLD | MA  | MD  |  | 4   |    | ATT |                          |
| F      | MA  | STA | MA  | STD | STA | STA | MA  | MD  | MA  | SLA | STA |  | 4   |    | QAL |                          |
| F      | STA | STA | MA  | STD | STA | STA | STA | STD | STA | MD  | STA |  | 5   |    | ATT |                          |
| F      | STA | STA | STA | STD | STA | STA | STA | STD | STA | STD | STA |  | 5   |    | ALB |                          |
|        |     |     |     |     |     |     |     |     |     |     |     |  |     |    |     |                          |
| STD    | 1   | 0   | 0   | 8   | 1   | 0   | 2   | 4   | 1   | 1   | 1   |  | 1   | 0  | NAL | 0                        |
| MD     | 1   | 1   | 4   | 4   | 3   | 4   | 6   | 8   | 3   | 1   | 2   |  | 2   | 1  | ALB | 3                        |
| SLD    | 1   | 3   | 12  | 5   | 6   | 3   | 4   | 4   | 6   | 1   | 1   |  | 3   | 8  | QAL | 13                       |
| SLA    | 15  | 12  | 6   | 7   | 5   | 6   | 6   | 6   | 9   | 6   | 10  |  | 4   | 13 | ATT | 11                       |
| MA     | 6   | 8   | 4   | 3   | 7   | 6   | 6   | 4   | 3   | 10  | 9   |  | 5   | 5  |     |                          |
| STA    | 3   | 3   | 1   | 0   | 5   | 8   | 2   | 1   | 5   | 8   | 4   |  |     |    |     |                          |
|        | 27  | 27  | 27  | 27  | 27  | 27  | 27  | 27  | 27  | 27  | 37  |  |     |    |     |                          |

## Group 2

| Gender | Q1a | Q2  | Q3a | Q4a | Q5  | Q6  | Q7  | Q8a | Q9a | Q10 | Q11 |   | Q15 |     | Q19 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|
|        | SLA | SLD | SLD | SLA | SLA | SLD | SLD | SLA | STD | MA  | SLA |   | 3   |     | QAL |
| F      | MA  | STA | SLA | SLA | SLD | MA  | MA  | MA  | SLD | STA | SLD |   | 4   |     | QAL |
| M      | MD  | STA | MD  | STA | SLD | SLD | SLD | STA | STD | SLA | SLD |   |     |     | QAL |
| M      | MD  | STD | STD | MD  | MD  | SLA | STD | SLD | STD | MA  | MD  |   | 2   |     | NAL |
| F      | MD  | SLD | STD | MD  | MD  | SLA | SLD | STA | MD  | MA  | STD |   | 2   |     | ATT |
|        | SLD | SLD | SLA | STA | MA  | MA  | SLA | MA  | STD | STA | SLA |   | 3   |     | QAL |
| M      | MD  | SLD | SLD | STD | SLD | MA  | MD  | SLA | MA  | MA  | MD  |   | 3   |     | ATT |
| M      | SLA | SLD | SLD | SLD | SLA | MA  | SLA | SLD | SLD | MD  | MA  |   | 3   |     | ATT |
| F      | SLA | MA  | SLA | MD  | SLA | SLA | SLD | SLD | STD | MA  | SLA |   | 3   |     | QAL |
| F      | STA | SLA | MA  | MD  | STA | SLA | SLA | MD  | MA  | MA  | SLA |   | 5   |     | QAL |
| F      | MA  | SLA | MA  | SLA | STA | STA | MA  | MA  | MA  | STA | MA  |   | 3   |     | QAL |
| F      | STD | MD  | STD | SLA | MD  | SLD | STD | STA | STD | MA  | STD |   | 3   |     | ATT |
| F      | MA  | SLA | SLA | SLA | MA  | STA | MA  | SLD | MA  | SLD | SLA |   | 4   |     | QAL |
| F      | SLA | SLA | SLA | SLD | MA  | SLD | SLA | SLA | MD  | SLA | MA  |   | 4   |     | QAL |
| F      | SLA | SLA | MA  | MD  | MA  | SLD | MA  | SLD | SLA | MA  | MA  |   | 3   |     | ATT |
| F      | STD | MD  | STD | MA  | MD  | SLA | STD | STA | MD  | STA | STD |   | 3   |     | ATT |
| M      | MA  | SLA | SLA | SLD | MA  | SLA | SLA | SLD | MD  | STA | MA  |   | 2   |     | ALB |
| M      | MD  | SLD | STD | STD | SLD | MA  | MD  | MA  | STD | STA | SLA |   | 3   |     | ATT |
| M      | MA  | MA  | MA  | STD | STA | MA  | MA  | SLD | SLA | SLA | SLA |   | 4   |     | ALB |
| F      | MD  | SLA | STD | STA | SLD | SLA | MD  | STA | STD | STA | STD |   | 3   |     | ATT |
| F      | STA | MA  | MA  | MA  | MD  | SLD | STD | MA  | MD  | STA | SLA |   | 4   |     | QAL |
| F      | STD | MD  | STD | MA  | SLD | SLA | SLA | STA | STD | STA | MD  |   | 4   |     | ATT |
| F      | SLA | SLA | SLD | SLA | STA | STA | MA  | MA  | STD | MA  | SLA |   | 4   |     | ATT |
| M      | MA  | MA  | SLA | MD  | MA  | SLA | MA  | SLD | STA |     | MA  |   | 4   |     | ALB |
| M      | SLD |     | MD  | STD | STD | SLA | MD  | STD | MD  | SLA | MD  |   | 3   |     | QAL |
|        |     |     |     |     |     |     |     |     |     |     |     |   |     |     |     |
| STD    | 3   | 1   | 7   | 4   | 1   | 0   | 4   | 1   | 10  | 0   | 4   | 1 | 0   | NAL | 1   |
| MD     | 6   | 3   | 2   | 6   | 5   | 0   | 4   | 1   | 6   | 1   | 4   | 2 | 3   | ALB | 3   |
| SLD    | 2   | 6   | 4   | 3   | 6   | 6   | 4   | 8   | 2   | 1   | 2   | 3 | 12  | QAL | 11  |
| SLA    | 6   | 8   | 7   | 6   | 3   | 10  | 6   | 3   | 2   | 4   | 9   | 4 | 8   | ATT | 10  |
| MA     | 6   | 4   | 5   | 3   | 6   | 6   | 7   | 6   | 4   | 9   | 6   | 5 | 1   |     |     |
| STA    | 2   | 2   | 0   | 3   | 4   | 3   | 0   | 6   | 1   | 9   | 0   |   |     |     |     |
|        | 25  | 24  | 25  | 25  | 25  | 25  | 25  | 25  | 25  | 24  | 25  |   |     |     |     |

