A Study on Anxiety in the English Classroom. Communication Apprehension and Oral Proficiency

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ABSTRACT. *Anxiety is one of the most common affective factors that affect students' ability to learn. Foreign language anxiety in particular can be particularly problematic for English teachers, as it hinders the student's acquisition process. It is mandatory for teachers to guarantee our students opportunity to learn and in order to do that, we have to ensure their learning environment is adequate to each and all of them. This research was carried out with two groups of students in order to find out whether Horwitz's findings, in which she stated that language anxiety is a specific kind of anxiety that affected students' ability to learn a foreign language, could apply to Spanish high schools, as there are no relevant studies pertinent to this area that focus on learners at the high school level in a Spanish context. The results obtained with the Foreign Language Classroom Anxiety Scale (FLCAS) and a series of oral tests allowed us to conclude that foreign language anxiety is an important issue that needs to be addressed in the Spanish educational system. Further research into this matter is needed in order to obtain more general results that can be applied to the entirety of the academic Spanish community, as well as to provide the students with better tools to deal with this specific type of anxiety.*

KEYWORDS: foreign language classroom anxiety, affective filter, communication apprehension, FLCAS, oral production, affective variables.

RESUMEN. *La ansiedad es uno de los factores afectivos más comunes que afectan al aprendizaje de los estudiantes. La ansiedad ante el aprendizaje de lenguas extranjeras en concreto puede ser especialmente problemática para docentes de inglés, ya que pone trabas al proceso de adquisición del lenguaje del estudiante. Es imperativo que los profesores garanticen la oportunidad de aprender a sus estudiantes y, para ello, necesitamos cerciorarnos de que el ambiente educativo es adecuado para cada uno de ellos. Este estudio se ha llevado a cabo con dos grupos de estudiantes para discernir si los resultados de Horwitz, donde se mantiene que la ansiedad del lenguaje es una ansiedad específica que afecta la habilidad de aprender una lengua extranjera de los estudiantes, pueden aplicarse a los institutos españoles, ya que no hay estudios relevantes a esta área que se centren en estudiantes de secundaria en un contexto español. Los resultados obtenidos con el "Foreign Language Classroom Anxiety Scale" FLCAS y una serie de exámenes orales nos ha llevado a concluir que la ansiedad ante el aprendizaje de lenguas extranjeras es un problema importante que debe abordarse en el sistema educativo español. Una investigación más extensa acerca de este tema es necesaria para obtener resultados más generales que puedan aplicarse a la totalidad de la comunidad académica española, además de proporcionar a los estudiantes mejores herramientas que les ayuden a lidiar con este tipo de ansiedad.*

PALABRAS CLAVE: ansiedad ante el aprendizaje de lenguas extranjeras en el aula, filtro afectivo, aprehensión comunicativa, FLCAS, producción oral, variables afectivas.

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I.   Introduction

Freezing while being asked a question during the class, dreading the moment when we have to speak in front of our classmates or forgetting everything we have learnt about a language. Those are common situations among foreign language students, situations that many of us can relate to. We have all felt anxiety during our lives, and although it is not necessarily pleasant, it is a crucial emotion that we all need. However, it is when the feeling anxiety affects our daily lives and hinders our ability to function when it becomes a problem.

One of the most common issues English teachers face in the classroom is the lack of student response. This situation is familiar to teachers of all subjects, but it is particularly worrying for language teachers whose purpose is to generate output from the students, as this is a crucial element of the learning process of foreign languages or of any language.

With this research, my main aim was, first, to reduce the foreign language students' anxiety in the subject of English, by means of the implementation of an innovative didactic unit and, additionally, to increase their oral proficiency. To achieve this objective, three main research questions guide this study:

1. *How many students from the selected sample are affected by foreign language classroom anxiety? Furthermore, what elements of foreign language anxiety are the most common in those students?*
2. *Is Communication Apprehension related to the way students communicate? If it is, will their communicative skills improve if the foreign language anxiety decreases?*
3. *To what extent can a didactic unit that implements positive affective strategies may help to reduce the foreign language anxiety in the students?*

In order to address these questions, the paper will be divided in several chapters. First, the reader will be introduced to the theoretical background of the topic in order to make the point of this paper clear and provide a foundation for the following chapters and the research itself. After that, the methodology and the procedure carried out during this research will be explained in detail and the data gathered from the instruments employed will be analysed.

