Encouraging students' oral production in EFL learning through extrinsic motivation

Case Study

Final Dissertation

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Academic year: 2020-2021

Primary School Teaching Degree

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Vic, May 2021

"Motivation is, without question, the most complex and challenging issue facing teachers today"

(Scheidecker and Freeman, 1999, p. 116).

ACKNOWLEDGMENTS

I am grateful to Núria Camps, who has given me great support and advice during the whole research process with constructive and insightful suggestions. Also, sincere thanks to the school's teaching team, who has allowed me to carry out this project and attend their classes to collect data. Lastly, I would like to mention my family and friends for their help and understanding.

Abstract

In recent years there has been a growing interest in establishing motivation as an essential feature to acquire high-quality learning as well as enhance personal growth. Teachers ought to focus on understanding the developmental needs and expectations of children in order to offer a variety of activities and sources to promote motivation and interest in learning. As an attempt to provide relevant insight into this issue of concern, the purpose of the present study is to determine how teachers can motivate and effectively support students ensuring adequate compliance with the primary school curriculum with regards to the oral performance of a foreign language. Therefore, it is aimed to identify and examine the motivational variables that have an impact on the speaking performance of elementary EFL learners in conjunction with describing and purposing proper strategies to encourage English oral proficiency in a Baix Lobregat school. The extrinsic motivational agents are determined by in-depth research on the field and the collection of data by using questionnaires, an interview, document review and observations.

Key words: EFL learning, motivation, oral skills, communicative language teaching

Resum

En els últims anys hi ha hagut un creixent interès a establir la motivació com un dels elements principals per adquirir un aprenentatge de qualitat i millorar el desenvolupament personal. Els i les mestres haurien de centrar-se en la comprensió de les necessitats i les expectatives dels nens i nenes per tal d'oferir gran varietat d'activitats, materials i fonts per promoure la motivació i l'interès per l'aprenentatge. Amb la intenció de proporcionar una visió significativa sobre la matèria, el propòsit d'aquest estudi és determinar com els i les docents poden motivar i donar suport als i a les estudiants garantint una bona adequació amb el currículum d'educació primària pel que fa a l'actuació oral d'una llengua estrangera. Per tant, aquest està destinat a identificar i examinar les variables que tenen un impacte en la producció oral en llengua estrangera. Tanmateix, es pretén presentar i descriure estratègies adequades per incentivar la competència oral anglesa en alumnes d'educació primària d'una escola del Baix Llobregat. Els agents motivacionals extrínsecs es determinaran mitjançant una recerca en profunditat sobre la matèria en qüestió i la recollida de dades del centre utilitzant qüestionaris, una entrevista, revisió de documents i observacions.

Paraules clau: Aprenentatge de l'anglès com a llengua estrangera, motivació, habilitats orals, ensenyament comunicatiu del llenguatge

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1. INTRODUCTION

1.1. Motivation to undertake the research

The study of how people acquire a second language is a relatively modern phenomenon but, as globalization has led to the need for people to communicate across communities, there is a growing concern to improve understanding in this area. Speaking is probably the most significant and challenging skill to master in a language other than one's mother tongue because it stands for the most natural and usual communication way between human beings. Thus, it is likely to be the main reason why people decide to learn a foreign language. However, the learning process can be influenced or hindered by internal and external factors that we must try to manage. These include the lack of self-confidence, shyness, fear of being judged, the purpose behind language learning, the external support we receive or even the opportunities we are given to practice. If one is under any of these circumstances, learning can become stressful, uninteresting or frustrating.

Since I first started studying a foreign language, I have had some difficulties improving and maintaining my English level. Many times, it is due to a lack of chances to practice the language, but often it is just a matter of motivation. During my time as an English teacher in extracurricular classes and in the different placements I have completed over the last few years, I have seen that this phenomenon is very common and that the activities offered in schools are not attractive and useful enough to encourage the students. Actually, the English subject is often mainly, and foremost, vocabulary and grammar-focused. As a reaction to my own experience and the observations I have made, this study has focused on discovering the motivational difficulties experienced by the students and finding solutions to overcome the problem.

1.2. Objectives

The ultimate aim of the present research is twofold. On the one hand, it is intended to determine extrinsic motivational variables that have an impact on the speaking performance of elementary EFL learners. This first part is determined through the collection and review of previous studies on the issue. On the other hand, the dissertation also aims to propose proper strategies to encourage English speaking as well as present a proposal with motivational suggestions/adjustments to enhance communicative competence. This second part will be featured in the 6th-grade classes of a school in Baix Llobregat and achieved by employing the different techniques and strategies that will be outlined in the methodology section.

To attain these goals, two research questions were formulated:

RQ1. Which extrinsic motivational factors influence the acquisition of speaking skills in EFL learners?

RQ2. How can educators stimulate EFL oral communicative competence?

As regards the specific objectives, the following are set out:
- To determine the current situation in terms of oral competence in English as a foreign language in Catalonia.
- To establish a critical mass of motivational factors that influence a successful oral performance in English as a foreign language.
- To analyse the representation of communicative competence in speaking activities in EFL textbooks (*Amazing Rooftops 6*).
- To identify the weaknesses and strengths of a school's pedagogical strategies to promote speaking skills.
- To develop and suggest guidelines to improve the educational action in any school in addition to a didactic proposal for the target institution.
- To instigate and promote the motivational approach to enhance oral expression, providing evidence of effective educational practices.

1.3. Study Outline

The report is divided into six main parts. The theoretical framework focuses on the background on which I'm basing all the content and further suggestions. A few studies have been conducted on the topic of matter and they will constitute a point of departure for the research. The methodology and the data collection instruments employed to carry out the current investigation are described in the second section. After that, there is a display of the gathered information, followed by its analysis, where classroom observations, document review, questionnaires and interviews are discussed. The fourth section presents general guidelines and a unit proposal to encourage motivation in 6th-grade students when it comes to producing oral outcomes in English as a foreign language. The main conclusions drawn from this project are then presented and, finally, the last section contains a description of several research limitations and possible future lines of study.

2. THEORETICAL FRAMEWORK

In order to communicate effectively in a foreign language, students need to learn about its linguistic and non-linguistic aspects, as well as about the culture that embraces it (Richards, 2006). Consequently, teachers should promote effective oral interaction among students by presenting real communicative situations (Archer, 2000). However, the ongoing limited exposure to the English language makes it difficult for students to acquire the appropriate speaking skills (Prieto and Cantón, 2015).

On the other hand, one must take into account that acquiring oral expertise in a non-native language is a complex achievement. Its mastery requires, not only having knowledge about the language itself and how to use the linguistic features to interact, but it also involves paralinguistic factors such as intonation, stress, pitch or non-linguistic components like body language (Richards, 2006; Heriansyah, 2012). Besides, It should be highlighted that "effective oral communication skills play a critical role in the personal, academic, and professional success of students, as not only do these skills enhance self-confidence, but they also aid in the formulation, structuring, and presentation of effective arguments." (McLaren, 2019, p. 73)

Thus, the subsequent sections define what is the current situation regarding oral communication in Catalonia and what external motivational elements can promote a better acquisition of this skill.

2.1. EFL Learning in Catalonia

Most public schools in Catalonia offer early exposure to English as a foreign language. However, Prieto and Cantón (2015) claim that a large majority of pupils do not acquire proficient speaking skills due to the focus on written language abilities. It has

to be noted that there is low overall exposure to the language, making the learning process last longer (Lightbown and Spada, 2013).

English language teaching has been carried out in an instructional context, prioritising an explicit focus is on the language structures rather than the need-for-communicating itself (Lightbown and Spada, 2013). Traditionally, Catalan schools have been using textbooks, and although we are in a transition process to change it, these textbooks still reveal a lack of communicative activities (Abu and Maarof, 2011; Cerezo, 2007). In the last decades, and in response to the situation, different strategies have been proposed to enhance the acquisition of this productive competence in a more natural context, hence, based on the social interaction and extending the language exposure hours.

Within the European framework, various regulations concerning oral communication and language teaching effectiveness have been developed. The Communicative Language Teaching methodology (CEFR, 2001) aims to meet the economic challenges of the national institutions with the intercultural needs of today's society. Thus, the teaching approach has intended to shift from concrete grammar and vocabulary-based notions to communicative-based competencies. The latter view emphasises on global understanding and gives more importance to interpersonal communication Criado and Sánchez, 2009; Valldepérez, 2016; Luque and Bueno-Alastuey, 2017). This communicative educational context involves both teachers and learners and, in addition, pupils' motivation is fostered through a more natural and effective approach that boosts their confidence and fluency (Richards and Rodgers, 2014).

2.1.1. The English Oral Competence in Catalonia

The 2017 Primary Education curriculum[1] includes the learning of one or two foreign languages as there is an increasingly evident need in our society for exchange and communication between different countries and cultures.

> Likewise, in the field of education, learning a foreign language is very important because it fosters the personal development of pupils as well as learning to accept other linguistic and cultural realities, which are so present today in our increasingly multilingual and multicultural society. (Clarens, 2015, p. 49).

The "Departament d'Educació" of Catalonia defines oral communicative competence as "the ability to understand and express oral messages, bearing in mind the communicative situation" (Curriculum de Primària, 2017, p.33). Thus, "the oral expression in foreign languages involves knowledge of lexical, morphosyntactic and textual elements and phonetic elements" as well as "using non-verbal communicative elements to interpret and express spoken messages" (Curriculum de Primària, 2017, p.33).

In addition, this curriculum dimension is made up of three competencies:
- **Competence 1**. Obtain basic information and understand simple or adapted oral texts from everyday life, the media and the school environment.
- **Competence 2**. Plan and produce short, simple oral texts appropriate to the communicative situation.
- **Competence 3.** Interact orally according to the communicative situation using basic conversational strategies.

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[1] ***Currículum Educació Primària*** (2017) guides schools' educational activities, specifies the intentions and provides appropriate action guidelines for teachers, who are ultimately responsible for implementing them.

It is, therefore, necessary to introduce and practise these skills to improve communication and to avoid a grammaticalist approach to language teaching. The language model of the Catalan education system asserts that

> it is very important to practice this in settings related to school life and the environment, so that students express themselves clearly and thoroughly. It is also important for teachers to find time and space to carry out well-planned activities that allow students to improve their speaking and see the progress they have made (2018, p. 43).

However, one of the historical shortcomings of the Catalan education system is the lack of assessment of oral skills. In the 2018-2019 academic year, it was evaluated for the first time in secondary education, offering a broader view of the students' linguistic competence and with the aim of improving the pedagogical practice. Even so, the "Consell Superior d'Avaluació del Sistema Educatiu"[2] does not yet evaluate the oral expression in primary education. This fact deprives us of significant data on students' oral performance at this school stage. Even so, there is a sub-sample[3], not very significant, which allows us to have a slight picture of the context. According to the survey results,

> there is a high percentage of pupils who exceed the competencies assessed, which are defined at a very basic level. Students are able to extract the necessary information from an oral text in order to interpret a communicative situation. In oral expression, they apply their knowledge of lexis correctly, although they have some difficulty with morphosyntactic structures. (Consell Superior d'Avaluació, 2006, p.38)

Moreover, although there is an increasing enhancement on oral aspects, there is still a lack of assessment activities for this competence at any educational stage, including the Catalan University entrance tests (PAU) (Criado and Sánchez, 2009). The

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[2] The **Consell Superior d'Avaluació del Sistema Educatiu** is responsible for analysing and evaluating the non-university education system in Catalonia.

[3] Oral expression was only assessed in 1999, obtaining a sub-sample of 20 schools with a total of 170 pupils. Students were tested on their ability to produce simple messages about personal details and tastes, as well as descriptions of events, people and objects. Pronunciation and fluency were also assessed.

controversy between educational regulations and examinations is reflected in the way teachers use textbooks and other resources. Actually, due to the current situation, one can see a deficiency when it comes to teaching oral language since it has not yet been a fundamental goal (Vilà and Castellà, 2014).

2.1.2.   Classroom Approaches to Foster Speaking Skills

Teaching English as a Foreign Language in Catalonia often involves using textbooks as they are significant resources for both learners and teachers (Richards, 2006; Gak, 2011; Tok, 2010; Abhar, 2017). Firstly, they provide students with a great input and opportunity for oral language practice (Celce-Murcia, 2008). On the other hand, they offer teachers a good framework to guide their educational approach and orientate the course structure and learners' process in accordance with the objectives to be achieved (Tok, 2010; Gak, 2011). However, Gak (2011) stated that textbooks also have some limitations as they do not contain all crucial aspects in the learning and teaching process. Its content may sometimes be inappropriate or irrelevant for students as they use unrealistic language or deal with unappealing subjects (Matić and Gracin, 2016). Both vocabulary and grammar structures are still too academic, artificial and inflexible, failing to provide real communicative situations.