### Group 3

| Gender | Q1a | Q2  | Q3a | Q4a | Q5  | Q6  | Q7  | Q8a | Q9a | Q10 | Q11 |          | Q15 |            | Q19 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|-----|------------|-----|
| F      | MA  | MA  | SLA | MD  | STA | STA | SLA | SLA | MA  | MA  | MA  |          | 4   |            | ALB |
| F      | SLD | SLD | SLA | MD  | MD  | SLD | SLA | MD  | STA | SLA | SLA |          | 2   |            |     |
| F      | MD  | SLD | STD | MA  | SLA | MA  | SLA | STA | STD | MA  | SLD |          | 2   |            | ATT |
| M      | STD | STD | STD | STA | STD | SLA | SLA | STD | STA | STA | SLA |          | 2   |            | QAL |
| M      | SLD | SLD | MD  | STD | MD  | SLD | STD | STD | STD | STA | MD  |          |     |            |     |
| N      | MD  | MD  | SLD | SLA | MD  | SLA | MD  | SLA | MD  | MA  | SLA |          | 3   |            | QAL |
| F      | SLA | STD | STD | SLD | SLD | SLA | SLD | MD  | STA |     |     |          | 3   |            | ALB |
| F      | MA  | SLA | SLA | SLD | MA  | MA  | SLA | SLA | SLA | SLA | MA  |          | 4   |            | QAL |
| M      | MD  | STD | MD  | MA  | MD  | STD | SLA | MA  | SLA | STA | STD |          | 3   |            | ALB |
| M      | SLA | MD  | SLA | MD  | SLA | SLA | MA  | SLD | SLA | STA | SLA |          | 3   |            | ATT |
|        | MA  | SLA | MD  | SLD | MA  | MA  | MA  | MA  | STD | SLA | MD  |          | 3   |            | QAL |
| M      | MA  | SLD | STD | STD | STA | SLA | SLD | MA  | STD | SLA | MA  |          | 4   |            | QAL |
| M      | SLD | SLD | SLD | SLD | MA  | MA  | SLA | SLA | SLD | MA  | SLA |          | 3   |            | QAL |
| F      | STD | MD  | STA | STD | STA | STA | MA  | MD  | MA  | SLD | MA  |          | 3   |            | ALB |
| F      | SLD | STD | STD | STA | STD | SLA | STD | STA | SLD | STA | STD |          | 2   |            | ALB |
| N      | SLD | MD  | STD | STD | SLD | SLD | SLD | STA | MD  | SLA | STD |          | 2   |            | QAL |
| F      | STD | MD  | STD | SLD | SLA | SLD | MD  | STA | MD  | STA | STD |          | 3   |            | QAL |
| M      | MA  | MA  | SLA | SLA | STA | MA  | MA  | STD | STA | MD  | MA  |          | 4   |            | ALB |
| F      | SLD | SLA | MD  | MA  | SLD | MD  | MD  | STA | SLA | MA  | MD  |          | 2   |            | QAL |
| F      | STD | STD | STD | STA | STD | SLD | SLD | STA | MD  | STA | STD |          | 3   |            | ATT |
| F      | MD  | STD | MD  | MA  | MD  | SLA | MD  | MD  | STD | MA  | STD |          | 5   |            | ATT |
| M      | MA  | MA  | MA  | STD | MA  | STA | MA  | SLA | MA  | SLA | MA  |          | 4   |            | QAL |
| M      | MD  | MD  | MD  | STD | SLA | SLD | STD | SLA | STD | STA | STD |          | 3   |            |     |
| M      | MD  | MD  | MD  | STA | STD | MD  | STD | STA | STD | STA | STD |          | 3   |            | ALB |
| F      | SLD | MD  | SLD | MA  | SLA | MD  | MD  | MA  | MD  | MA  | SLD |          | 3   |            | QAL |
| F      | MA  | SLD | STA | STD | MA  | MA  | MA  | SLA | SLA | SLA | MA  |          | 4   |            | ATT |
| F      | SLD | SLD | STD | STA | STD | MA  | STD | STA | STD | STA | STD |          | 2   |            | ATT |
|        | STA | STA | STA | STD | STA | MA  | STA | MA  | STA | MA  | STA |          | 4   |            | QAL |
| F      | STD | STD | STD | SLA | STD | MA  | STD | MA  | STD | STA | STD |          | 2   |            | ATT |
| F      | MD  | STD | STD | SLA | SLD | MD  | STD | STA | STD | STA | MD  |          | 4   |            | QAL |
| F      | MD  | STD | STD | STA | STD | STD | STD | STA | STD | STA | STD |          | 3   |            | ATT |
| F      | SLD | SLD | SLD | MA  | MD  | MA  | STD | STA | STD | STA | SLD |          | 3   |            | NAL |
| F      | MD  | SLD | MD  | STA | MD  | SLD | SLD | MA  | MD  | STA | MD  |          | 3   |            | QAL |
|        |     |     |     |     |     |     |     |     |     |     |     |          |     |            |     |
| STD    | 5   | 9   | 12  | 8   | 7   | 2   | 9   | 3   | 12  | 0   | 11  | <b>1</b> | 0   | <b>NAL</b> | 1   |
| MD     | 9   | 8   | 8   | 3   | 7   | 4   | 5   | 4   | 6   | 1   | 5   | <b>2</b> | 8   | <b>ALB</b> | 7   |
| SLD    | 9   | 9   | 4   | 5   | 4   | 7   | 5   | 1   | 2   | 1   | 3   | <b>3</b> | 15  | <b>QAL</b> | 14  |
| SLA    | 2   | 3   | 5   | 4   | 5   | 7   | 7   | 7   | 5   | 7   | 5   | <b>4</b> | 8   | <b>ATT</b> | 8   |
| MA     | 7   | 3   | 1   | 6   | 5   | 10  | 6   | 7   | 3   | 8   | 7   | <b>5</b> | 1   |            |     |
| STA    | 1   | 1   | 3   | 7   | 5   | 3   | 1   | 11  | 5   | 15  | 1   |          |     |            |     |
|        | 33  | 33  | 33  | 33  | 33  | 33  | 33  | 33  | 33  | 32  | 32  |          |     |            |     |



## Appendix 5: Paper Questionnaire Qualitative Data Coding (Ordered in Ascending Number of Quotations)

### Question 1b

| Code Name          | Description                                                                                                   | Examples                                                                                                                          |
|--------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 'Prefers Speaking' | The student suggests they prefer speaking in Spanish over reading, writing and listening.                     | 'It helps to learn how to say things and helps me remember stuff better than writing'                                             |
| 'Confidence'       | The student suggests that their confidence impacts upon their enjoyment when speaking in Spanish.             | 'I don't feel confident in it'                                                                                                    |
| 'Pressure'         | The student suggests that the pressure they experience impacts upon their enjoyment when speaking in Spanish. | 'If you do not understand it's a lot of pressure on you'                                                                          |
| 'Another Language' | The student suggests that they would prefer to learn a different language.                                    | 'Spanish is not my families language I would prefer to learn that'                                                                |
| 'Easy'             | The student suggests that they find it easy to speak in Spanish.                                              | 'Because I find some things easy'                                                                                                 |
| 'Participation'    | The student suggests that they enjoy participating in lessons.                                                | 'I like answering questions sometimes and that way I can learn as well'                                                           |
| 'Indifferent'      | The student suggests that they neither enjoy nor do not enjoy speaking in Spanish.                            | 'I don't mind Spanish'                                                                                                            |
| 'Doesn't Enjoy'    | The student suggests that they do not enjoy speaking in Spanish.                                              | 'I don't like it and I don't understand it'                                                                                       |
| 'Not Useful'       | The student suggests that they do not think Spanish is useful.                                                | 'I dislike speaking in Spanish because I think that it's not beneficial'<br>'I don't use my Spanish skills outside of the lesson' |
| 'Boring'           | The student suggests that they think Spanish is boring.                                                       | 'I don't like learning languages because it's boring'                                                                             |
| 'Embarrassing'     | The student suggests that they think speaking in Spanish is embarrassing.                                     | 'Because I get embarrassed if I was to mess up speaking in front of the class'                                                    |
| 'Nervous'          | The student suggests that they feel nervous when speaking in Spanish.                                         | 'I get a bit nervous that I will say the wrong thing and it can be quite complicated'                                             |