Finally, I will address the results obtained during the research with the goal of answering the research questions. The last part of the paper will examine whether the objectives of the study were met and will propose a series of ideas for further research as well as present the limitations this study had.

II.   Theoretical background

The aim of this chapter is to present the reader with a theoretical framework that focuses on the individual differences we need to take into account when thinking about language teaching and language learning. More specifically, this chapter focuses on language anxiety, its causes and its effects in the language acquisition process.

Different types of anxiety will be examined and explained, as well as the importance affective factors have when learning, and I will finish the chapter by exploring a series of solutions different researchers have proposed to reduce the language anxiety in the classroom.

2.1. Do we all learn the same way? The influence of individual differences and affective factors in second language acquisition

It is not uncommon for some students to learn a second language better than others do. This is not limited to second language learning, as we have all have had some subjects throughout our student years which seemed more difficult than others, and English as a second language is not an exception. Why some students evolve faster than others do when they are in the same class and taught by the same teacher? Why are there not significant differences in the way we learn our first language, but we cannot say the same thing when we learn a foreign language? There is a great variation between one person to another and one of the factors that have been thoroughly studied in applied linguistics are what we call *Individual Differences* or IDs. They are what makes sets someone apart from someone else, but stability is a key concept here. As Dörnyei points out, these individual traits have to be stable and maintain themselves over a long period of time in order to be considered IDs. In his own words, and to make the concept clear to the reader, they are "stable and systematic deviations from a normative blueprint" (Dörnyei, 2005, p. 4).

The importance of IDs in regard to educational contexts has also been widely researched as they have been proven to affect learning outcomes. In his book *The Study of Second Language Acquisition*, Professor Rod Ellis shows a summary of the different dimensions IDs take into account according to different theorists, which provides a good starting point for the theoretical framework of this paper.

Table 1. *Factors listed as influencing individual learner differences in language learning in three surveys.*

Altman (1980)	Skehan (1989)	Larsen-Freeman and Long (1991)

1. Age
2. Sex
3. Previous experience with language learning
4. Proficiency in the native language
6. Language aptitude
7. Attitudes and motivation
8. General intelligence (IQ)
9. Sense modality preference
10. Sociological preference
11. Cognitive styles
12. Learner strategies
	1. Language aptitude
	2. Motivation
	3. Language learning strategies
	4. Cognitive and effective factors
	  a. extroversion/introversion
	  b. risk-taking
	  c. intelligence
	  d. field independence
	  e. anxiety
		1. Age
		2. Socio-psychological factors
		  a. motivation
		  b. attitude
		3. Personality
		  a. self-esteem
		  b. extroversion
		  c. anxiety
		  d. risk-taking
		  e. sensitivity to rejection
		  f. empathy
		  g. inhibition
		  h. tolerance of ambiguity
		4. Cognitive style
		  a. field independence/dependence
		  b. category width
		  c. reflexivity/impulsivity
		  d. aural/visual
		  e. analytic/gestalt
		5. Hemisphere specialization
		6. Learning strategies
		7. Other factors

(from Ellis, 1994, p. 472)

As we can see in this chart, there are many factors that influence how individuals learn a foreign language, but we can see three main variables: learner's beliefs about language learning, their affective states and other general factors (Ellis, 1994). In this section, I will focus on the affective states of the learners, especially on anxiety.