Thus, teachers should "use the textbook as a resource for students, but not the only resource; use a textbook as a guide, be free to modify, evaluate, develop, change, eliminate, or add to the material in the textbook, supplement the textbook with lots of outside readings" (Gak, 2011, p. 80). It has to be noted that creating one's own innovative material, which fits the students' needs and the curriculum's content, demands a lot of time. For this reason, many teachers rely on the existing tools, such as ESL textbooks, to save time and ensure proper guidance, monitoring and content progress (Abhar, 2017). As a result, educators "must learn how to integrate and organize the content of a textbook to make learning an interactive and meaningful experience, as opposed to an act that can be completed alone by self-directed study with a textbook" (Wen-Cheng, Chien-Hung and Chung-Chieh, 2011, p. 91).

Furthermore, materials should focus on promoting effective and fluent interaction among participants while offering an interesting educational approach to practice and acquire a foreign language proficiency (Richards, 2006).

Prieto and Cantón (2015) realised that learners' speaking English weaknesses are due to the insufficient oral opportunities to practice the language since the curriculum has other preferences. In consequence, textbooks and educational materials should have a focus on a Communicative Language Teaching (CLT) approach. Meaning that CLT tasks need to be predominant to enhance learners to interact with their peers using authentic language in context (Criado and Sánchez, 2009; Gómez-Rodríguez, 2010; Richards and Rodgers, 2014).

According to Richards (2006), the main issue of concern is students' lack of fluency, which may result from the rigid and formal focus of the educational method. Another reason can be the limited strategies and proposals to involve learners in genuinely communicative tasks. The same author proposed Task-Based instruction[4] (TBI) as a proper methodology to achieve the language teaching communicative goal.

Other methods have been developed as a reaction to rote and teacher-centered learning. Juvova et al. (2005) and Amma (2015) suggest Project-Based Learning, Cooperative-Learning[5] (CL) and Problem-Based Learning[6] (PBL) because pupils can access communicative opportunities, group or collaborative work and authentic problem-solving.

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[4] TBC uses activities designed from authentic resources such as listening tasks, problem solving, sharing personal experiences, comparing, among other real-life situations (Toro et al., 2019).

[5] CL refers to students working in teams while improving communication skills in social discussion and accomplishing their common goal (Laguador, 2014).

[6] PBL's main aim is to create a new framework in which students can apply their previous knowledge and connect it with the one acquired in the problem-solving sessions as well as develop reasoning skills (Kassem, 2018).

2.2. EFL Students' Motivation

"To be motivated means *to be moved* to do something" (Ryan and Deci, 2000, p. 54) and

> by using the term we can answer the question, '*Why does Rupert make such wonderful progress?*' by simply saying, `*Because he is motivated*', without the need to go into details about what factors have contributed to this overall commitment. And just as conveniently, if Rupert is reluctant to do something, we can easily explain this by stating that `*He isn't motivated*' rather than having to elaborate on all the forces that have contributed to his negative attitude (Dörnyei, 2001, p. 6).

It is a topic that has been extensively researched in foreign language learning. Ushioda (2014) states that "motivation is widely recognized as a variable of importance in human learning, reflected in goals and directions pursued, levels of effort invested, depth of engagement, and degree of persistence in learning" (p. 31). Hence, those students who are highly motivated towards learning acquire knowledge more effectively than those who do not show interest (De Bot, Lowie, and Verspoor, 2005). According to Dörnyei (1998) and Honggang (2008), motivation provides the needed impetus to initiate foreign language learning, as well as to maintain interest during the process. Therefore, it can be said that learners' engagement, enthusiasm and persistence are crucial elements for success or failure in the acquisition of a non-native language.

Our understanding of motivation has evolved over the last decades, but the word itself is a general way of referring to the causes and origins of an action. It determines why we choose to perform a certain action, how much effort we will put into it and for how long we are willing to maintain the activity in question (Dörnyei, 2001).

2.2.1.   Motivation and L2 Learning Models Overview

The current theoretical orientations are towards a cognitive approach, which focuses on how our attitudes and mental processes are transformed into action. Human behaviour is very complex, so, according to Dörnyei (2001), there has always been a great challenge to identify what are the key parameters or motives that shape humans' behaviour. A summary table of the most well-known contemporary theories in psychology created by Dörnyei is attached in *Appendix 1*. Although all theories make sense in their own right, they are nowadays useless because they disregard each other instead of being complementary. They present opposing points of view or different experimental approaches, which leads to confusion among educators, who are uncertain about which theories to apply (Wlodkowski, 1986). This situation "leaves us with a rather fragmented overall picture" (Dörnyei, 2001, p. 12) and

> teachers search for that one pedagogy that, when exercised, will make all students want to do their homework, come in for after-school help, and score well on their tests and report cards. Unfortunately, and realistically, motivating students yesterday, today, and tomorrow will never be a singular or simplistic process (Scheidecker and Freeman, 1999, p. 117).

We can also consider the second language learning theories that have been developed around the students' learning goals. Gardner and Lambert (1972) distinguish motivation into two broad categories: *integrative motivation and instrumental motivation*. Nevertheless, this approach eventually progressed to a more complex one, winding construction with three parameters: *integrativeness*, *attitudes toward the learning situation* and *motivation* (Dörnyei, 2001). A schematic representation of this principle is presented in *Appendix 2*.

As stated by Gardner (2001), *integrativeness* reflects a positive attitude towards the L2 community, as the concept is related to the learner's willingness to be part of the community that speaks the target language. Therefore, one's opinion on the group members and their culture influences the desire to get closer to it. On the other hand, *attitudes toward the learning situation* comprise perception and disposition towards

anything connected to the learning environment, the teacher and the course. Finally, *motivation* is linked to the desire and attitudes to learning the language (Dörnyei, 2001).

In the meantime, Williams and Burden (1997) developed an alternative method that divided the second language learning motivation into *internal* and *external factors*. They supported the idea that L2 motivation was based on this multi-dimension construction. See framework table in *Appendix 3*. In a similar manner, Ushioda (2014) claimed that "the factors that shape the learner's motivation can be classified into two main groups: those internal to the self and those external to the self" (p. 32).

In 1994, Dörnyei designed an L2 motivational framework (see Appendix 4) with an educational approach that included three different levels. The *language level* comprised the traditional L2 motivational elements: integrativeness and instrumentality[7]. Secondly, the *learner level* "involves individual characteristics that the learner brings to the learning process, most notably self-confidence" (Dörnyei, 2001, p. 19). The last but not least degree is the *learning situation level*. This one is related to the classroom setting (syllabus, materials and tasks, teaching methods, educator's personality and characteristics of the learner group (Dörnyei, 2001).

However, the same author has recently developed a model based on a process-oriented approach that took a dynamic view of motivation. In the same line, Gass and Selinker (2001) noted that motivation is a dynamic element since it varies depending on the context and over time. This specific model consisted of three different phases (see *Appendix 5*). Dörnyei (2001) believed that motivation needs to be *generated* as it leads to the selection of an objective to be pursued. Then, this interest needs to be actively *maintained and protected*, meaning that teachers should

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[7] The *integrative orientation* is the one that reflects a positive attitude towards the L2 group and shows a desire to interact with the community. The *instrumental orientation* applies to the potential pragmatic gains of L2 expertise, such as getting a better job or salary (Dörnyei, 2001).

keep students focused and out of distractions such as off-task thoughts, irrelevant distractions from other or physical conditions that hinder the task performance. Finally, there is a third stage closing with the action that is called *motivational retrospection*. It concerns students' perceptions of past experiences and helps to ascertain the kind of activities they will be motivated to aim at in the future.

The latest updates in this field show that, nowadays, researchers have been focusing on the L2 Motivational Self System (L2MSS) presented by Dörnyei (2009). One of the major thrusts of this proposal is that the learner's ideal vision of his/her future self may act as a key motivating force in discrepancy with the current L2 self.

2.2.2. L2 Extrinsic Motivation

The orientation of motivation can vary according to the attitudes and goals that trigger an action (Ryan and Deci, 2000). As aforementioned, the classic dualistic theories divide motivation into two types: intrinsic and extrinsic. Legault (2016) states that "extrinsic motivation (EM) refers to the performance of behaviour that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself". Therefore, it can be exposed that EM comes from outside the individual (Ng and Ng, 2015).

In Self-Determination Theory (STD), Deci and Ryan (1985) propose that there are different types of extrinsic motivation. These range in terms of the internalization degree, organized from lower to higher levels of self-determination (see *Figure 1*). According to Legault (2016) and Vallerand et al. (1992) the most external form, *external regulation*, refers to behavior that is mainly regulated through external factors such as rewards and constraints. With *introjected regulation*, the individual starts to internalize the external pressure and reasons for his or her reactions. To the extent that a specific behavior becomes valued and self-endorsed motivation evolves to an *identified regulation* form. Finally, the most independent form of EM is the *integrated regulation*. This one reflects basic values and self-identity.

Type of Extrinsic Motivation	Nature of External Contingency	Underlying Reason for Behavior	Example
External Regulation	Consequences, incentives, compliance	To receive or avoid a consequence; to fulfill an external requirement	"I avoid making prejudiced comments so that other people will think I'm nonprejudiced"
Introjected Regulation	Feelings of internal pressure; to avoid guilt or to boost the ego	Because it "should" be done	"I avoid acting in a prejudiced manner because I would feel bad about myself if I didn't"
Identified Regulation	Personal valuing of a behavior, sense of importance	Because it is important	"I avoid being prejudiced because it is an important goal"
Integrated Regulation	Expression of self and identity; congruence with self and other values	Because it reflects core values and self/identity	"I avoid being prejudiced because I see myself as a nonprejudiced person"

Figure 1. *Types of extrinsic motivation applied to the example of motivation to regulate racial prejudice (Adapted from Legault et al. 2007)*

As previously mentioned, motivation is considered an important factor to achieve learning goals and acquire proficient results. Its crucial role in foreign language learning is to provide children with positive attitudes towards the target language so that they "enjoy being in the classroom and feel that what they learn will be useful for them in their life perform" (Petrides, 2006, p. 14). However, "there are no magic motivational buttons that can be pushed to make people want to learn or work hard" (Ford, 1992, p. 202)

Brophy (1998) argues that many schools select their curricular topics and activities on the basis of what society believes pupils need to learn, which, in the end, are externally imposed demands that don't meet students' interests. Hence, to impulse motivation, teachers should be able to satisfy primary school curriculum aims through designing and programming attractive, enjoyable and interesting learning proposals. To make lessons easier, understandable and significant it is important to provide learners with a variety of activities and a diversity of material and sources, including new technologies and fun activities, relevant to their age and concerns (Brown, 1989) as well as "creating a clear, interesting, and well-paced learning environment" (Oga-

Baldwin, Nakata, Parker and Ryan, 2017, p. 149). Furthermore, it should be noted the fundamental need to "provide the learners with opportunities to use the language for real-life situations and for actual communication and to come across native speaker models either in real life" (Petrides, 2006, p. 14). According to Gardner (1985), motivation is a result of the desire to achieve a goal and this leads us to argue that children must realize that learning a foreign language will enable them to communicate with people from other countries, travel abroad or visit new places.

Another fundamental element to preserve students' engagement and enthusiasm is to promote a positive self-perception (Dornyei, 2001). It is worth remembering that self-esteem grows from others' beliefs and therefore, if teachers have faith in their students, the students will believe in themselves (Raffini, 1993). A useful strategy to provide this perception is to offer positive and relevant feedback to learners. In this way, the focus on working towards goals is also maintained (Ford, 1992).

Any teacher who thinks of promoting long-term development with the students should be responsible to motivate them. Dörnyei (2001), has improved previous approaches to motivational strategies for educators with a process-oriented organisation that includes four motivational aspects:

- Creating the basic motivational conditions.
- Generating initial motivation.
- Maintaining and protecting motivation.
- Encouraging positive retrospective self-evaluation.