|                       |                                                                                                                     |                                                                                                                                                   |
|-----------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 'Vocabulary'          | The student suggests that they feel their knowledge of vocabulary affects them when speaking in Spanish.            | 'I like exploring different languages however I get confused with many words and phrases'                                                         |
| 'Interesting'         | The student suggests that they find it interesting to speak in Spanish.                                             | 'I enjoy learning a new language and I find it interesting to speak in Spanish'                                                                   |
| 'Speaking'            | The student expresses a view on speaking in particular.                                                             | 'I like speaking another language but I am not good at it'                                                                                        |
| 'Not good at Spanish' | The student suggests they feel that they do not have enough knowledge of Spanish to be successful in their studies. | 'I'm not good at it'                                                                                                                              |
| 'Pronunciation'       | The student suggests they are concerned by their pronunciation when speaking Spanish in lessons.                    | 'I find it hard to pronounce the words and I can't always remember what they mean'<br>'The pronunciation for words in Spanish is a bit difficult' |
| 'Difficult'           | The student suggests they find it difficult when speaking Spanish in lessons.                                       | 'If I understood Spanish I would enjoy speaking it more but now I don't understand most of it and so I find it difficult'                         |
| 'Enjoy'               | The student suggests that they enjoy speaking in Spanish.                                                           | 'I generally like learning languages and I feel like I am good at it'<br>'I enjoy it because it is fun to communicate with other people'          |

### Question 3b

| Code Name    | Description                                                                     | Examples                                                                                                          |
|--------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 'Worry'      | The student suggests they feel worried when speaking Spanish in lessons.        | 'I get worried'                                                                                                   |
| 'Not fun'    | The student suggests that they do not find it fun to speak in Spanish.          | 'Because I don't enjoy it'                                                                                        |
| 'Nervous'    | The student suggests that they feel nervous when speaking Spanish in lessons.   | 'I get really nervous when presenting or speaking in front of the class'                                          |
| 'Relaxed'    | The student suggests that they feel relaxed when speaking Spanish in lessons.   | 'I'm relaxed'                                                                                                     |
| 'Easy'       | The student suggests that they find speaking Spanish in lessons easy.           | 'I find it easy to speak Spanish'                                                                                 |
| 'Confidence' | The student suggests that speaking Spanish in lessons affects their confidence. | 'I am scared that I am going to get picked on then when I do and I don't know the answer it knocks my confidence' |

|                       |                                                                                                                     |                                                                                                                                      |
|-----------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 'Pressure'            | The student suggests that they feel under pressure when speaking Spanish in lessons.                                | 'I feel pressured'<br>'We have a short time to do activities so there's pressure which isn't relaxing'                               |
| 'Challenging'         | The student suggests they find it challenging when speaking Spanish in lessons.                                     | 'It's testing your knowledge so it should not be too easy'                                                                           |
| 'Stressful'           | The student suggests they find it stressful when speaking Spanish in lessons.                                       | 'It can be a bit stressful'<br>'I have to try translate it to English which can be stressful'                                        |
| 'Embarrassed'         | The student suggests they find it embarrassing when speaking Spanish in lessons.                                    | 'It's embarrassing when you get the word/sentence wrong'<br>'Because if I say it wrong it's embarrassing'                            |
| 'Mistakes are OK'     | The student suggests that they recognise that making mistakes is a part of learning.                                | 'I know if I make a mistake it's OK'<br>'Yes because I am still learning so I am going to get vocabulary/words/skills wrong'         |
| 'Not good at Spanish' | The student suggests they feel that they do not have enough knowledge of Spanish to be successful in their studies. | 'I'm not good when speaking Spanish'<br>'I am not good at it'                                                                        |
| 'Indifferent'         | The student suggests that they do not mind speaking Spanish in lessons.                                             | 'I don't mind speaking Spanish'                                                                                                      |
| 'Not Relaxed'         | The student suggests that they do not feel relaxed when speaking Spanish in lessons.                                | 'I don't relax when trying to speak another language'<br>'I don't know why it's just when I speak out loud I feel a bit unrelaxed'   |
| 'Fun'                 | The student suggests they find it fun when speaking Spanish in lessons.                                             | 'I feel like it's fun learning a new language and culture'<br>'It is fun to talk to friends and get things wrong/correct each other' |
| 'Pronunciation'       | The student suggests they are concerned by their pronunciation when speaking Spanish in lessons.                    | 'Sometimes certain words are hard/strange to say'<br>'Sometimes I feel that I would pronounce something wrong'                       |
| 'Peer Pressure'       | The student suggests they are concerned by the reaction of their peers when speaking Spanish in lessons.            | 'I don't like speaking in front of a lot of people at all'<br>'I feel if I say the answer wrong people will laugh'                   |
| 'Difficult'           | The student suggests they find it difficult when speaking Spanish in lessons.                                       | 'Learning a new language is hard not easy'<br>'It's hard and confusing'                                                              |
| 'Making Mistakes'     | The student suggests they are concerned by committing an error when speaking Spanish in lessons.                    | 'I feel like I'm going to get it wrong'<br>'I am afraid of getting something wrong and making no sense'                              |

## Question 4b

| Code Name             | Description                                                                                                         | Examples                                                                                                           |
|-----------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 'Stressful'           | The student suggests they find it stressful when speaking Spanish in lessons.                                       | 'It's stressful'                                                                                                   |
| 'Difficulty'          | The student suggests they find it difficult when speaking Spanish in lessons.                                       | 'I would say it is hard to get Spanish right all the time so it is hard'                                           |
| 'Teacher Interaction' | The student suggests that their interaction with their teacher impacts upon them when speaking Spanish in lessons.  | 'If I say something wrong and the teacher corrects me it is embarrassing'                                          |
| 'Enjoyment'           | The student suggests they find it enjoyable when speaking Spanish in lessons.                                       | 'It is fun to learn another language'                                                                              |
| 'Unsure'              | The student suggests they feel uncertain when speaking Spanish in lessons.                                          | 'Sometimes I don't know what to say and if I do say something I don't know whether it's right or not'              |
| 'Comparison'          | The student suggests they compare themselves with others when speaking Spanish in lessons.                          | 'No one in class except for one has a good Spanish accent'                                                         |
| 'Not good at Spanish' | The student suggests they feel that they do not have enough knowledge of Spanish to be successful in their studies. | 'I am bad at Spanish'                                                                                              |
| 'Confidence'          | The student suggests that their confidence levels influences them when speaking Spanish in lessons.                 | 'I am pretty confident'<br>'I think I have a good accent and feel confident to speak in Spanish'                   |
| 'Not Embarrassed'     | The student suggests they do not find it embarrassing when speaking Spanish in lessons.                             | 'I don't feel the need to be embarrassed, even if I do get a word wrong it is just another chance for improvement' |
| 'Mistakes are OK'     | The student suggests that they recognise that making mistakes is a part of learning.                                | 'Most of the time it is OK if you make a mistake'<br>'I know that making mistakes is all a part of learning'       |
| 'Peer Pressure'       | The student suggests they are concerned by the reaction of their peers when speaking Spanish in lessons.            | 'If I get the word wrong I feel that people would judge me and I am not as good as my friends'                     |
| 'Pronunciation'       | The student suggests they are concerned by their pronunciation when speaking Spanish in lessons.                    | 'I don't know how to pronounce the words'<br>'I feel that I might pronounce it wrong'                              |
| 'Making Mistakes'     | The student suggests they are concerned by committing an error when speaking Spanish in lessons.                    | 'If you get something wrong you still feel a little embarrassed'                                                   |

|  |  |                                                                  |
|--|--|------------------------------------------------------------------|
|  |  | 'I don't know what to say and always get it wrong and I hate it' |
|--|--|------------------------------------------------------------------|