It is clear that the affective state of the learner greatly influences how they learn a L2 and many theorists, who maintain that affective factors can greatly hinder language acquisition, have highlighted its significance. What is even more important is that these affective factors are not necessarily constant: one student can be very motivated and then suddenly become disheartened when he or she does not understand something in the language class. Professor Ellis highlights this point while talking about the importance of learners' affective states:

Learners' affective states are obviously of crucial importance in accounting for individual differences in learning outcomes. Whereas learners' beliefs about language learning are likely to be fairly stable, their affective states tend to be volatile, affecting not only overall progress but responses to particular learning activities on a day-by-day and even moment-by-moment basis (Ellis, 1994, p. 483).

It is only logical that when our affective state is positive, we will not be more receptive to language learning than if our affective state is negative. In his input hypothesis, the name Krashen has given to the group of five hypothesis of language acquisition, he proposes what he calls the "Affective Filter Hypothesis". According to this hypothesis, comprehensible input is not be enough on its own. If the learner is not open to receiving this input, he or she will not acquire it, no matter how much the teacher tries. Therefore, the affective filter would be like a wall that stands between the input and the learner, making the acquisition process almost (if not completely) impossible.

Figure 1. *Affective filter in action*
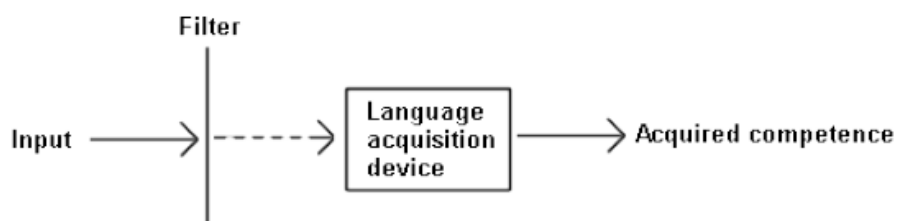
(from Krashen, 1982, p. 32)

When the affective filter is high, the wall arises and the input is blocked from the language acquisition device, making quite difficult to acquire the competences we need to improve in our language learning. Our role as English teachers is to reduce the affective filter of our students, as the acquisition process will not take place even if they understand what the teacher is explaining during the class. Krashen proposes that the affective filter is high when students are uncomfortable, establishing three affective variables that will affect said filter: motivation, self-confidence and anxiety (Krashen, 1985).

We can see that anxiety is an important variable both in the IDs of the students an important affective factor that can make the affective filter go up. Furthermore, in terms of educational psychology research, Sigmund Tobias who, like Krashen, differentiates

language learning from language acquisition, maintains that anxiety affects the input, processing and output stages (as cited in MacIntyre & Gardner, 1991a). Gardner and MacIntyre confirm these facts by stating that anxiety can cause important problems for a foreign language student, as it can "interfere with the acquisition, retention, and production of the new language" (MacIntyre & Gardner, 1991b, p. 86). Furthermore, Arnold and Brown (1999) state that anxiety is quite probable the affective factor that hinders language learning the most (as cited in Dörnyei, 2005, p. 198). Thus, it is important that we clarify what exactly is anxiety and how it can affect our students. In order to make it clear for the reader, I will first talk about the different perspectives researchers have taken while studying anxiety in an educational context to later on focus on language anxiety in particular.

There are three major perspectives researches have studied when focusing on anxiety, as Gardner and MacIntyre summarise in their article *Methods and Results in the Study of Anxiety and Language Learning*: trait, state and situation specific anxiety.

- Trait anxiety: this perspective focuses in how likely someone is to become anxious at any given situation. The more situations make the person anxious, the higher his or her trait anxiety will be. It has been widely researched how trait anxiety influence people and Gardner and MacIntyre narrow it down to having an effect on cognitive, affective and behavioural functioning (MacIntyre & Gardner, 1991b). This is particularly important from an educational perspective, as a student with trait anxiety will have more difficulties in the learning process than someone without it. The problem with this particular perspective is that trait anxiety can greatly differ from person to person. Therefore, the assessment of trait anxiety does not allow a researcher to know the particular situations that trigger the anxiety, a distinction that would be necessary if we want to know what situations make our students anxious in order to deal with them and lower their affective filter.