The following schematic representation (*Figure 2*) illustrates the suggested system:
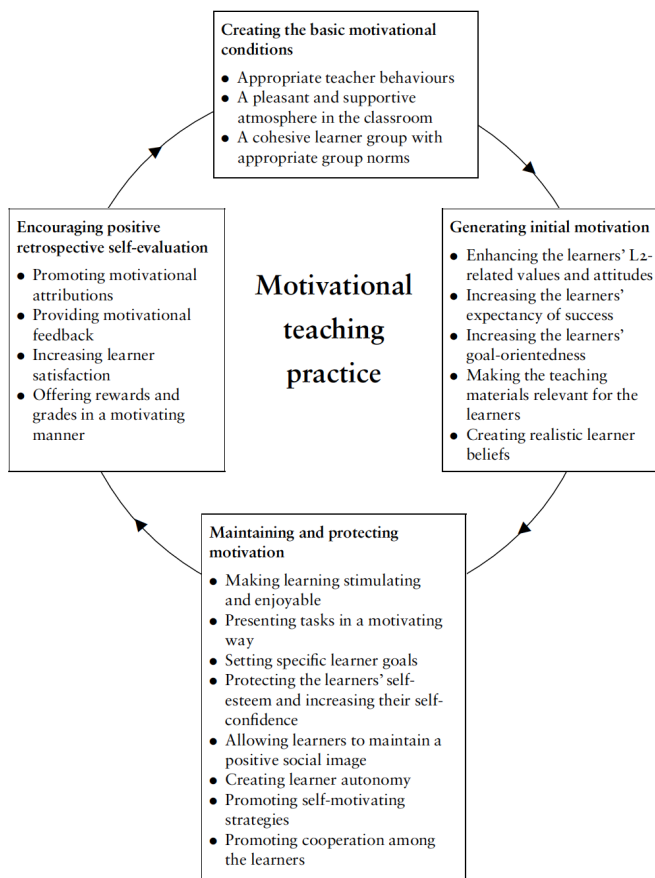
Figure 2. *The components of motivational teaching practice in the L2 classroom (Dörnyei, 2001).*

Dörnyei (2001) and Csizér and Kormos (2009) supported the idea that enhancing motivation in the language classroom has great influence on students' willingness and effort to embrace the L2, and since it may change over the years, maintaining and adapting it to changes is essential. On the other hand, teachers must be aware that building motivation is a long-term objective that cannot be achieved until the passion is transmitted to students (Scheidecker and Freeman, 1999).

3. METHODOLOGY

In the present study, a mixed-method approach has been used to collect both qualitative and quantitative data. In order to provide a response to the aforementioned issues and determine the target school's situation to be improved, several instruments and methods that have been used are described below.

3.1. Case study

The investigation is framed in a Catalan public, non-religious, inclusive and diverse center of pre-school and primary education in Baix Llobregat. In recent years, the school has improved its language offer, adapting to the current needs and English has become a priority language.

It offers a GEP (Generació Plurilingüe)[8] project, being Catalan, Spanish and English the target languages. The three languages are not simply used in their corresponding subjects. Instead, the school teaches English from kindergarten to 6th grade in an experiential, dynamic and motivating way, to create a positive attitude towards learning the foreign language. The pedagogical proposal also presents two types of English lessons, the curricular lessons, and the speaking lessons, only involving the 6th-grade students. In the curricular sessions, teachers follow what the *Generalitat de Catalunya* suggests according to the CEFR[9]. In the speaking lessons, students work on and develop their receptive and productive oral skills through speaking activities, games, role-plays or collective tasks. The group organization is different

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[8] In the 2017-2018 academic year, the Department of Education is launching the innovative teaching programme **Generació Plurilingüe (GEP)**. The aim of this programme is to improve pupils' foreign language skills, fostering their academic growth and subsequent employability, and enabling them to critically interact with the world in different languages.

[9] Common European Framework of Reference for Languages.

for both subjects. While in the curricular sessions the distribution is their actual class group, in speaking lessons they are split into two smaller subgroups.

As regards the participants involved in the development of the research sample, I have considered 50 year-6 students of Primary Education. They are arranged into two classes (6A and 6B) and subdivided into four heterogeneous groups when conversation classes are held. It is worth noting the large number of pupils as we are talking about 25 students in each class.

3.2. Data collection tools

The current research is basically qualitative, although certain quantitative aspects are still important. Due to the need to combine these two components, four data collection techniques have been used: an interview, a document review, Likert questionnaires and observation. These methods are briefly explained and justified in the subsections presented below.

3.2.1. In-depth Interview

To begin this research, a semi-structured in-depth interview was carried out. This type of interview avoids the stimulus-response, leaving aside the questionnaire and adopts a sequence of topics as a guide (Penalva and Mateo, 2006, p.26).

In this case, the starting point was a question and subject guide, which was used as a dialogue leader and to introduce each of the topics. It is true that at the end of the interview, if an issue, that I thought was important, had not been discussed, it was formulated and commented on.

Solà (2009) refers to intentional sampling, i.e., the people interviewed have been expressly chosen. Thus, those who can provide the richest and most accurate information for the research objectives have been considered. This idea is reaffirmed

by Penalva and Mateo (2006), who say that the sample is not probabilistic, but intentional and elements are selected according to the research aim.

Here, the school's program director and English teacher was interviewed, with a particular focus on the management and knowledge involved in the role and access to first-hand classroom information. The interview lasted approximately 45 minutes and there was enough time to discuss all the planned content. It was conducted in the school context and recorded with a mobile phone in order not to lose any detail and to ensure that the thread of the conversation could be followed. The recording was complemented with relevant annotations in a notebook.

3.2.2.   Document Review

To initiate this descriptive-qualitative research, the ESL textbooks used in the school were analysed. The content analysis technique, as defined by Lee and Chang (2011), Akbar (2016) and Sidik (2018), is based on the collection of core data followed by the elaboration of a report by means of a strict systematic coding, classification and evaluation. To undertake this methodology is important to start by gathering and selecting relevant information, categorize it and analyse it in order to draw the appropriate conclusions (Bell, 2011).

The present review comprises the examination of both activity and student's ESL textbooks *Amazing Rooftops 6*[10]. Both are used in 6th grade ESL lessons and are supplied by *Oxford* publishers.

The analysis has been carried out in two main phases. First of all, it has determined and quantified the number of activities proposed. Then, it has ascertained the approach type according to the activity's focus, degree of control, speech type,

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[10] Bilsborough, K., Bilsborough, S. and Casey, H. (2019). *Amazing Rooftops* 6. Oxford: Oxford University Press.

groupings, authenticity and contextual support. Thus, with this strategy we are answering two questions: *how many* and *how* are the tasks presented in the books.

For the purpose of this study, it has been decided to use a table showing the percentage of oral activities presented in each unit and an adapted checklist from Bueno-Alastuey and Luque's (2015). They offer a reliable and objective checklist with useful parameters on the oral competence assessment in EFL textbooks[11]. Besides, there are some aspects such as *integration of other skills* or *explicit strategy training,* which were valueless in this context and were not included in the present version. The chart has also been shaped using Nunan's (2004) framework of *reproductive* and *productive*, or creative, tasks.

The following header defines the quantitative study on oral communication activities. The first column presents the learning blocks, established in the coursebooks, into which the didactic unit is divided, while the subsequent cells show the number of activities related to oral skills out of the total amount of proposed activities.

	Class Book		Activity Book	
Lesson block	Speaking activities	Overall activities	Speaking activities	Overall activities

Figure 3. *Speaking activities quantification chart. Source: own elaboration.*

Regarding the in-depth analysis of the activity's nature and approach, the next table has been used as a starting point:

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[11] Bueno-Alastuey and Luque (2015) analysed both receptive (listening) and productive (speaking) oral skills. However, this research examination only focuses on oral output and obtains a more general overview due to the reduction and simplification of the analysis parameters.

Activity	Activity Statement	Focus		Degree of Control				Speech Type		Groupings			Authenticity		Contextual Support			
		Linguistic aspects	Communicative aspects	Closed / Reproductive	Closed / Productive	Open / Reproductive	Open / Productive	Monologue	Dialogue	Teacher - fronted	Pairs	Group	Authentic	Non-Authentic	Textual	Visual	Textual and visual	Any support

Figure 4. *Checklist used to analyse speaking activities adapted from Bueno-Alastuey and Luque's (2015) and including Nunan's (2004) notions on task rehearsal.*

This tool is divided into eight main sections. The first two, *Activity* and *Activity statement*, provide the task number and page, followed by the main description of the exercise used to frame the task. The activity statement is supplied in the *Amazing Rooftops - Teachers' Guide 6* (Finnis, 2019).

Next, we find the *Focus* category, which is divided into two different areas: linguistic aspects (accuracy) and communicative aspects (fluency) (Bueno-Alastuey and Luque, 2015). It defines the type of speech requested and the skill integration. In line with Richards' (2006) definition, it can be stated that focus on linguistic aspects or form, refers to the correct use of linguistic elements such as morphosyntax, lexicon or phonetics, among others. Then, focus on communicative aspects or function concerns the use of communication strategies considering the environment and the interactive situation in the foreign language (FL) performance and refers to meaning-oriented tasks. Although the authors divided the *linguistic aspects* (*accuracy*) category into 3 subgroups, pronunciation, vocabulary and grammar, this breakdown has not been made in the table used for the study due to the priority given to an analysis of a global approach of the activities.

Degree of Control is split into four different sub-categories depending on the students' command of the activity. These assess whether the activity is open or closed and if the aim is reproductive or productive. "Closed tasks are ones that are highly structured and have very specific goals. Open tasks are ones that are more loosely structured, with a less specific goal" (Willis, 1996, p. 28). According to Ellis (2003), in open tasks, there is no single correct and predetermined solution and learners are expected to share their own ideas. In closed tasks, learners ought to reach a concrete solution and are rarely able to express their opinions. On the other hand, Nunan's

reproductive and productive benchmarks have been added to the chart. They are relevant to understand the type of demand that pupils are asked to meet. The author expressed that reproductive language tasks are the ones where students reproduce and manipulate the language models provided by the teacher or the textbook, whereas productive, or creative, tasks are those where new and old grammatical structures, vocabulary and expressions are combined to generate free-standing discourses (Nunan, 2004). It should be recalled that task control operators determine the activity's demands and complexity.

After that, one must define the interaction that is promoted by the activity. In this case, the task approach can be classified into two main groups subject to the speech type required: monologues and dialogues. In monologue speeches, students are asked to speak without being cut off or awaiting a reply. However, dialogues are two-way communication actions where more than one speaker is involved (Nunan, 2004). Then, the student's arrangement is essential to define their interaction when practising speaking. Thus, *Groupings* is subdivided into three categories: teacher-fronted or individual, pairs and groups. According to Watanabe and Swain (2007) it is essential to consider peer–peer collaborative dialogue as a mediator of L2 learning as it occurs in interaction and not as a result of the interaction.

At the same time, the *authenticity* of the proposed activities is evaluated. The checklist bases the distinction between authentic and non-authentic tasks on McDonough and Shaw's (2012) definition. They stated that authentic tasks call for the use of similar language to the one applied in real-life conversations that require some kind of understanding and cannot be mechanical. On the other hand, non-authentic activities are those which "people would not do in real life such as reading a dialogue written or preparing conversation and practising it or ordering a set of sentences and learning the story to tell your partner" (Bueno-Alastuey and Luque, 2015, p. 93).

The last category makes reference to the *contextual support* that the activity may have. Four sub-categories arise from this headline. They depend on whether the task

is complemented with background or supporting information including textual and/or visual prop, in the form of pictures, images or graphs (Bueno-Alastuey and Luque, 2015).

It should be stressed the fact that the analysis of a single unit is transferable to all the others.

3.2.3.   Questionnaire

Taking into account that the aim of this report is to determine the motivational factors that can affect learning, and more specifically the oral production in English, among 6th-grade pupils at the school, a questionnaire has been used to find out the pupils' current situation and their attitude towards the English language.

Considering the motivational theories presented in the literature review and further findings in several studies, I have simplified Mearns, de Graaff and Coyle's (2017) Likert scale[12]. It includes 28 items grouped into 6 different variables that relate to Gardner's and Dörnyei's suggested models and is mainly focused on extrinsic motivation.
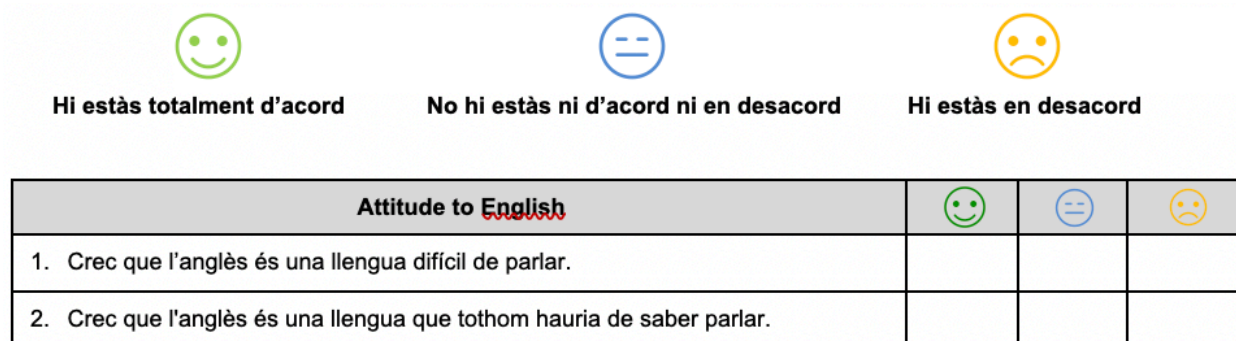
- *Attitude to English* refers to the vision towards learning the foreign language and the motivational effort students make. (4 items)
- *School English Lessons* refers to the attitudes towards the learning situation. This one includes an evaluation of the L2 teacher proposals and course. (8 items)
- *Family Attitude to English* refers to external support, in this case, the family. (2 items)

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[12] Mearns, de Graaff and Coyle's Likert (2017) is based on 8 factors: attitude to English, attitude to Foreign Languages, attitude to L2 English-speakers, Instrumental Motivation, Vision of Future Self, Family Attitude to English, English Lessons, and Extramural English. (see Appendix 6)

- *Opinion of EFL speakers* involves integrativeness and attitudes towards the EFL community. (5 items)
- *Current L2 Self* embraces Dörnyei's L2MSS[13] interpretation of the present self. (4 items)
- *Instrumental Motivation* measures the attitudes and desire to learn an L2. (5 items)

The main aim of the questionnaire was to draw a picture of the motivational profile of the students, in order to find out about the current situation in the classroom. In this case, the questionnaire was built on a Likert scale of agreement, in which pupils had to choose a level of agreement with each sentence. On this scale, a happy face meant completely agree, a neutral face meant neither agree nor disagree and a sad face meant completely disagree. *Figure 3* shows an example of how the items were presented in the questionnaire.