## Question 8b

| Code Name                    | Description                                                                                                                                                             | Examples                                                                                                                 |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 'Making Mistakes'            | The student suggests they are concerned by committing an error when their teacher asks them a question in Spanish lessons.                                              | 'Sometimes I get a bit nervous if I don't know the answer and my teacher chooses me to answer a question'                |
| 'Not Confident'              | The student suggests that their confidence levels influence them when their teacher asks them a question in Spanish lessons.                                            | 'No confidence'                                                                                                          |
| 'Evaluation'                 | The student suggests that they are aware they are being evaluated when their teacher asks them a question in Spanish lessons.                                           | 'I think that my teacher is just trying to evaluate my knowledge therefore I don't really mind'                          |
| 'Pronunciation'              | The student suggests they are concerned by their pronunciation when their teacher asks them a question in Spanish lessons.                                              | 'I get nervous because I'm worried I'll get it wrong or pronounce it wrong'                                              |
| 'Mistakes are OK'            | The student suggests that they recognise that making mistakes is a part of learning.                                                                                    | 'I might know the answer and it's OK if you get it wrong'                                                                |
| 'Paying Attention'           | The student suggests that whether or not they are paying attention can impact upon whether they get nervous when their teacher asks them a question in Spanish lessons. | 'I pay attention so I know what to do'<br>'If you pay attention it's ok if you've zoned out/are talking you get nervous' |
| 'Confident in Understanding' | The student suggests that they are confident in their own understanding when their teacher asks them a question in Spanish lessons.                                     | 'I often know the answer'<br>'Because I usually know the answers'                                                        |
| 'Uncertainty'                | The student suggests they feel uncertain when their teacher asks them a question in Spanish lessons.                                                                    | 'Sometimes if I don't know the answer I panic and forget everything'<br>'Sometimes I don't know the answer'              |
| 'Nervous'                    | The student suggests that they feel nervous when their teacher asks them a question in Spanish lessons.                                                                 | 'I get nervous because I have not written any sentences so I am not prepared'                                            |
| 'Not Nervous'                | The student suggests that they do not feel nervous when their teacher asks them a question in Spanish lessons.                                                          | 'I don't feel nervous because I don't care that much to be honest and I am not naturally nervous'                        |

|                         |                                                                                                                                                               |                                                                                                                                                                                     |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 'Situational'           | The student suggests that whether or not they feel nervous when their teacher asks them a question in Spanish lessons depends on the situation.               | 'I do if my teacher wants me to speak Spanish but other than that I'm fine with my teacher asking me'<br>'It depends as if I don't know the answer I get nervous otherwise I don't' |
| 'Peer Pressure'         | The student suggests they are concerned by the reaction of their peers when their teacher asks them a question in Spanish lessons.                            | 'I'd rather not speak Spanish or about Spanish in front of the whole class'<br>'I don't want to get picked because I don't want to be made fun of'                                  |
| 'Teacher Interaction'   | The student suggests that it is the interaction with the teacher themselves that impacts their level of nervousness when asked a question in Spanish lessons. | 'If she asks me a question in Spanish sometimes I don't understand what she's asking me'                                                                                            |
| 'Lack of Understanding' | The student suggests that a lack of understanding or knowledge can impact upon them when asked a question in Spanish lessons.                                 | 'I don't usually have an answer to the question as I get confused'                                                                                                                  |
| 'Making Mistakes'       | The student suggests they are concerned by committing an error when their teacher asks them a question in Spanish lessons.                                    | 'I don't want to get it wrong or answer the wrong way'                                                                                                                              |

## Question 9b

| Code Name                     | Description                                                                                                                | Examples                                                                             |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 'Not good at Spanish'         | The student suggests they feel that they do not have enough knowledge of Spanish to be successful in their studies.        | 'I don't know anything in Spanish'<br>'I am not that good at Spanish'                |
| 'Nervous'                     | The student suggests that they feel nervous when volunteering to answer questions in Spanish lessons.                      | 'I'm nervous to answer unless I completely am confidently know the answer'           |
| 'Confidence'                  | The student suggests that their confidence levels influence them when volunteering to answer questions in Spanish lessons. | 'I'm not very confident'                                                             |
| 'Often Participate'           | The student suggests that they often volunteer to answer questions in Spanish lessons.                                     | 'I always try my hardest to participate in my Spanish lesson'                        |
| 'Doesn't Enjoy Participating' | The student suggests that they do not enjoy volunteering to answer questions in Spanish lessons.                           | 'I don't really like answering the question'<br>'I don't like to put my hand up'     |
| 'Enjoy Participating'         | The student suggests that they enjoy volunteering to answer questions in Spanish lessons.                                  | 'I find Spanish quite easy and I like to share my answers'<br>'I like to contribute' |

|                             |                                                                                                                                               |                                                                                                             |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 'If Confident in Knowledge' | The student suggests that they volunteer to answer questions in Spanish lessons if they are confident in their knowledge.                     | 'I only volunteer if I'm 100% sure'<br>'I answer questions if I know the answer'                            |
| 'Sometimes'                 | The student suggests that they sometimes volunteer to answer questions in Spanish lessons.                                                    | 'I sometimes do if I understand the question but usually don't'                                             |
| 'Lack of Understanding'     | The student suggests that a lack of understanding or knowledge can impact upon them when volunteering to answer questions in Spanish lessons. | 'I don't know most of the answers'<br>'I don't know the answers to the questions'                           |
| 'Peer Pressure'             | The student suggests they are concerned by the reaction of their peers when volunteering to answer questions in Spanish lessons.              | 'I don't put my hand up for speaking as I'm not that comfortable doing it in front of the whole class'      |
| 'Making Mistakes'           | The student suggests they are concerned by committing an error when volunteering to answer questions in Spanish lessons.                      | 'I sometimes think I might get the answer wrong'<br>'I don't want to embarrass myself for getting it wrong' |