Hi estàs totalment d'acord	No hi estàs ni d'acord ni en desacord	Hi estàs en desacord
☺	☺	☹

Attitude to English	☺	☺	☹
1. Crec que l'anglès és una llengua difícil de parlar.			
2. Crec que l'anglès és una llengua que tothom hauria de saber parlar.			

Figure 5. *Example of questionnaire statements and the 3 possible options of the Likert scale.*

To ensure a complete understanding of the questionnaire and speed up its filling, the tool was designed and carried out in Catalan. Besides, it was administered during school hours, with half of the groups each time and including a total of 50 boys and girls. Students were asked to respond to it individually, being honest, and to raise

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[13] Second Language Motivational Self-System includes the concepts of possible selves and future self-guides, and is composed of the ideal L2 self, the ought-to L2 self, and L2 learning experience (Dörnyei, 2005).

their hand in case they needed clarification. The questionnaire explanation and answering lasted about 20 minutes.

3.2.4. Observation

Penalva and Mateo (2006) argue that the qualitative researcher is trained on the basis of practice rooted more in the trade than in the profession, as opposed to the systematised and standardised practice of quantitative research. In this approach, daily contact with the field of observation and intuition is a very important part.

To implement this research technique, two observation sessions of 1 hour each have been devoted to each subgroup, combining ordinary English classes with specific speaking lessons. Since I was not the reference teacher in the classroom, I was able to take relevant notes during the sessions. At the same time, I had the opportunity to take part in the activities, so that I could learn first-hand about the educational proposals offered by the school and analyse the pupils' behaviour during the lessons.

4. RESULTS

The results of the current study have been organized in four sections which consist of the different data collection tools used in the research.

4.1. In-depth Interview Findings

The analysis of the interview is presented by means of a table. The grid is a classification of the interviewee's given information according to 4 topics (*ordinary English lessons, speaking lessons, science lessons* and *further proposals*) and helps

to summarise and assess the current situation of the school, the group of pupils under study and to inspire the potential intervention.

	Classroom logistics	Proposal
Ordinary English Lessons	Exposure: 2,5 hours/week Nº of Students: 25 Teachers: 1 teacher/group	Use of books and resources *Amazing Rooftops 6* (*Oxford*). Adaptation of the materials if the topics covered are remote or not of interest to the students. Some activities are complemented with videos (oral input) and students are also asked to act out a role-play or give an oral presentation on the subject matter (oral output) - e.g., to reinforce a writing or reading activity. Many speaking activities are maintained, always considering students' motivations. However, there is an exclusion of debate activities if the topic proposal is not valuable. Include tasks based on the idea that dynamic and active activities are more engaging for students. Most oral activities are reproductive and brief, not productive. Choice of books to guarantee better progress of the contents. Usual assessment through tests.
Speaking Lessons	Exposure: 1 hour/week Nº of Students: 12 Teachers: 1 teacher/group	Reinforcement activities are proposed regarding the content that is being worked on - e.g. description games, *Who am I?,* bingo, board games… Offer of dynamic activities where the generated conversation is reproductive (due to the difficulties observed among students to transfer and apply the knowledge in their own production). Thus, no proposals are made to encourage productive dialogue between children, nor are they asked to communicate in English in group work. This subject is only done in 6th grade, so students have no previous background. An overall assessment is made in accordance with the attitude and the resolution of the activities.

Science Lessons (GEP)	Exposure: 1 hour/week Nº of Students: 25 Teachers: 1 teacher/group	Starting point of this project was not to improve English because science was already taught before. The goal was entering the GEP project to give recognition to what has been going on in the school for years and acquire the innovation certificate. There was a need to improve the methodology, to incorporate other activities so the teaching team developed their own didactic units, which include very experimental proposals with visual supports. However, the projects are weak on textual/oral production. The school pretended to make science classes more dynamic as if they were foreign language lessons. The expectations are to improve or maintain the students' English level (pending of evaluation) as well as to improve the methodology. The English language is not assessed.
Further Proposals	-	When school projects are carried out, English teachers are offered to make a related proposal, but it is not always done (it depends on the school year and the project). Previous experiences with ETwinning (school year 16-18), were not very satisfactory because the platform and the system were not adequate. Even so, it is considered a good strategy for learning. There is a projection to participate in the "Sharing to Learn" project, which involves collaboration with local schools (INS). It is a community service where students with a high English level in secondary school give support to those in primary school. Erasmus is also considered to provide real conversational situations and foster interest in learning and motivation for the target language.
General Aims	To promote productive skills (writing/speaking) To make students who are in the middle range in the subject, move up to the top. To compensate for the lack of oral and interesting proposals in the textbooks with the addition of other alternative activities where speaking is promoted.	
General Achivements	Reach more students and be able to meet their needs in a more specific way. Students embrace the English classes with a very positive attitude.	

Figure 6. Table with the main ideas of the interview. Source: own elaboration

4.2. Document Review Findings

As aforementioned, the systematic analysis of the textbooks needed to examine *how many* speaking tasks a unit includes and *how* is the skill presented in the resources. The survey covered the tasks' focus, their degree of control, the type of interaction required, the sort of grouping intended, their authenticity and, finally, the tasks' context.

The results of the document review have been presented following the established parameters. The first part determines the percentage of activities related to oral expression in the selected coursebooks. The subsequent part is the exposition of the findings concerning the elements used to analyse each task.

It should be noted that all book units follow exactly the same structural pattern and offer an identical number of exercises in each lesson block. This is why the following chart only illustrates *Unit 1*, although it can be transferred to any of the other units.

Lesson block	Class Book		Activity Book	
	Speaking activities	Overall activities	Speaking activities	Overall activities
Vocabulary 1	2	4	1	3
Grammar 1	1	3	0	3
Culture	1	3	0	3
Everyday Language and Values	3	6	1	4
Vocabulary 2 and Story	2	6	0	4
Grammar 2 and Song	1	3	0	4
Literacy	1	5	0	3
Communication	2	8	0	6
Total	13	38	2	29
Percentage of speaking activities	**34,2%**		**6,9%**	

Figure 7. Number speaking activities of each Amazing Rooftops 6 textbook in Unit 1.

As shown in Table 3, the examined material consisted of 67 activities in two EFL textbooks, out of which only 15 were identified as speaking activities. *Amazing Rooftops 6* class book presents a higher range of oral communicative activities (34.2%) compared to the activity book that had a very low percentage of speaking tasks (6.9%).

As regards the outcomes acquired with the checklist, some aspects should be highlighted. The table (appendix 7) reveals that half of the speaking activities focus on linguistic aspects (50%) and the other half (50%) focuses on communicative aspects.

Looking at the degree of control of the tasks (closed/ open or reproductive/ productive), it is found that open activities slightly outnumber closed activities, as do productive tasks over reproductive ones. However, if this information is broken down, it can be observed that the number of closed-reproductive activities is much higher than the closed-productive ones. The opposite is true for open-reproductive activities, which are about two-seventh of the open-productive ones. It seems that the resource balances reproductive and productive activities throughout the unit, although most of the former are closed (32%) and the latter open (44%). Consequently, closed-productive (12%) and open-reproductive (12%) practices represent a smaller portion of the proposal.

The category *Speech type* refers to one or two-way communication. Most speaking tasks, exactly 9 of 16 per unit (56%) are dialogues while 7 of them (44%) are monologues. This information suggests that there is a greater attempt to generate peer-to-peer interactions than to create isolated and decontextualized outcomes.

As far as the *Groupings* is concerned, one can see that most of the tasks are expected to be solved in pairs (56%), which means that peer-to-peer interaction is sought. It should be noted that only 2 activities (12%) are suggested for groups and the rest

are teacher-fronted (32%) questions. Most of the last ones deal with a single concrete query. This data reveals that more than half of the activities must be carried out by interacting with other people. Thus, pair-work and small-group tasks constitute a clear majority.

The checklist shows that there is perfect equity between authentic and non-authentic activities. However, according to Bueno-Alastuey and Luque (2015), there should be more authentic rather than non-realistic activities to provide a good balance between them and better educational practice.

Finally, it should be noted that both textbooks provided a majority of contextualized tasks by including textual or/and visual support. In *Amazing Rooftops 6* the 19% of the tasks are contextualized only with text, 6% exclusively with visuals, whereas 56% of the tasks include both props. On the other hand, 19% of the tasks are not accompanied by any contextual support.

4.3. Questionnaire Findings

The results of the questionnaire are presented below. The most relevant aspects are commented on and referred to according to their numbering in the questionnaire. (see appendix 8).

If we start by looking at *Attitude to English'* items, one can observe that 72% of the students hesitate about whether English is a difficult language to speak, and some of them stipulate that it depends on the case. The rest of the students' perceptions are equally divided (agree or disagree) on the statement. Therefore, there is a conflicting view on this element. Item 2 shows that more than half of the participants (56%) believe that everyone should speak English, the rest neither agree nor disagree, and an ephemeral portion does not agree with the statement. Thus, it is worth highlighting the fact that many of them identify English as an important language to learn. Regarding the students' effort and interest, 70% decide to correct their

mistakes, and 44% of them are not ashamed to speak in the target language. This means that a considerable number of students show a positive attitude to learn the language, even if they consider it difficult. However, it cannot be ignored that 26% of the participants define themselves as intimidated or uncomfortable when speaking in English.

As far as the results of *School English Lessons* is concerned, it can be seen that a great percentage (70%) of the students considered the school's activities to be varied, useful, fun and interesting (60%). Only 4% have the contrary opinion. According to the 7th item, the most popular activities among participants are the interactive ones, group work and board games. In the middle range, we find debates and role-plays, and the least popular tasks are oral presentations, worksheets and book activities. Focusing on speaking activities, it can be noticed how 58% of the sample group consider speaking activities to be diverse, 6% think the opposite and 36% stay in between. Nevertheless, less than half of the class (44%) feels that the discussion topics are interesting, against 16% who think they are not. Item 10 shows that 60% of students do not communicate in English with their classmates. Only 6 participants ascertain to do so, meaning that they rarely use English with their classmates. One reason could be because a considerable number of participants (40%) do not believe they have real situations to practice the language. 32% think that these situations do exist, and the remaining 28% neither agree nor disagree with the statement. They also transmit that English classes are explicitly focused on language skills and hardly ever include other aspects of the language such as culture or geography.

The two items related to family attitudes reveal that they have a positive vision towards the language (86%), and only 4% have the contrary opinion. Then, item 14 shows that 58% of the families consider English to be one of the most important subjects at school, versus 4% of them who don't. Finally, 38% hesitate to take a stand.

Considering students' opinion of EFL speakers, it can be highlighted that, in general,

they express favourable attitudes towards the EFL community. Many of the participants agree that mastering English enables people to get good jobs (50%) and to travel easily (76%). Only 6% don't consider it to be relevant. Item 17 presents that 44% believe that knowing English brings you closer to other cultures. The 16% disagree with this idea, and the remaining 40% neither agree nor disagree. In the same line, 46% of the students hesitate to take an extreme stand on deciding whether English makes it easier for people to have friends around the world. However, the perceived difficulty of the learning process may demotivate them, as 66% of the participants think that learning English requires a lot of effort while only 2% think the opposite.

According to their view *on Current L2 Self*, students show difficulties in agreeing about being able to hold a conversation, even if they consider themselves to be capable of understanding others. Half of the participants consider themselves able to understand English while the 4% consider that they can't. The remaining group (46%) don't agree or disagree with the idea, it probably depends on the moment or person they talk to. The controversy appears with production, as some of them hesitate whether they could be understood. Barely 28% consider themselves able to speak in English. Item 22 shows that twice as many students need to think a lot before speaking (42%) than those who consider that their speech is fluent (20%). Finally, item 23 reveals that just 28% of the participants firmly believe they can maintain a smooth English conversation. More than half of the group neither agree nor disagree with the idea and 18% feel unable to carry on a dialogue.

To conclude this section, it now remains to consider the aspects related to instrumental motivation. Based on the results, participants identify having more job opportunities (84%), getting access to further information (66%) and meeting foreign people (50%) as the elements that most motivate them. However, the prospect of studying abroad and satisfying the families raises more controversy. While nearly half of the sample are motivated to study abroad, 24% have no interest in it. Likewise, the answers to item 28 are displayed in a fairly balanced way. 38% do not believe that learning English is a determining factor in their family's

satisfaction, whilst 32% do.

4.4. Observation Findings

After several sessions, I can conclude that the students tend to use their native language almost all the time, and only use it when they are doing an explicit speaking activity and the teacher is watching or assessing them. Pupils make little or no effort when they have to communicate with each other or with the teacher. When a game is played, most of them follow its dynamics, but they do not communicate in English beyond the game. When it comes to collaborative or cooperative activities, they tend to help each other, although they hardly ever do so in the foreign language. I have also noticed that they often show an attitude of embarrassment and avoid expressing themselves in English in front of their classmates.

Most of the students are passive recipients of information and show no initiative to participate in any task, possibly due to insecurity and lack of interest. Although there are students who demonstrate high language skills, many others still reveal poor oral skills, insufficient confidence or fear of committing errors.

Although the students attend speaking workshops, which are intended for the enhancement of their speaking proficiency, the lessons are mainly focused on following the book content and structure. Even so, the teachers try to motivate them with games, role-plays or cooperative tasks, but it is difficult when they are reluctant to participate in English conversations. I consider pupils need a more student-centred approach and to learn in an active way, to work in peer and group activities, to speak about engaging and interesting topics for them and share their opinions and points of view.

Despite the fact that the regular sessions begin with a question routine where the pupils are compelled to speak in English, I have been shocked by the fact that when the teacher explains lengthy content, whether grammatical or lexical, she resorts to the school's vehicular language.

It should also be taken into account that the reference models that the pupils have, namely the teachers, are not native speakers of the target language and although they try to communicate in English, the children are perfectly aware that they can answer in Spanish and the communication will flow anyway.

As a consequence of these results, the proposal defined in the following paragraphs will try to cope with such difficulties and present some suggestions to solve the problem.

5. ANALYSIS AND DISCUSSION

This study sought to address two research questions regarding the nature and role of motivation in ESL learning in order to stimulate oral communication skills in schools. Therefore, the literature review allows us to affirm that the students' extrinsic motivation develops in relation to their prior motives and goals to acquire the foreign language, the learning experience and their positive attitudes towards the L2 community. Further, teachers can engage and promote pupils' oral competence by supporting their interests and needs, offering communicative approaches and presenting engaging and relevant materials.

The analysis of the collected data to answer how we can promote oral skills based on the students' motivation at the target school, can be conducted on the basis of the previous ideas.

The results obtained with the questionnaire show that many 6th grade students identify English as a significant language to be learnt. Their positive attitude and motivation to master a foreign language seems to be driven by the potential achievements that one could accomplish. This mainly refers to having more job opportunities, getting access to further information and meeting people from different

cultures. If we follow Dörnyei's (2001) idea that motivation leads to the selection of an objective to be pursued, and consider the information obtained as a starting point, it would be possible to enhance the interest of these students by offering activities aimed at their desires. Moreover, their positive attitude and hard work towards learning, and their families favourable influence, also condition a greater willingness to learn. This can also be linked to Deci and Ryan's (1985) identified regulation for EM as acquiring communicative skills is based on personal values and sense of importance. Thus, it must be reminded that motivation is the driving force in any situation and a motivated individual will display effort, desire and affect, which, in turn, influence language achievement (Gardner, 2001).

Attitudes towards the learning environment and scholar proposals have also been analysed. The findings show that a great percentage of students considered the presented tasks to be varied, useful, fun and interesting. The in-depth interview and observations demonstrated that the teaching team makes great efforts to offer a wide and engaging variety of activities. Taking advantage of the situation, they were asked about their input preferences, and the results presented a clear priority on group-based, digital and gamified tasks. Thus, by knowing their interests and tastes, a better learning environment can be created on that premise. However, this does not mean that books or worksheets should never be used, but that they need to be complemented with activities of their interest. In fact, Gardner (2001) stated that students don't have to think that everything about the class is ideal as, at some point, some will express more positive attitudes than others. Besides, "it is highly unlikely that everybody can be motivated to learn everything, and even generally motivated students are not equally keen on every subject matter" (Dörnyei, 2001, p. 25). So, as teachers, what we must do is to ensure that it is not always the same people who are favoured by the topic or the methodology and propose a model that varies the focus.

On the other hand, it should be highlighted that there is an evident lack of real-life situations to speak in English and students rarely use the target language to communicate. The tendency to use their native language has also been noticed in the

observation sessions, both among classmates and with the teacher. Moreover, the participants transmitted an essentially linguistic approach to the lessons, where cultural, geographic, literary or artistic language topics are rarely addressed. Both results should be considered as areas for improvement since it is important to enhance learners to interact with each other using authentic language in context (Richards and Rodgers, 2014). Thus, we need to provide oral opportunities in the classroom with a genuinely communicative goal (Criado and Sánchez, 2009). The sessions devoted to speaking are the perfect environment to cultivate a Communicative Language Teaching approach.

The items assessing integrativeness manifested general favourable attitudes towards the EFL community and revealed sufficient interest in acquiring the foreign language. This is encouraging data since the desire to approach the L2 community implies being more open and respectful to other cultures and lifestyles (Gardner, 2001). It is also important to remember that the willingness to approach the L2 community is one of the main indicators of motivation (Dörnyei, 2001). Even so, their perceptions of the learning process difficulties might become a demotivating factor that collides with the language proficiency. To cope with this issue, positive feedback should be offered to students and they ought to appreciate their achievements and see mistakes as learning opportunities (Dörnyei, 2001).

As regards the perception of the current L2 self, students show difficulties in agreeing about being able to maintain a conversation. The controversy doesn't appear with understanding abilities but with productive ones, as some of them hesitate whether they could be understood. If we know that learners have high expectations for their L2 future self, this situation can be exploited and the discrepancy between the current reality and the "wish to be" can be used to promote motivation. It is worth recalling that students' self-positive image is necessary to positively approach language learning (Csizér and Kormos, 2009). However, it must be considered that, besides Dörnyei's (2009) theory values the discomfort associated with the learner's experience on the difference between the current L2 self and the ideal L2 self, in the L2MSS this discrepancy is not implemented. In the objective observations, I have

also perceived an attitude of embarrassment and avoidance to picture themselves speaking in English in front of the class, which underscores the poor self-perception.

As mentioned above, in order to offer a more accurate didactic proposal, the most used educational resources, the books, have also been analyzed and evaluated. Hence, the following point has focused on providing a global overview of whether the speaking tasks presented in *Amazing Rooftops 6* textbooks encourage oral communication or not. Consequently, the analysis comprises data regarding the amount of oral production to be delivered or elicited from students and an examination of the activities' features to check whether the offered proposals were adequate for the development of oral communicative skills.

The first aspect considered was the number of tasks devoted to speaking skills. As *Table 3* shows the class book provides 13 speaking tasks within a unit, which according to Bueno-Alastuey and Luque (2017) is an appropriate number of activities to develop and work on oral output in class. These tasks represent 34,2% of the total amount which contrasts with the 6.9% reported in the activity book. Devoting this quantity of tasks to oral production shows that these ESL textbooks focus more on written rather than speaking skills. Therefore, these findings follow the same patterns as previous studies where it was exposed that more time and space in books was devoted to written aspects than to oral ones (Bueno-Alastuey and Luque, 2017 and Gómez-Rodríguez, 2010). The authors also state that this fact may imply an implicit focus on tests, which makes sense if we take into account that the "Consell Superior d'Avaluació del Sistema Educatiu" does not evaluate speaking skills.

The second part of this analysis examines the pedagogical strategies presented to develop speaking skills in the books considered. The acquired results reveal a task balance between focus on lingüistic aspects (accuracy) and focus on communicative (fluency) aspects. However, it should be noted that these books present an important emphasis on accuracy over fluency when it comes to the amount of oral output demanded. Many meaning-oriented tasks display specific and isolated questions that simply generate one short answer and, probably, only a few students will be able to

respond aloud in the classroom reality. This data matches with the instructional approach noted by Lightbrown and Spada (2013), where teaching periodized language structures rather than the need-for-communication itself. According to Bueno-Alastuey and Luque (2017), this factor means that the books are addressed to lower competence levels or more traditional approaches.

As regards the degree of control of the tasks it seems like there is a higher amount of open-productive (44%) and closed-reproductive tasks (32%) rather than the rest. The results show that there is a similar number of free tasks and controlled tasks. However, one must bear in mind that most of the first ones refer to unique teacher-fronted questions, so, there is an intention to allow creativity but limited by speaking opportunities. In addition, Nunan (2004) expressed that "learners should be encouraged to move from reproductive to productive skills" (p. 37), and this sample shows no progression at all as there is an equivalent number of both task types throughout the whole unit.

The data collection checklist shows that there were more monologues than dialogues in the books to approach speaking skills development. The CEFR requirement is to include both interactions in any coursebook (Council of Europe, 2001), so one can consider there is a great proportion in *Amazing Rooftops* 6. With respect to authenticity, there is the same percentage of activities that are considered authentic as there are non-authentic. In this case, more real-life conversations should be presented in the EFL books to have a great offset (Bueno-Alastuey and Luque, 2017).

Following the pattern of favouring interactive activities rather than monologues, the most common student's arrangement was pairs, followed by teacher-fronted tasks. Watanabe and Swain (2007) claimed that pair work is a great strategy for practising oral skills, maximizing student's speaking time and fostering production. On the other hand, in teacher-fronted activities time is not optimized since only one student is involved in the interaction.

Finally, both textbooks included textual and/or visual support, either in the form of an image, picture or diagram, in almost all the tasks. The major inclusion of contextual supports is a positive finding, as it may provide a reference for structuring students' production and will make textbooks more appealing for students (Bueno-Alastuey and Luque, 2017).

Along the same lines as the studies carried out by Criado and Sánchez (2009), Valldepérez (2016) and Luque and Bueno-Alastuey (2017), these books show an intention to emphasise oral production and shift from grammar and vocabulary-based notions to global understanding and interpersonal communication, although some aspects still need to be addressed.

To complement and improve the didactic offer of the books, in the interview, it has been shared that there is a strong intention to prioritize the children's interests. This is demonstrated by substituting activities that are not of their interest to others, as well as complementing them with videos or interactive materials. Reinforcement speaking activities are also proposed with dynamic games and tasks. The school's strategy fit with Brown's (1989) conception of making lessons easier, understandable and significant by providing a large diversity of sources and relevant activities to their age and interests.

In this way, and having considered the current motivational models and the data collected, the following section presents a range of general actions to stimulate EFL oral communicative competence. A didactic proposal of the analysed unit to promote the English language oral output from an extrinsic perspective is also displayed below.

6. INTERVENTION PROPOSAL

6.1. General motivational guidelines for enhancing oral expression

Dörnyei's (2001) personal belief is that "most students' motivation can be worked on and increased" (p. 25). Thus, the present piece focuses on how theoretical knowledge can be turned into practical guides and techniques to motivate EFL learners in the classroom. It will offer a wide range of recommendations based on Gardner's (2001) aptitude and motivation in the second language model and Dörnyei's (2001) process-oriented model of learning motivation in the L2 classroom.

Creating the basic motivational conditions in the classroom is essential to start with a positive dynamic where the pupils feel hooked to the proposal. The first aspect teachers must consider is to project an enthusiastic and committed image and shape a pleasant, supportive and cohesive class atmosphere based on acceptance and respect. Dörnyei (2001) affirmed that "almost everything a teacher does in the classroom has a motivational influence on students" (p. 32), meaning that teachers' behaviour is determinant on pupil's attitudes towards the learning situation (Gardner, 2001). It is also important to build a close relationship, both academically and personally, with the students, even if it is a slow and ongoing process (Raffini, 1993).

Since we do not live in an idyllic world where the inherent curiosities and interests of students aren't curtailed by the demanding educational system, teachers need to generate encouraging attitudes and desires towards learning an L2. Promoting positive language-related perspectives and values involves dealing with respected L2 models and participation in significant learning experiences (Dörnyei, 2001). To arouse students' inner interest one can bring up challenging and striking aspects of the foreign language and link them with their current needs and interests. The student's willingness to know and interact with the L2 community (Gardner and Lambert, 1972) is another feature that could be fostered. To develop cross-cultural consciousness schools can sharpen up similarities and differences between the group

traditions and habits as well as extend the pedagogical input with authentic materials, native-speaker meetings, L2 pen-friends or exchange programs (Dörnyei, 2001). As Gardner's (2001) definition of motivation is linked to the desire to learn a language, instrumental attitudes can also be boosted. The starting point is to determine pupils' goal orientation by making them realize the advantages of learning a foreign language such as English (Gardner, 1985). Dörnyei (2009) affirmed that teachers should make materials relevant for the learners starting from their topics of concern and connecting those issues with their future L2 vision (Dörnyei, 2009).