## Question 12

| Code Name                  | Description                                                                                  | Examples                                                                                              |
|----------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 'Motivation'               | The student suggests their motivation and effort in Spanish impacts upon their grade.        | 'I am not particularly interested'<br>'Very bad as I don't put enough effort because I don't like it' |
| 'Difficulty'               | The student suggests their perceived difficulty level of Spanish impacts upon their grade.   | 'I find it hard'<br>'I know most words and phrases but trying to put them into sentences is hard'     |
| 'Speaking: Negative'       | The student suggests that they have a negative perception of their Spanish speaking level.   | 'I think my speaking is not as good as my other skills'<br>'I'm bad at speaking'                      |
| 'Seeking Improvement'      | The student suggests that they wish to improve their overall level in Spanish.               | 'My current grade is 6 but I feel like I should be better'                                            |
| 'Speaking: Positive'       | The student suggests that they have a positive perception of their Spanish speaking level.   | 'I think I am quite good at speaking'<br>'I believe my speaking skill is good'                        |
| 'Overall Ability: Average' | The student suggests that they have an average perception of their overall level in Spanish. | 'My current Spanish level is moderate I can speak Spanish'<br>'I'm alright at Spanish'                |
| 'Numerical'                | The student describes their overall level in Spanish using numbers.                          | 'I would say my Spanish level is a 5/10'<br>'I think I would probably be a 5-'                        |

|                             |                                                                                              |                                                                                                                                                                        |
|-----------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ‘Overall Ability: Positive’ | The student suggests that they have a positive perception of their overall level in Spanish. | ‘I am good at writing, reading and speaking’<br>‘I think that I am quite good with languages therefore I find Spanish easy and I think I have good pronunciation’      |
| ‘Overall Ability: Negative’ | The student suggests that they have a negative perception of their overall level in Spanish. | ‘I’m not that great at Spanish. My grade is pretty bad’<br>‘My Spanish is really bad and I can only count to 10’                                                       |
| ‘Descriptive’               | The student describes their overall level in Spanish rather than using numbers.              | ‘I feel I am doing good and working hard enough’<br>‘I would describe it as a beginner as I know most words and phrases but trying to put them into sentences is hard’ |

## Question 14

| Code Name          | Description                                                                    | Examples                                                                                                                                        |
|--------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| ‘Topic’            | The student suggests they liked the task because of the topic.                 | ‘We got to learn about how being a vegan might become a religion’                                                                               |
| ‘Independence’     | The student suggests they liked the task because it granted them independence. | ‘I liked it as you had lots of freedom’                                                                                                         |
| ‘Interesting’      | The student suggests they liked the task because it was interesting.           | ‘Yes because it was interesting’                                                                                                                |
| ‘Authentic Prompt’ | The student suggests they liked the task because of the authentic prompt used. | ‘Yes because it was real life’                                                                                                                  |
| ‘Didn’t enjoy it’  | The student suggests they did not like the task.                               | ‘I did not like this task as I don't like talking aloud and I don't like Spanish’                                                               |
| ‘Different’        | The student suggests they thought the task was different.                      | ‘We haven't done anything like this before’<br>‘A bit because it was a bit different’                                                           |
| ‘Interactive’      | The student suggests they liked the task because it was interactive.           | ‘It's more interactive’<br>‘There was a lot of contribution & it was like a debate in Spanish it was also fun as it tested our speaking skills’ |
| ‘Difficult’        | The student suggests they thought the task was difficult.                      | ‘It was ok it was just quite difficult for me’                                                                                                  |
| ‘Pair Work’        | The student suggests they liked the task because they worked in pairs.         | ‘Yes because we were in groups’                                                                                                                 |
| ‘Indifferent’      | The student suggests they neither liked nor disliked the task.                 | ‘It was alright’                                                                                                                                |



|                   |                                                                                             |                                                                                                                                                                                                                     |
|-------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 'Speaking'        | The student suggests they liked the task because it was a speaking activity.                | 'It was putting what we've learnt together and actually learning how to speak'                                                                                                                                      |
| 'Speaking Mat'    | The student suggests they liked the task because of the speaking support mat.               | 'The sheet was very helpful as I could see how to say many phrases'                                                                                                                                                 |
| 'New Vocabulary'  | The student suggests they liked the task because it introduced new vocabulary.              | 'I liked it because we got to learn more vocabulary and we got to learn other people's opinion and see a real Spanish article/website and understood it'<br>'Yes because I learnt new vocabulary and it was useful' |
| 'Sharing Views'   | The student suggests they liked the task because they were able to share views with others. | 'It was fun and interesting to learn other views'<br>'Yes because it was nice to hear and share my opinion/others' opinions on veganism'                                                                            |
| 'Fun'             | The student suggests they liked the task because it was fun.                                | 'It was involving and fun to use your own words to make sentences'<br>'It was fun to put the phrases together'                                                                                                      |
| 'Giving Opinions' | The student suggests they liked the task because they gave their opinion.                   | 'It gave us a chance to express our opinion while learning new vocabulary'<br>'We got to share our views on a topic which is something we do all the time'                                                          |

## Question 16

| Code Name                    | Description                                                                                          | Examples                                         |
|------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 'Higher Level Phrases'       | The student suggests they believe they did the task well because they included higher level phrases. | 'I used high level phrases'                      |
| 'Easy'                       | The student suggests they believe they did the task well because they found it easy.                 | 'Yes the answers and questions were easy'        |
| 'Effort'                     | The student suggests they believe they did the task well because they tried.                         | 'Yes because I tried hard'                       |
| 'Difficult'                  | The student suggests they found the task difficult.                                                  | 'It was hard to piece all of the words together' |
| 'Demonstrated Understanding' | The student suggests they believe they did the task well because they demonstrated understanding.    | 'Yes I understood the phrases'                   |

|                         |                                                                                                       |                                                                                                                                                                      |
|-------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 'Unsure'                | The student suggests they are unsure whether they did the task well.                                  | 'I don't know as I don't know how to judge my answers'                                                                                                               |
| 'Fun'                   | The student suggests they believe they did the task well because they found it fun.                   | 'Yes it was fun'                                                                                                                                                     |
| 'Speaking'              | The student suggests they believe they did the task well because they spoke in Spanish.               | 'I am good at speaking'                                                                                                                                              |
| 'Positive Response'     | The student suggests they believe they did the task well.                                             | 'Yes I think I did good'                                                                                                                                             |
| 'Pronunciation'         | The student suggests they believe their pronunciation affected whether or not they did the task well. | 'I don't think I did well because I had a lot of trouble pronouncing some words'<br>'I don't think I did well because I had a lot of trouble pronouncing some words' |
| 'Lack of Understanding' | The student suggests they believe they did not do the task well because they lacked understanding.    | 'No because I didn't understand'<br>'I was unaware of what the task fully was'                                                                                       |
| 'Indifferent'           | The student suggests they are indifferent as to whether they did the task well.                       | 'Sort of I didn't write a lot'                                                                                                                                       |
| 'New Vocabulary'        | The student suggests they believe they did the task well because they used new vocabulary.            | 'I used many new words and phrases'                                                                                                                                  |
| 'Negative Response'     | The student suggests they believe they did not do the task well.                                      | 'No because I couldn't do it perfectly'                                                                                                                              |
| 'Participation'         | The student suggests they believe they did the task well because they took part in class discussion.  | 'I spoke it and volunteered not once but twice'<br>'Yes because I said a sentence'                                                                                   |
| 'Giving Opinions'       | The student suggests they believe they did the task well because they gave their opinion.             | 'I could give my own opinion about the subject'<br>'I think I did okay because I managed to form a sentence stating my opinion'                                      |
| 'Speaking Mat'          | The student suggests they believe they did the task well because they used the speaking mat.          | 'I think I did this task well because I could see the English words'<br>'I think I did well because it was all placed out in front of me'                            |
| 'Sentence Formation'    | The student suggests they believe they did the task well because they formed a sentence.              | 'I came up with lots of sentences'<br>'I was able to make a sentence'                                                                                                |