Hereinafter, the next step is to maintain that motivation by making learning stimulating and enjoyable. It can be accomplished by breaking the monotony, offering varied and challenging activities and involving students in the classroom (Dörnyei, 2001). We need to provide activities where students are driven to speak to each other and express their ideas rather than practising the grammar structures proposed in a textbook. This way, learners become active participants in their learning. Another issue we must highlight is the importance of learner's confidence by making them successful (Scheidecker and Freeman, 1999). Providing experiences of success, adjusting the difficulty and complexity of the tasks, and encouraging learners are key strategies in the field (Dörnyei, 2001). In addition, encouraging cooperation between learners is a strategy that fosters responsibility, autonomy or effort and leads to shared satisfaction (Dörnyei, 2001).

To round off the learning, it is important to promote a positive interpretation of achievements to acquire a favourable self-concept. Ushioda (1996) stated that students should "attribute positive outcomes to personal ability, and negative outcomes to temporary shortcomings that can be remedied" (p. 13), reflecting the fact that pupils need to understand their successes and failures in a constructive way. One more aspect to be considered is providing motivational feedback. Ford (1992) remarked that when there is no feedback on an action, the goal loses strength and priority, becoming uninteresting and forgotten, and then, students may lose the willingness and interest to learn the L2. One way of conveying satisfaction or recognizing work is with rewards, although they can be a double-edged sword. When

students concentrate more on the reward rather than on the learning, they ignore the real values associated with the task (Brophy, 1998).

Having commented on a wide range of motivational strategies, it must be said that it is not necessary to apply all of them at the same time, or all of them at all, to do a decent job. We should remember that each group and situation is different, so quality must be given priority over quantity in order to create a good motivational climate in the classroom.

6.2. Unit intervention to promote speaking based on extrinsic motivational variables

The present section provides an adaptation of the oral production activities from Unit 1 of the book *Amazing Rooftops 6*. The lesson plan is also complemented with tasks that can be carried out in the specific speaking sessions that the target school conducts.

Having said that, this proposal puts high importance on including the motivational findings in the questionnaire to focus on the needs and motivations of the learners. In the same way, it is intended to promote a Communicative Language Teaching approach through a hybrid method that combines Task-Based Instruction, Problem-based Learning and Cooperative Learning. Using a hybrid approach "can be utilized to create a learning environment that will not only facilitate the improvement of students' speaking proficiency but can also result in positive changes in their motivation too" (Kassim, 2018, p. 849). There will be a preference for using resources of interest to them like games or interactive activities, as well as authentic materials and real communicative contexts.

The curriculum is based on a student-centred and competency-based methodology. So, if we want our students to be active learners, we must teach them in a way in which we activate their enthusiasm to have a significant learning process.

In the following proposal, I suggest 20 tasks that can improve the *Amazing Rooftops 6* proposal. As will be described below, some of the book activities are maintained, others are modified, and a few are replaced. In addition, it includes some tasks proposed to be carried out during the explicit speaking sessions, since this school is fortunate to offer them. It is important to bear in mind that the presented speaking activities involve both accuracy and fluency development, providing opportunities to experiment and try out students' new knowledge together with old languages schemes.

Teaching sequence *Unit 1: At the Club*				
Learning blocks	**Short description of the activity**	**Grouping strategies**	**Classroom material**	**Changes implemented and main strengths**
V O C A B U L A R Y	**1 – Opening Questions** **(CB p.8 act. 1)** "What hobbies do you have?", "What extracurricular activities do you do? What others do you know of?"	Cooperative groups Structure 1-2-4	Class Book	Changed from teacher-fronted to pairs/group work. In Catalonia, public schools do not usually have after-school clubs, although some do offer extracurricular activities. The topic can be a bit remote for the students, so it has been adapted to their reality. Hobbies are a personal matter that might be more appealing to them.
	2 – Information-gap activity **(CB p.8 act. 3)** Reproductive version: Students are divided into A-B pairs. Each student has a complementary picture that cannot show to the other. In the images, some characters are missing and there is only the number that identifies them. The students have to ask each other: What is number X doing? and the other one answers, "He's playing computer games". Every time they get an answer, they can scratch the character/action on the picture. Productive version: Pupils are given similar pictures but not identical, they contain a number of slight differences regarding the target vocabulary. Students have to sit back-to-back and ask questions to try to find out how many differences there are between the two pictures.	Pairs	Pictures to be described	Changed from a book activity to a dynamic game responding to students' priorities in terms of activity types. Since pupils have to look for and complete missing information, and thus, solve a problem, the activity becomes a meaningful practice rather than mechanical.
	3 – Find Someone Who **(AB p. 6 act. 2)** Students will be given a piece of paper with different actions on it and they must find someone in the class who does the indicated action by asking: "What do you do after school/ on the weekends/ before school…?". Sentence examples: *Find someone who… does homework after school. watches TV before going to bed. practices sports in the afternoons.*	Whole group Peer-to-peer	Worksheet	Changed from a book activity to a more dynamic and active task. Students are presented with a real situation where they have to interact with each other and get to know themselves better. In this way, the activity is closer to their reality and with an authentic approach. Although the question-answer system is maintained, it becomes semi-structured and less reproductive.

	reads a book in their free time. *plays video games on weekends.*			
	4. Jigsaw / Story-building activity **Speaking Lesson** Each student in the group will have some images that correspond to a sequence of actions. These are different, but together, they create a story. The students, without showing the pieces to their classmates, must describe what is happening in the pictures and try to put them in order as they think the plot evolves.	Cooperative groups (3-4)	Story frames	The activity is focused on achieving a communicative goal. If students don't communicate, they won't be able to build up the story. It is presented as a problem to be solved through communication and collective decision making. Thereby, group work and active participation among the students is encouraged, since each one has some information to share. Depending on their likes and dislikes, one can offer a story that incorporates the students' hobbies or relate it to a popular game in the classroom. Teachers can also provide a cultural story related to English backgrounds to expose the students to other non-linguistic aspects of the language.
G R A M M A R	**5. Question-Answer Game** **(CB p. 9 act. 3)** Students ask and answer questions using the target grammar structures.	Pairs	Class Book	It is maintained because it is a proper gamified activity to focus on specific linguistic aspects. Reproductive tasks are also necessary to internalize structures and, thus, be able to progress and produce more autonomous and self-directed speeches. However, this activity is open-ended, and the two interlocutors can simulate a proper dialogue.
	6. Problem-solving activity **Speaking Lesson** Every group of students will have a set of 8 cards. Each card describes a character, indicating their personality, likes and dislikes and hobbies (very diverse from one another). These characters will have to be placed around a table making sure that there are no hypothetical conflicts between them, due to their differences. Therefore, students must read and share ideas with their classmates to come up with an agreement. There is not only one correct answer. To increase the task complexity,	Cooperative groups (3-4)	Cards and table layout	This decision-making activity is presented through an authentic problem that needs to be solved. Therefore, it promotes free communication to achieve a common goal. Group work and active participation among the students is encouraged since they have to share their ideas. The activity could also be done with tablets and offering interactive characters. In this way, students can still manipulate the characters/cards in a virtual situation of their interest. Online tasks are more appealing to this group of students.

	teachers can establish premises like: two people of the same gender cannot be placed next to each other.			Another possibility is to do this activity in an active format, where each student takes on a role and has to be seated at a table in the school's canteen, for example.
C U L T U R E	**7. Problem-solving activity (CB p. 10 act. 3)** The students are presented with a critical situation where the action of the boy scouts is crucial to solving a problem (e.g. *save as many animals as possible from a burning forest with specific tools*). Pupils are asked to comment on how they can resolve the situation as quickly as possible. There is not only one correct answer. Task complexity can be increased by adding extra elements or limitations in the conflict.	Pairs	Worksheet with image and task description	Instead of answering a remote question to which they have no relation since the figure of the scouts does not exist in Catalonia, students are presented with a communicative, open and productive activity, where they have to come to an agreement.
E V E R Y D A Y L A N G U A G E A	**8. Values/opinion-sharing activity (CB p. 11 act. 1)** Students explain how to be polite to a classmate. Think of 1-2 sentences to be used in the classroom. Then, pupils share their ideas with the whole class.	Pairs	-	The activity is maintained but carried out in pairs instead of teacher-fronted. It has been upgraded so that they also have to brainstorm some ideas and comment on them. It is a proper activity to work on values and, in addition, it is an open and productive task that encourages oral communication.
	9. Board-Game (TIC-TAC-TOE) (CB p. 11 act. 3) In pairs, students play tic-tac-toe. To get a square they must ask a question to their partner in relation to the image that is presented in the cell. If the question is well formulated, they get the square. The other participant has to answer the question.	Pairs	Boardgame	This activity is maintained but in a game format to enhance students. Pupils can reproduce the target structures in a controlled task to improve accuracy and get to know the syntactic pattern. Furthermore, the game provides visual support to assist the understanding.
	10. Opinion-sharing activity (AB p. 9 act. 4)	Pairs	-	The activity is maintained because it is suitable for sharing and contrasting ideas. A real peer-to-peer communicative situation is encouraged.

N D V A L U E S	**11. Video description** **Speaking Lesson** Students are placed in pairs. One of the pair will watch a video and then has to explain it to his/her partner. To increase the complexity, the one who narrates the video must do so at the time the clip is played. In the end, the other member of the pair has to share what he/she has understood.	Pairs	Smart Board or Projector	This task has a genuinely communicative goal as students take turns to describe the actions happening in the video so that the other student understands the plot and the events sequence. It also involves authentic materials that can provide cultural information about the language. In addition, it includes visual and digital elements that help to foster students' interest and catch their attention.
V O C A B U L A R Y A N D S T O R Y	**12. Narrative activity** **(CB p. 12 act. 1)** Students are expected to explain what happened in the previous chapter of the story to contextualize the following activities.	Pairs		The activity is maintained as it presents a real communicative context. However, it could be presented in such a way that each member of the pair explains to the other a part of the previous chapter, ensuring that both participate in the explanation and neither is the passive agent.
	13. Opinion-sharing activity **(CB p. 13 act. 4)** Students read the story and explain their favourite part to a classmate.	Pairs	Class Book	The activity is maintained but carried out in pairs instead of teacher-fronted. This way, we ensure that everybody participates in an authentic conversation where they can share their points of view and thoughts. As the story proposed in the book is quite short, this task can be done with another story or input.
	14. Role-play **(CB p. 13 act. 6)** Students are given different situations that are similar to the story one. Each student has a role and they have to act out together to perform the action with dialogues. Reproductive variation: role-play the scenes in the book story.	Cooperative groups 3-4	Role-play scenarios	Changed from teacher-fronted to cooperative learning, so they will produce a greater amount of language. Working in groups, students learn from each other and are faced with the need to interact. Role-plays are effective language tasks that allow pupils to realize how language is used and take part in meaningful interpersonal exchanges. The task links grammatical and lexical aspects to communicative development when pupils have to improvise a scene or based on the given information.
	15. Play Bamboozle **(CB p.14 act.2)**	Informal Groups / Pairs	Bamboozle Tablets	Changed from a basic book activity to an interactive group game. It is an engaging and fun game where students can practice language accuracy. It does not

G R A M M A R A N D S O N G	Students play the interactive game. Each team has two members, and they are shown a picture from the game board. One of the members has to formulate a question related to the image and the partner has to answer it. If they ask-answer properly they win the question points.		(electronic devices)	require meaningful communication, but pupils can focus on the correct formation of language patterns. As it is played in groups, students' motivation is likely to increase at the same time they learn from hearing the language used by other classmates. In this case, pupils also self-assess their answers by determining if they are up to scratch.
	16. Opinion-shearing activity **Speaking Lesson** The students are given some pictures with different people (they can be people of their interest) and another one with objects that belong to them. Students must observe well and decide which object belongs to which person. They will have to discuss and give reasons/evidence to justify their opinions.	Cooperative groups (3-4)	Worksheet with images	The task creates the need for interaction and reflects natural and meaningful use of language. Students will produce language that might not be predictable while they focus on a communicative goal. Group work also involves active participation among the students, since each one will have a point of view to share. Furthermore, it connects students' interests with the use of linguistic content.
L I T E R A C Y	**17. Discussion activity** **(CB p. 15 act 3)** Students discuss and answer some questions.	Cooperative groups Structure 1-2-4	Class Book	It is maintained as the activity focuses on communicative aspects and fosters authentic dialogue between individuals. It also provides textual and visual support. The structure will be changed to the 1-2-4 method to maximize interactions and the amount of language they will produce.
	18. Sentence structure-activity **(CB p. 16 act 3)** Students ask and answer controlled questions about what they can do at an after-school club.	Pairs	Class Book	It is maintained because the book provides a proper activity to reinforce and consolidate the target grammar structures. It is also supported with text and visuals and boosts language interaction in a dynamic way.
	19. Information-transfer activity **(CB p. 16 act. 4)**	Pairs	Pamphlets	Instead of just numbering few rules without any communicative purpose, the task-based approach provides real materials with which students have to

C O M M U N I C A T I O N	Each member of the pair receives an information pamphlet about what can and cannot be done in a specific place. E.g. museum, national park, hotel... They must read the information and explain the rules to their partner.			read specific information about a subject and then explain it to the partner. The recipient should reply to the indications or ask for clarification in case of doubts. It is a focus on meaning activity that promotes free production of oral output as students have to use their existing language sources to achieve the task goal.
	20. Online Escape Room **Speaking Lesson** Students should complete a virtual room escape related to the unit's topic. They will have to solve riddles using clues or answer questions related to the content. Naturally, the whole process requires communication among the group members. A longer and more enriching option, which also includes other linguistic skills, could be to have the students create the room escape for another group.	Cooperative groups (3-4)	Genially link Electronic devices	This is a powerful proposal to motivate students as it includes gamification through an interactive approach, similar to today's video games. It is based on an initial problem that students must solve in order to finish the activity, so they are exposed to a real communicative context where cooperation is essential to reach the end. At the same time, students actively participate to discuss and consult the actions to complete some accuracy centred questions and find proper solutions to each situation. In addition, it can include authentic materials and exposure to real English models.

Figure 8. *Teaching sequence Unit 1: At the Club. Source: own elaboration*

It is important to remember that Unit 1 grammatical structures and vocabulary can be emphasized to encourage their application during the activity performance. Scaffolding materials can also be provided to support the learning process and to meet the classroom's diversity.

7. CONCLUSIONS

This study posits a few interesting facts about those variables that influence the motivation to learn a second language, and that in turn, promote oral production in English.

First of all, it is worth noting the diverse studies that have been conducted in search of the perfect formula to motivate learners. However, every individual is different, and in the field of psychology, it is very difficult to set standards. Among all the models, it seems that Gardner's approach is the most significant in terms of determining the factors that affect motivation to learn a second language. Thus, if we know the students' perceptions of the second language community, their priorities for a good classroom environment and their desire to learn the language, we can act in their favour. However, if these desires do not manifest themselves, as teachers, we may work to generate and promote them. But how can we generate positive attitudes towards the target language or the necessity to achieve a goal? Here is where Dörnyei's process-oriented model comes into play.

Motivation is a dynamic element that depends on the context and varies over time. For this reason, the same author proposes four phases that will create and maintain students' motivation to learn. These cover everything from the teacher's attitude to the development of cross-cultural awareness. It is worth stressing the importance of generating a desire to be pursued during the learning process, the influence of the materials presented in the classroom and students' perception of their achievements and failures. All these aspects, among others, can be shaped by appropriate proposals and behaviours.

On the other hand, and to promote oral skills, the resources used in the class should foster effective and fluent interaction between the learners. Cooperative learning and other methodologies such as Problem-Based or Task-Based instruction can be beneficial as they lead to a genuinely Communicative Language Teaching approach. Giving proper opportunities to practice the foreign language is essential to maintain students' motivation and boost their speaking abilities.

Finally, and regarding the case of study, knowing the initial motivational situation of the students proved to be useful because, although it has not been possible to carry out any intervention, it has allowed to elaborate and adjust certain aspects of the current didactic proposal in order to encourage oral communication based on their perceptions and desires.

8. RESEARCH LIMITATIONS AND REFLECTIONS

The present study also had certain limitations that should be mentioned. First of all, it is highly context-specific and its structure is framed by the fact that only one age group from a particular setting participated in the study. It was also carried out over a short period of time, precluding the improvement proposals implementation and assessment. This means that any of the findings are not necessarily transferable to any other educational environment.

On the other hand, I consider the starting point to be too broad. Excessive content had to be covered to act and assess the motivational changes in a real situation. Furthermore, I believe that when assessing extrinsic motivation, intrinsic elements should also be taken into account, since they are interrelated and interact throughout the learning process. The field is much more complex and, probably, teachers do not have much to do, but it is still important to take into account.

Another limitation of this research lays in one of the data collections instruments, the Likert questionnaire, which has not been statistically validated prior to use. I also adapted it leaving out some aspects that should have been valued. These features are the students' perception of the teacher's attitude and Dörnyei's ideal future L2 self. In addition, some phrases with negative connotation were formulated and should be changed to positive in order to facilitate data analysis. As I had poor knowledge of statistics it has not been possible to analyze the collected data following the appropriate procedure to estimate the impact of each of the items in the classroom.

A further implication is to improve the data collection tools to apply them in a broader study and draw more reliable and suitable conclusions to be generalized. It would also be convenient to give more importance to the L2MSS theory and connect the current L2 self with the ideal or ought to be L2 self as well as implement the motivational guidelines and approaches and evaluate their real benefits on EFL learning.

Concerning overall reflections, the completion of the study has led to a series of highly significant contributions in terms of formation. First of all, I would like to highlight my growing knowledge in relation to the addressed topic, a fact that has also allowed me to satisfy the need to go deeper into the target subject. From now on, I know which elements and strategies I should use in the teaching practice to motivate students, keep them interested in learning English and foster their oral production.

On the other hand, it is also worth commenting on all the research learning related to the explored data collection methods. I have acquired experience and mastery with its use, especially as regards questionnaires and document review.

To conclude, and due to the above-mentioned reasons, my work perception tends towards a positive evaluation of it. Although there have been some difficulties, the effort made to succeed in the study is, for me, a reason for satisfaction.

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10.   APPENDICES

10.1. Appendix 1. Dörnyei's (2001) Summary of the most well-known contemporary motivation theories in psychology

Table 1 *Summary of the most well-known contemporary motivation theories in psychology*

	GOOD SUMMARIES	MAIN MOTIVATIONAL COMPONENTS	MAIN MOTIVATIONAL TENETS AND PRINCIPLES
Expectancy-value theories	Brophy (1999), Eccles and Wigfield (1995)	Expectancy of success; the value attached to success on task	Motivation to perform various tasks is the product of two key factors the individual's *expectancy of success* in a given task and the *value* the individual attaches to success on that task. The greater the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation (see also pp. 57–58).
Achievement motivation theory	Atkinson and Raynor (1974)	Expectancy of success; incentive values; need for achievement; fear of failure	Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are the *expectancy* (or perceived probability) of success, the incentive *value* of successful task fulfilment and *need for achievement*. The negative influences involve *fear of failure*, the incentive to *avoid* failure and the *probability* of failure.
Self-efficacy theory	Bandura (1997)	Perceived self-efficacy	*Self-efficacy* refers to people's judgement of their capabilities to carry out certain specific tasks, and, accordingly, their sense of efficacy will determine their choice of the activities attempted, the amount of effort exerted and the persistence displayed (see also pp. 86–87).
Attribution theory	Weiner (1992)	Attributions about past successes and failures	The individual's explanations (or 'causal attributions') of why past successes and failures have occurred have consequences on the person's motivation to initiate future action. In school contexts ability and effort have been identified as the most dominant perceived causes, and it is has been shown that past failure that is ascribed by the learner to low ability hinders future achievement behaviour more than failure that is ascribed to insufficient effort (see also pp. 118–122).
Self-worth theory	Covington (1998)	Perceived self-worth	People are highly motivated to behave in ways that enhance their sense of *personal value and worth*. When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviours in school settings. (see also p. 88).
Goal setting theory	Locke and Latham (1990)	Goal properties: specificity, difficulty and commitment	Human action is caused by purpose, and for action to take place, *goals* have to be set and pursued by choice. Goals that are both specific and difficult (within reason) lead to the highest performance provided the individual shows goal commitment. (see also pp. 81–85).
Goal orientation theory	Ames (1992)	Mastery goals and performance goals	*Mastery goals* (focusing on learning the content) are superior to *performance goals* (focusing on demonstrating ability and getting good grades) in that they are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning.
Self-determination theory	Deci and Ryan (1985), Vallerand (1997)	Intrinsic motivation and extrinsic motivation	*Intrinsic motivation* concerns behaviour performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. *Extrinsic motivation* involves performing a behaviour as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation.
Social motivation theory	Weiner (1994), Wentzel (1999)	Environmental influences	A great deal of human motivation stems from the sociocultural context rather than from the individual.
Theory of planned behaviour	Ajzen (1988), Eagly and Chaiken (1993)	Attitudes; subjective norms; perceived behavioural control	*Attitudes* exert a directive influence on behaviour, because someone's attitude towards a target influences the overall pattern of the person's responses to the target. Their impact is modified by the person's *subjective norms* (perceived social pressures) and *perceived behavioural control* (perceived ease or difficulty of performing the behaviour).

10.2. Appendix 2. Gardner's (2002) conceptualization of the integrative motive
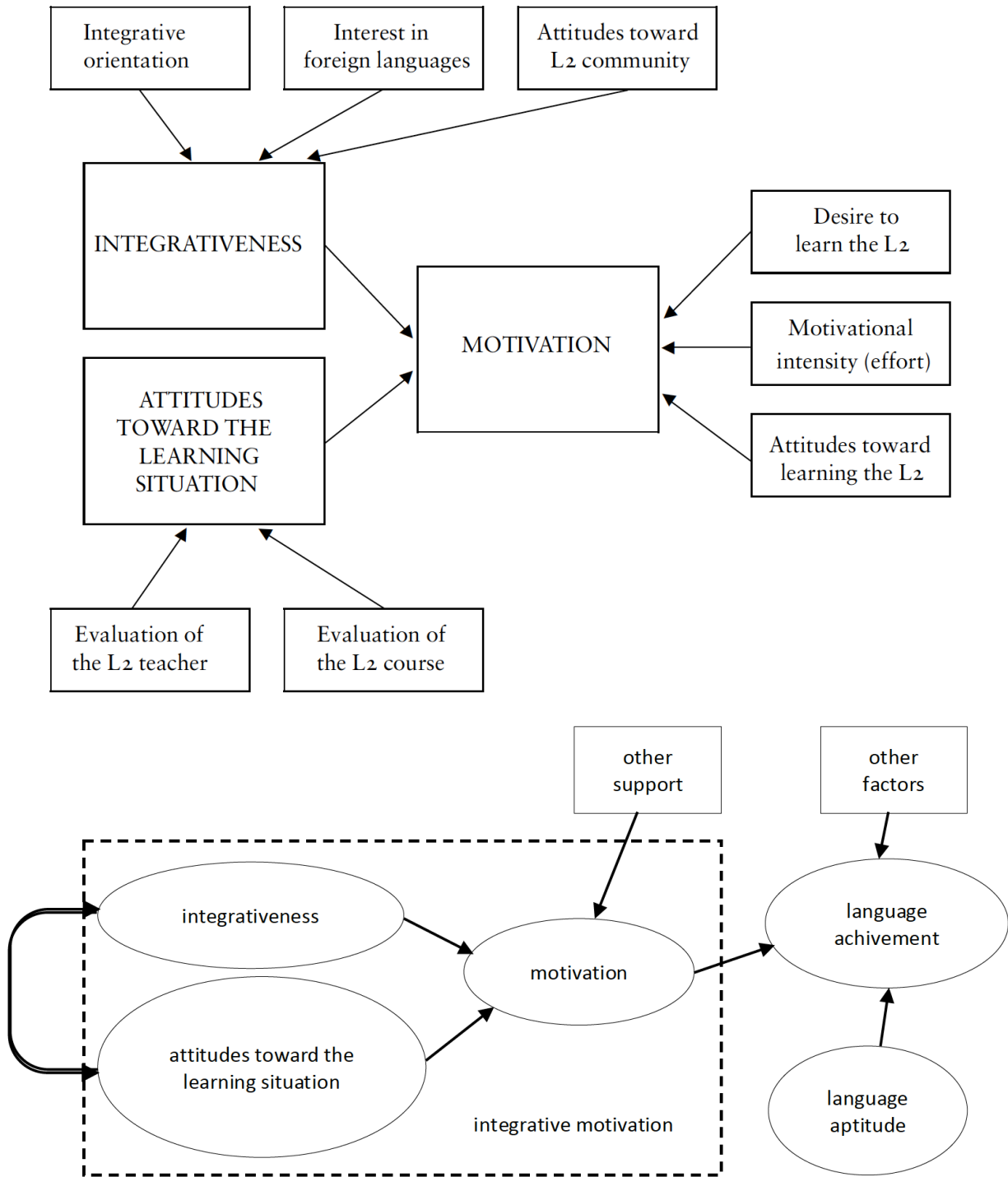
Figure 1. Gardner's (2002) basic model of the role of aptitude and motivation in second language learning