## Question 18

| Code Name                 | Description                                                                                           | Examples                                                                                                                    |
|---------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 'Difficult'               | The student suggests they found an aspect of the task difficult.                                      | 'I felt happy I didn't feel happy with how hard it was to find the words'                                                   |
| 'Confidence'              | The student suggests that working with their partner affected their confidence.                       | 'I was happy with my pair, I felt more confident'                                                                           |
| 'Interesting'             | The student suggests that working with their partner affected how interesting they found the task.    | 'Happy - it was more interesting'                                                                                           |
| 'Making Mistakes'         | The student suggests that working with their partner affected how they felt if they made mistakes.    | 'Yes I felt happy because I was comfortable with the people around me if I messed up'                                       |
| 'Indifferent'             | The student suggests that they did not mind working with their partner.                               | 'Kind of'                                                                                                                   |
| 'Pronunciation'           | The student suggests that working with their partner helped with their pronunciation.                 | 'Because I know them all and we all helped each other with pronunciation'                                                   |
| 'Participation Imbalance' | The student suggests that one person spoke more than the other when working with their partner.       | 'I did feel happy in my group but I was the only one who did any talking'                                                   |
| 'Speaking Mat'            | The student suggests that they felt supported by having the speaking mat to use during the task.      | 'Yes I felt happy as I had a sheet so if I was stuck I could use the sheet'                                                 |
| 'Fun'                     | The student suggests they found working with their partner fun.                                       | 'Happy to work in group happy with how fun it was'                                                                          |
| 'Embarrassment'           | The student suggests that working with their partner affected whether they felt embarrassed.          | 'Yes because I'm friends with them and didn't feel embarrassed'                                                             |
| 'Familiarity'             | The student suggests that the fact that they are familiar with their partner affected how they felt.  | 'Because I know them all and we all helped each other with pronunciation'                                                   |
| 'Disagreement'            | The student suggests that they encountered some form of disagreement when working with their partner. | 'Not really because (student's name) is annoying'<br>'No because my pair wouldn't talk to me'                               |
| 'Prefers Pairs'           | The student suggests that they prefer working with a partner.                                         | 'I was happy that we were not in big groups'                                                                                |
| 'Sharing Opinions'        | The student suggests that they enjoyed sharing opinions with their partner.                           | 'I did feel happy in my pair because we took turns saying sentences agreeing or disagreeing with each other we worked well' |

|                         |                                                                                                   |                                                                                                                                         |
|-------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 'Practise Together'     | The student suggests that they enjoyed being able to practise their sentences with their partner. | 'I did like the pair because we could practise first'                                                                                   |
| 'Friend'                | The student suggests that they enjoyed the task because they are friends with their partner.      | 'I did because I got to talk to my friend in Spanish'<br>'I felt happy because I'm friends with my pair and feel confident around them' |
| 'Yes'                   | The student suggests that they were happy working with their partner.                             | 'Yes I feel happy working in a pair'                                                                                                    |
| 'Learn From Each Other' | The student suggests that they were able to learn from their partner and vice versa.              | 'Yes I do as you get to learn different things from each other'<br>'Yes because we helped each other'                                   |

## Question 20

| Code Name            | Description                                                                                                                          | Examples                                                                                                                     |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 'Unsure'             | The student suggests they are unsure whether they could complete the task without the speaking support mat.                          | 'Not sure because I know how to make the sentence just not where to put the words'                                           |
| 'Difficult'          | The student suggests they would find it difficult to complete the task without the speaking support mat.                             | 'I would struggle quite a bit'                                                                                               |
| 'Sentence Formation' | The student suggests they would struggle with sentence formation if they were to complete the task without the speaking support mat. | 'Not sure because I know how to make the sentence just not where to put the words'                                           |
| 'A Little Confident' | The student suggests they are a little confident they could complete the task without the speaking support mat.                      | 'A little bit confident because I know how to structure sentences'                                                           |
| 'Quite Confident'    | The student suggests they are quite confident they could complete the task without the speaking support mat.                         | 'I'm quite confident as I know a lot of Spanish vocabulary'<br>'I am quite confident I could complete it without it'         |
| 'Not to Same Level'  | The student suggests they could not complete the task to the same standard without the speaking support mat.                         | 'I could do a bit but wouldn't do as well and wouldn't be as confident'<br>'I am sure I could but not at a super high level' |
| 'Very Confident'     | The student suggests they are very confident they could complete the task without the speaking support mat.                          | 'Very confident as I only used it at the beginning when I spoke to the class I felt confident'                               |

|                      |                                                                                                            |                                                                                                                                                              |
|----------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 'Lacking Vocabulary' | The student suggests they are lacking vocabulary to complete the task without the speaking support mat.    | 'I probably couldn't as the mat had a lot of words on it that I didn't know'<br>'Not very confident I think I need to expand my use of different vocabulary' |
| 'Not Confident'      | The student suggests they are not confident they could complete the task without the speaking support mat. | 'I am not confident at all with doing this task without the sheet'<br>'I wouldn't be able to do it without the support mat'                                  |

## Question 21

| Code Name                   | Description                                                                                                     | Examples                                                                                                           |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 'Gap fill sentences'        | The student suggests they would like more gap fill sentences to be included on the speaking support mat.        | 'How to say a whole sentence but then with words missed out where you can write your own words in'                 |
| 'Colloquialisms'            | The student suggests they would like more colloquialisms to be included on the speaking support mat.            | 'Some more slang phrases. I would like to casually talk to someone without sounding formal'                        |
| 'Nouns'                     | The student suggests they would like more nouns to be included on the speaking support mat.                     | 'Maybe because there were more sentence starters instead there could be more nouns for us to match up with'        |
| 'Verbs'                     | The student suggests they would like more verbs to be included on the speaking support mat.                     | 'Verbs'                                                                                                            |
| 'Questions'                 | The student suggests they would like more questions to be included on the speaking support mat.                 | 'I would add a rhetorical question if I could'<br>'How come?'                                                      |
| 'Connectives'               | The student suggests they would like more connectives to be included on the speaking support mat.               | 'Maybe connectives'                                                                                                |
| 'Higher Level Phrases'      | The student suggests they would like more higher level phrases to be included on the speaking support mat.      | 'I would have used more higher level phrases and made my sentences longer'<br>'More higher level phrases'          |
| 'Topic Specific Vocabulary' | The student suggests they would like more topic specific vocabulary to be included on the speaking support mat. | 'More words related to it to help finish some more sentences easier'<br>'More words that are to do with the topic' |
| 'Reasons'                   | The student suggests they would like more reasons to be included on the speaking support mat.                   | 'More reasons why and how to say those reasons why'<br>'Why you didn't or did like something'                      |

|              |                                                                                                        |                                                                                                        |
|--------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 'Adjectives' | The student suggests they would like more adjectives to be included on the speaking support mat.       | 'Some more adjectives'<br>'More words that can help describe it'                                       |
| 'Unsure'     | The student suggests they are unsure what they would like to be included on the speaking support mat.  | 'I don't know'<br>'Not sure'                                                                           |
| 'Nothing'    | The student suggests there is nothing else they would like to be included on the speaking support mat. | 'There was everything I needed on the sheet for me to do my work'<br>'Everything was already included' |
| 'Opinions'   | The student suggests they would like more opinions to be included on the speaking support mat.         | 'Another way to say 'I believe' and more opinions'<br>'More words like they think, they believe etc'   |

## Appendix 6: Audio Recorded Conversation Transcript

In the main text student 1 is referred to as ‘Olivia’ and student 2 as ‘Emma’.

Student 1 – OK en mi opinión (hesitates) como

Student 2 – (laughs)

Student 1 – En mi opinión como

Both – (laughs)

Student 1 – Como...what? I’m so confused where’s the meals? I’m so confused. What are we supposed to be doing? Ok how do I pause it?

Student 2 – OK say an opinion, so if you said “in my opinion”

Student 1 – En mi opinión

Student 2 – Then you said “vegan food”

Student 1 – la comida vegana

Student 2 – umm

Student 1 – no me gusta

Student 2 – yeah so say that

Student 1 – OK En mi opinión la comida vegana no me gusta

Student 2 – Pienso que carne

Student 1 – just do one of these ones

Student 2 – odio carne

Student 1 – what!? I’m going to have a reply to that and I’m saying, where is it? Ni en broma! En mi opinión no scrap that mi oh no me parece que comen lacteos oh I don’t know Miss can we pause it? We’re trying to work out what we need to say and it sounds really horrible. We’re trying to work out what we’re going to say but then I’m going “oh yeah scrap that” and then she goes “you can’t scrap it because it’s on the recording”

Teacher – that’s ok, what’s your whole sentence now?

Student 1 – en mi opinión la comida vegana odio

Teacher - ¿Odias la comida vegana? ¿Por qué? ¿Es...?

Student 1 – barato

Teacher – bueno y ¿estás de acuerdo? ¿Te gusta o no te gusta?

Student 2 – no tienes razón

Student 1 – are you a vegan?

Student 2 – no I’m vegetarian

Teacher – soy vegetariana

Student 2 - soy vegetariana

Teacher - ¿Es...?

Student 2 – es cruel

Teacher – muy bien

## Appendix 7: Audio Recorded Post-Activity Interview Transcript

In the main text student 1 is referred to as 'Olivia' and student 2 as 'Emma'.

Teacher – so the speaking activity that we did, did you enjoy it?

Student 1 – yeah

Teacher – why did you enjoy it?

Student 1 – Because it's got a mat it's easier to...it's easier to get sentences

Teacher – So do you think that you used the mat all the time?

Both – yeah

Teacher – all the time?

Student 2 – yeah

Teacher – Could you do it without the mat?

Student 2 – no

Student 1 – I'd get confused between words and be like "what's that?"

Student 2 – Yeah like when like you do vocabulary with me I write the vocabulary down in my book but then when I come back to it I won't know what that is or I've wrote it down wrong so like I'm like great

Teacher – so you find you can't really use it?

Student 2 – yeah so

Teacher – OK – did you think that you did the task well?

Student 1 – (hesitation) yeah?

Teacher – it was good?

Student 2 – ish

Teacher – so (student 1) you're saying you did it well, why do you think you did it well?

Student 1 – because like all the words that I needed were on there so it's easy to get sentences so it was more clear

Student 2 - It was just hard to put them all together, especially when we're being recorded

Teacher – OK so that was added pressure

Student 2 – yeah

Teacher – that's fine, that's good to identify that as well that it was added pressure being recorded because that changes what you're going to say and you were saying things like "you can't say that it's on the device" but it doesn't matter. So if you did it again, and you say it was difficult to put it together, was there anything else that you could have had on that sheet to help you?

Student 2 – Umm like it's not anything else but something else to add to the sentence would have been like why we don't like it because it would have made more of a sentence make more sense because if it had been like "we don't like meat" but this is the reason why we don't like meat and or I don't like vegetarian stuff because this is the reason why I don't like vegetarian stuff so it would have helped a little bit more to make a bigger sentence

Teacher – And did you think that the task was really different to what we normally do in lessons?

Student 2 – Yeah it was a lot more fun because we was just able to like sit here and like look on the sheet and be able to say it and not have to write a load of vocab down

Teacher – OK so the fact that you could actually speak?

Student 2 – Yeah

Teacher – Did you feel the same (student 1)?

Student 1 – Yeah

Teacher – Was it really different?

Student 1 – Yeah

Teacher – Was it more enjoyable or less enjoyable than normal?

Student 1 – More enjoyable

Teacher – For the same reasons or different?

Student 1 – Yeah

Teacher – Did it affect how fun it was that the thing you were looking at was from a real Spanish newspaper? Or would it be the same if it was from a textbook?

Student 2 - I think it was a lot more fun seeing that that's in the real world, like that's in Spain's newspaper. If it's out of the textbook, someone's just wrote that to help us out, it's not actually real and the fact that we



did something that was real made it a lot more interesting and that that's someone's opinion and not something that someone's just written to help us out

Teacher – that's really good, do you agree (student 1)?

Student 1 – Yeah

Teacher – And (student 1) was it easy to work with (student 2)?

Student 1 – Yeah

Teacher – Do you think you work well together?

Both – Yeah

Teacher – What made you work well together?

Student 1 – We helped each other out

Student 2 – She helped me a lot

## Appendix 8: Group 2 Audio Recorded Whole Class Feedback Transcript

In the main text student 8 is referred to as 'Liam' and student 10 as 'Mason'.

Teacher – sí ¿cuál es tu opinión?

Student 1 – oh mine? Oh (laughing, friend points out something on speaking mat) that's not to do with it

Student 2 – I don't know

Student 1 – Umm...

Student 3 – It's veganism!

Student 2 – like a religion that's what you kind of have to

Student 1 – but it's not a religion

Teacher – ¿te gusta el veganismo o no te gusta?

Student 1 – me gusta

Teacher – ¿te gusta? ¿por qué?

Student 1 – Umm...(laughing) es qué bien

Teacher – ¡Qué bien! Excelente – ¿(Student 4) tienes una opinión?

Student 4 – Pienso que es justo and then I don't know the rest but I want to say well I've said that I think that it is fair that umm vegans should have the same rights as people's religions but I don't know how to say that

Teacher – (writing on whiteboard) que tienen los mismos derechos, the same rights, los mismos derechos.

¿Sí (Student 5)?

Student 5 – what rights do vegans not have?

Student 6 – maybe like in shops

Teacher – it means they are free to believe what they want to believe ¿otras opiniones? ¿(Student 7) tienes una opinión?

Student 7 – (laughing) umm pienso que la comida vegana umm I don't know the rest

Teacher – ¿es...?

Student 7 – no es popular

Teacher – no es popular, muy bien ¿estás de acuerdo, (Student 8)? ¿Sí o no?

Student 8 – Sí umm estoy de acuerdo

Teacher – ¿Qué piensas? ¿Cuál es tu opinión?

Student 8 – Umm pienso que es verdad

Teacher – Bueno ¿Tienes una opinión (Student 9)?

Student 9 – my opinion?

Teacher – Sí

Student 9 – Umm pien...oh I've forgotten what I said...umm pienso que la comida vegana (laughing) lo bueno es que es bueno

Teacher – Muy bien ¿otra opinión? ¿alguien tiene otra opinión? (Student 10)?

Student 10 – umm en mi opinión wait what am I doing about my opinion?

Student 9 – on veganism!