10.3. Appendix 3. William's and Burden's (1997) framework of L2 motivation

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity	Significant others
• arousal of curiosity	• parents
• optimal degree of challenge	• teachers
Perceived value of activity	• peers
• personal relevance	The nature of interaction with significant others
• anticipated value of outcomes	• mediated learning experiences
• intrinsic value attributed to the activity	• the nature and amount of feedback
Sense of agency	• rewards
• locus of causality	• the nature and amount of appropriate praise
• locus of control re: process and outcomes	• punishments, sanctions
• ability to set appropriate goals	The learning environment
Mastery	• comfort
• feelings of competence	• resources
• awareness of developing skills and mastery in a chosen area	• time of day, week, year
• self-efficacy	• size of class and school
Self-concept	• class and school ethos
• realistic awareness of personal strengths and weaknesses in skills required	The broader context
• personal definitions and judgements of success and failure	• wider family networks
• self-worth concern	• the local education system
• learned helplessness	• conflicting interests
Attitudes	• cultural norms
• to language learning in general	• societal expectations and attitudes
• to the target language	
• to the target language community and culture	
Other affective states	
• confidence	
• anxiety, fear	
Developmental age and stage	
Gender	

10.4. Appendix 4. Dörnyei's (1994) framework of L2 motivation

LANGUAGE LEVEL	Integrative motivational subsystem
	Instrumental motivational subsystem

- -

LEARNER LEVEL	Need for achievement
	Self-confidence
	* Language use anxiety
	* Perceived L2 competence
	* Causal attributions
	* Self-efficacy

- -

LEARNING SITUATION LEVEL

Course-specific motivational components	Interest (in the course)
	Relevance (of the course to one's needs)
	Expectancy (of success)
	Satisfaction (one has in the outcome)
Teacher-specific motivational components	Affiliative motive (to please the teacher)
	Authority type (controlling vs. autonomy-supporting)
	Direct socialisation of motivation
	* Modelling
	* Task presentation
	* Feedback
Group-specific motivational Components	Goal-orientedness
	Norm and reward system
	Group cohesiveness
	Classroom goal structure (cooperative, competitive or individualistic)

10.5. Appendix 5. Dörnyei's (2001) process model of learning motivation in the L2 classroom

Preactional Stage	Actional Stage	Postactional Stage

CHOICE MOTIVATION

Motivational functions:

- Setting goals
- Forming intentions
- Launching action

Main motivational influences:

- Various goal properties (e.g. goal relevance, specificity and proximity)
- Values associated with the learning process itself, as well as with its outcomes and consequences
- Attitudes towards the L2 and its speakers
- Expectancy of success and perceived coping potential
- Learner beliefs and strategies
- Environmental support or hindrance

EXECUTIVE MOTIVATION

Motivational functions:

- Generating and carrying out subtasks
- Ongoing appraisal (of one's achievement)
- Action control (self-regulation)

Main motivational influences:

- Quality of the learning experience (pleasantness, need significance, coping potential, self and social image)
- Sense of autonomy
- Teachers' and parents' influence
- Classroom reward and goal structure (e.g. competitive or cooperative)
- Influence of the learner group
- Knowledge and use of self-regulatory strategies (e.g. goal setting, learning and self-motivating strategies)

MOTIVATIONAL RETROSPECTION

Motivational functions

- Forming causal attributions
- Elaborating standards and strategies
- Dismissing intention & further planning

Main motivational influences:

- Attributional factors (e.g. attributional styles and biases)
- Self-concept beliefs (e.g. self-confidence and self-worth)
- Received feedback, praise, grades

10.6. Appendix 6. Mearns, de Graaff & Coyle's (2017) factors for Likert scale items with reliability scores

Factor	$á$
1. Attitude to English (5 items)	.74

- *I find the English language useful*
- *I find the English language important*
- *I find the English language boring**
- *My friends think it's useful to learn English*
- *I need to do well in English because it's useful for communicating with different people*

2. Attitude to Foreign Languages (7 items)	.81

- *I find languages boring**
- *I find languages useful*
- *I find languages important*
- *It's important to learn different languages because it's fun*
- *It's important to learn different languages if you want to travel to countries where those languages are spoken*
- *I find languages difficult**
- *If I make a mistake when speaking another language I try to correct the mistake the next time*

3. Attitude to L2 English-Speakers (5 items)	.81

- *People who have learned to speak good English have good jobs*
- *People who have learned to speak good English earn lots of money*
- *People who have learned to speak good English are clever*
- *People who have learned to speak good English are well-educated*
- *People who have learned to speak good English are interesting*

4. Instrumental Motivation (4 items)	.71

- *Learning English is important to me because I want to travel internationally*
- *Learning English is important to me because I want to work or study abroad*
- *Learning English is important to me because I want to make contact with people in other countries*
- *I need to do well in English because it is important for my future job or studies*

5. Vision of Future Self (5 items)	.80

- *When I think of myself in 10 years, I think of someone who can speak good English*
- *When I think of myself in 10 years, I think of someone who travels a lot*
- *When I think of myself in 10 years, I think of someone with a good job*
- *When I think of myself in 10 years, I think of someone with friends all over the world*
- *When I think of myself in 10 years, I think of someone successful*

6. Family Attitude to English (4 items)	.71

- *My family says that English is important for my future*
- *My family would be disappointed if I failed English*
- *My family thinks English is more important than other subjects*
- *I need to do well in English because my family finds it important*

7. English Lessons (7 items)	.84

- *My English teacher makes learning English fun*
- *I learn a lot during English lessons*
- *My English teacher varies his/her lessons*
- *My English teacher thinks I work hard for English*
- *My English teacher seems to enjoy his/her subject*
- *I find English lessons useful*
- *I find English lessons challenging*

8. Extramural English (4 items)	.61

- *I watch TV in English outside of lessons*
- *I use English for gaming*
- *I use English for social networking*
- *I seek opportunities to speak English outside of lessons*

*Negatively-worded items were recoded prior to analysis.

10.7. Appendix 7. Results of the Book Analysis

Amazing Rooftops 6 Class and Activity Books

Activity	Activity Statement	Focus: Linguistic aspects	Focus: Communicative aspects	Control: Closed / Reproductive	Control: Closed / Productive	Control: Open / Reproductive	Control: Open / Productive	Speech: Monologue	Speech: Dialogue	Groupings: Teacher-fronted	Groupings: Pairs	Groupings: Group	Authenticity: Authentic	Authenticity: Non-Authentic	Support: Textual	Support: Visual	Support: Textual and visual	Support: Any support
p. 8 act. 1	Communicate. Look at the picture. What after-school clubs has your school got?		✓				✓	✓		✓			✓			✓		
p. 8 act. 4	Communicate. Ask and answer.	✓		✓					✓		✓			✓			✓	
p. 9 act. 3	Collaborate. Play the game.	✓		✓					✓		✓			✓			✓	
p. 10 act. 3	Think - Communicate. Answer the questions.		✓				✓	✓		✓			✓					✓
p. 11 act. 1	Think. Look at the value. How are you polite when you ask for permission?		✓				✓	✓		✓			✓					✓
p. 11 act. 3	Communicate. Work with your partner. Take turns to ask and answer.	✓		✓					✓		✓			✓	✓			
p. 11 act 5	Pairs. Ask. Write down the answers.	✓					✓		✓		✓			✓	✓			
p. 12 act 1	Tell your partner what happened in the last episode.		✓				✓	✓			✓		✓					✓
p. 13 act 4	What was your favourite part of the story?		✓				✓	✓		✓			✓				✓	
p. 13 act. 6	Communicate. How do the children know Coach Jones is a champion?		✓		✓			✓		✓				✓			✓	
p. 14 act. 2	Collaborate. Play the game.	✓		✓					✓		✓			✓			✓	
p. 15 act. 3	Think - Collaborate. Work in groups. Discuss and answer the questions.		✓		✓				✓			✓	✓				✓	
p. 16 act. 3	Communicate. Work in pairs. Look at Marie's poster. Ask and answer about what you can do at the after-school club.	✓		✓					✓		✓			✓			✓	
p. 16 act. 4	Think - Collaborate. Talk in groups. Say five things that you can and can't do in a library.	✓					✓	✓				✓		✓			✓	
p. 6 act. 2	Communicate. Ask and answer. Write notes about your partner.	✓				✓			✓		✓		✓				✓	
p. 9 act. 4	Communicate. Why is it important to speak politely when asking for permission? Discuss with your partner.		✓			✓			✓		✓		✓		✓			
Total		8	8	5	2	2	7	7	9	5	9	2	8	8	3	1	9	3
Percentage		50%	50%	32%	12%	12%	44%	44%	56%	32%	56%	12%	50%	50%	19%	6%	56%	19%

■ Refers to Activity Book
■ Refers to Class Book

10.8. Appendix 8. Results of the Likert Questionnaire

Aquest qüestionari és anònim, intenta contestar-lo de la manera més sincera possible.

1. **Marca les següents afirmacions relacionades amb l'expressió oral en llengua anglesa segons si:**

☺ **Hi estàs totalment d'acord**   😐 **No hi estàs ni d'acord ni en desacord**   ☹ **Hi estàs en desacord**

Attitude to English	☺	😐	☹
1. Crec que l'anglès és una llengua difícil de parlar.	14	72	14
2. Crec que l'anglès és una llengua que tothom hauria de saber parlar.	56	42	2
3. Quan m'equivoco parlant anglès, intento corregir-ho la pròxima vegada.	70	28	2
4. Em fa vergonya parlar anglès perquè crec que ho faig malament.	26	30	44
School English Lessons	☺	😐	☹
5. Crec que les classes de conversa d'anglès a l'escola són útils.	70	26	4
6. Crec que les activitats de conversa que realitzem son interessants i divertides.	60	36	4

7. **Marca amb una creu les caselles que consideris certes.**

Les activitats que més m'agraden són:

- 4 ☐ Les del llibre
- 5 ☐ Les fitxes
- 33 ☐ Els jocs de taula
- 39 ☐ Les interactives (amb tauletes o ordinadors portàtils)
- 10 ☐ Les exposicions orals

- 27 ☐ Els treballs en grup
- 21 ☐ Els diàlegs teatralitzats (role-plays)
- 23 ☐ Els debats
- ☐ Altres: _____

	☺	😐	☹
8. Crec que les activitats de conversa que fem són variades.	58	36	6
9. Crec que els temes dels quals parlem són interessants.	40	44	16
10. A les classes d'anglès utilitzem la llengua estrangera per a comunicar-nos amb els companys i companyes.	12	28	60
11. A l'escola tenim oportunitats per a parlar en anglès en situacions reals o amb persones natives.	32	28	40

12. **Marca amb una creu les caselles que consideris certes.**

A les classes d'anglès de l'escola aprenc:

- 48 ☐ La llengua estrangera
- 6 ☐ Cultura (història, tradicions, gastronomia...)
- 7 ☐ Geografia (països o ciutats)

- 6 ☐ Literatura (novel·les, contes, poesia...)
- 7 ☐ Art (música, cinema, pintura...)
- ☐ Altres: How to work in groups

Family Attitude to English	☺	😐	☹
13. La meva família creu que l'anglès és important pel meu futur.	86	10	4
14. La meva família creu que l'anglès és de les assignatures més importants.	58	38	4

Aquest qüestionari és anònim, intenta contestar-lo de la manera més sincera possible.

Opinion of EFL Speakers	🙂	😐	☹️
15. Les persones que han après a parlar bé l'anglès tenen bones feines.	50	44	6
16. Les persones que han après a parlar bé l'anglès tenen més facilitats per viatjar.	76	18	6
17. Les persones que han après a parlar bé l'anglès aprenen més d'altres cultures.	44	40	16
18. Les persones que han après a parlar bé l'anglès tenen amics i amigues d'arreu del mon.	38	46	16
19. Les persones que han après a parlar bé l'anglès s'han esforçat molt.	66	32	2
Current L2 Self	🙂	😐	☹️
20. Em sento capaç d'entendre a algú quan em parla anglès.	50	46	4
21. Em considero capaç de parlar en anglès i m'entenen quan ho faig.	28	62	10
22. He de pensar molt una frase per poder dir-la en anglès.	42	38	20
23. Puc tenir una conversa sobre temes diversos en anglès.	28	54	18
Instrumental Motivation	🙂	😐	☹️
24. Crec que aprendre anglès és important perquè vull estudiar a l'estranger.	46	30	24
25. Crec que aprendre anglès és important vull conèixer a gent d'altres països.	50	34	16
26. Crec que aprendre anglès és important pels estudis i per la meva futura feina.	84	14	2
27. Crec que aprendre anglès és important perquè pots accedir a més informació.	66	26	8
28. Crec que aprendre anglès és important perquè la meva família se senti satisfeta.	32	30	38

■ Agree ■ Neither agree nor disagree ■ Disagree