Student 10 – oh ok right la comida vegana odio no no soporto

Teacher – Muy bien ¿(Student 11)?

Student 11 – el veganismo es peligroso porque you don't get enough vitamins (laughing)

Teacher – ¿(Student 12) tienes una opinión?

Student 12 – Pienso que no wait en mi opinión estoy de acuerdo tienen los mismos derechos

Teacher – Muy bien ¿Hay otras opiniones? ¿Alguien más?

Student 8 – Comparto tu punto de visto

Teacher – excelente

Student 10 – what does that mean?

Student 8 – It means I share your view

## Appendix 9: Audio Recorded Paper Questionnaire Interview

In the main text the student is referred to as 'Mia'.

### Pre-Activity Questionnaire

Teacher – The first one says 'I enjoy speaking in Spanish'

Student – Strongly agree

Teacher – Why do you enjoy speaking in Spanish?

Student – I feel like it enables me to understand another culture and like understand different people's lives not just my own

Teacher - 'I am willing to communicate in Spanish'

Student – Strongly agree

Teacher – And why is that?

Student – I feel like it's a lot easier for me to understand if I'm able to speak it rather than just read and write

Teacher - 'I feel embarrassed when speaking Spanish'

Student – Strongly disagree

Teacher - And why is that?

Student – I feel like I can learn from my mistakes and other people won't mind because everyone makes their own mistakes

Teacher - 'In general, I enjoy Spanish lessons'

Student – Strongly agree

Teacher - 'It is very important to me to get a good grade in Spanish'

Student – Moderately agree

Teacher - 'I am good at learning Spanish'

Student – Strongly agree

Teacher - 'I get nervous when my teacher asks me a question'

Student – Moderately agree

Teacher - And why is that?

Student – Because I feel like sometimes I might get pronunciation wrong or not be able to say a word

Teacher - 'I regularly volunteer answers'

Student – Strongly agree

Teacher - And why is that?

Student – Because I feel like if I just sit quietly I won't be able to learn better because I learn better by speaking and giving my ideas

Teacher - 'I feel that other students speak Spanish better than I can'

Student - Moderately agree

Teacher - 'I feel relaxed in my Spanish lessons'

Student – Strongly agree

Teacher - How would you describe your current Spanish level?

Student – What as a grade? Maybe a 6? I could do better though

Teacher – And what about speaking in particular?

Student – I think that's a lot higher maybe a 7? Yeah about a 7 because I find it easier to say my opinions rather than write them and also I get spellings wrong so I don't get as many marks for that

Teacher – last question, in what situation do you feel most comfortable (most willing) to communicate in Spanish: in pairs, in small groups, with the teacher in a whole class?

Student – I feel like with the teacher and as a whole class because then we all get to have a go of trying something that we might not have done before and I'd rather do it in a big group because then it's less likely that people are going to judge you

### Post-Activity Questionnaire

Teacher - Did you like this task?

Student – Yes

Teacher – Why did you like it?

Student – Because it's something we've not studied before and we could give our true opinions without knowing about other people's opinions which could persuade our opinions on it

Teacher – Did you think it was really different to what you've done before?

Student – Yeah because we haven't done people's belief on food and how they think we should eat and why we should

Teacher – And what about the activity itself about looking at a news article and giving your opinion, do you think that was very different?

Student – Yes because it has words we've never seen before and you would take parts of the article you knew and piece it together which we haven't really done before

Teacher – So how useful do you think this task was? If 1 is not very useful at all and 5 is very useful?

Student – I think about a 4.5

Teacher – If you have to say one or the other?

Student – 4

Teacher – Did you think you did the task well?

Student – Yes

Teacher – Why do you think you did it well?

Student – Because I was able to put together an opinion but also a sentence of why I think and what I do

Teacher – Did you give an answer [when the class fed back to the teacher]?

Student – Yeah I gave an answer on what I think about it

Teacher – Do you prefer working with an authentic resource?

Student – Yes because I feel if it's someone else's true opinion or reasons why not made up

Teacher – Does that motivate you more do you think?

Student – Yes because it gives other people's points of view and it's not just a generic "I don't like this because this", it's justifying why they think we should do this or do that

Teacher – And did you feel happy working in your pair?

Student – Yeah because she was helping me with how to structure the sentence and how I could improve

Teacher – Did you use the support mat you had?

Student – I took lots of different pieces and pieced it together to form opinions but also I used a couple of words I knew myself

Teacher – How confident are you that you could do it without that support mat?

Student – I don't think I could be very confident because I haven't used those words on the sheet before like the veganism I haven't seen those words before

Teacher – And what about the opinion words?

Student – They were very useful and I think if I saw them a couple more times I would be able to memorise them and then use them in other things such as like paragraphs and things like that

Teacher – And if you were to do this activity again, was there anything on the mat that you wanted to say but that you didn't have on there to help you?

Student – More of like why I think they should go to veganism and alternatives they could use because that wasn't on the sheet and like more reasons why I think the way I do

Teacher – So is that more topic specific about veganism or in general?

Student – Just in general on how I could express more feelings that I don't know how to say and like if I'm annoyed at something but then not at the same time, do you know what I mean? Because it didn't have like annoyed that people or like things like that, do you know what I mean?

Teacher – Any other comments on it?

Student – I think that it was a really good exercise on just out of the blue without learning about it because we didn't at first I didn't understand by the judge with the philosophy but now I feel like I understand it a bit more and if we were to do it with other tasks I think it would also help with just remembering different things and words

## Appendix 10: Group 3 Audio Recorded Whole Class Feedback Transcript

Teacher – ¿Qué piensas?

Student 1 – pienso que la comida vegana es bueno porque es no maltrato de animals porque como carne

Teacher – Muy bien gracias ¿Qué piensas (Student 2)?

Student 2 – En mi opinión la comida vegana es tonto y me odio si fuera líder me gustaría prohibir

Teacher – Muy bien gracias ¿Tu opinión?

Student 3 – Pienso que la comida vegana es verdad

Teacher – Muy bien ¿Tu opinión?

Student 4 – Pienso que es verdad y justo

Teacher – Muy bien ¿Tu opinión?

Student 5 – estoy de acuerdo porque tonto y malo

Teacher – Muy bien ¿Tu opinión?

Student 6 – En mi opinión la comida vegana es no maltrata animales

Teacher – Muy bien ¿Tu opinión?

Student 7 – pienso que la comida vegana es qué bien porque es justo y normal

Teacher – Muy bien ¿Tu opinión?

Student 8 – Umm (laughing) I didn't write one, I couldn't

Student 9 – Show it!

Student 8 – OK en mi opinión la comida vegana umm

Student 9 – (whispers) do you like it or not?

Student 8 – en mi opinión no me gusta la comida vegana

Student 9 – Well done (Student 8)

Teacher – Vale ¿Tu opinión?

Student 10 – umm pienso que creo que la comida vegana porque es good bueno porque es las alternative veganas

Teacher – Muy bien ¿Tu opinión?

Student 11 – umm en mi opinión la comida vegana umm es malo porque es umm

Student 12 – Do you want me to do it?

Student 11 – Yeah

Student 12 – Umm ¿Qué es tu opinión la comida vegana? Es justo y no malo

Teacher – Muy bien ¿Una opinión?

Student 13 – En mi opinión carne es delicioso

Teacher – Vale gracias