- State anxiety: this perspective considers anxiety as a mixture between trait and situation specific anxiety. It has to do with a temporary feeling of uneasiness when faced with specific situations, like speaking in public. There is a high correlation between state and trait anxiety and thus, the higher the trait anxiety is on a person, the higher state anxiety will be in the situations that make that person anxious. Although this perspective is not as general as the previous one, the assessment of

state anxiety does not measure the particular source of the feeling of apprehension. This kind of assessment would not allow us to know the root of the anxiety, which would not allow us to know what elements cause anxiety in our students.

- Situation specific anxiety or situational anxiety: Gardner and MacIntyre define this variable as trait anxiety limited to a given context (MacIntyre & Gardner, 1991b). It is a more precise variable than trait or state anxiety, as it narrows down the source of the anxiety and does not merely assume it like the state anxiety approach. The subjects of situation specific anxiety studies are supposed to ascribe the anxiety they feel to different aspects of a given context, which allows researchers to develop more detailed hypothesis. When we talk about the kind of anxiety our students experience during the English class, we talk about situation specific anxiety. Just as a student could experience anxiety when faced with the Mathematics class, the situation specific anxiety I will deal with in this paper is what researchers have called "foreign language anxiety".

2.2. Foreign language anxiety. A theoretical overview

Situation specific anxiety or situational anxiety has been the subject of plenty of SLA studies. It is a very common occurrence for learners to experience what has been called "language anxiety", a type of situation specific anxiety that has to do with learning a L2 and communicating in it. It has been defined as a "mental block against learning a foreign language" (Horwitz, Horwitz, & Cope, 1986, p. 125), which is a common problem between language learners trying to communicate in a foreign language. However, it is important to point out that Gardner and MacIntyre noticed that the anxiety present at the early stages of language learning was trait anxiety and it was not reduced to the language learning environment. The key elements that influenced language learning at this stage were aptitude and motivation. It was in the middle stages of language learning where experiences begun to shape the individual. Negative experiences could learn to foreign language anxiety which, at the same time, could lead to "cognitive interference from self-derogatory cognition that produces performance deficits" (MacIntyre & Gardner, 1991b, p. 110). At the stage of post-beginner learners, situational anxiety can start to develop due to negative evaluation and negative learning experiences, generating debilitating anxiety that would hinder the learner's performance.

Although situational anxiety was widely researched in educational psychology, it was not until the development of the Foreign Language Classroom Anxiety Scale when

researchers started measuring anxiety specific to language learning. Only Gardner and MacIntyre had done something similar, but it focused only on French language anxiety, which had its own particularities and could not be extrapolated to other foreign languages such as English. In order to understand what foreign language anxiety truly is, we must lay a series of conceptual foundations. We can narrow down the factors that contribute to foreign language anxiety to a distinction between three related performance anxieties:

- Communication apprehension: defined by Horwitz et al. as a "type of shyness characterized by fear or anxiety about communicating with people" (Horwitz et al., 1986, p. 127) and which can be manifested as oral communication anxiety, public speaking and receiver anxiety (the kind of anxiety someone experiments when they are worried about not understanding a message). This type of anxiety is a key element in foreign language anxiety, as people have little control over their production and are constantly evaluated, which in turn generates more anxiety. The language classroom is a particularly stressful environment for students who suffer from this kind of anxiety, as they are expected to communicate almost constantly in an oral way in a medium the student does not control. Students know they are going to have issues to understand and to make themselves understood, and that knowledge only manages to exacerbate that anxiety.

- Test anxiety: this kind of anxiety seems to come down to a fear of failure. The students and the teachers might have unrealistic expectations and internal beliefs, which are constantly challenged. As previously mentioned, students might have a fixed idea of how their learning process should go and when they do not make the progress they expected in a short period of time, they get frustrated and anxious. Additionally, oral tests can trigger both communication apprehension and test anxiety, which can be detrimental for a student with foreign language anxiety.

- Fear of negative evaluation: Horwitz defines this kind of anxiety as a "apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively" (Horwitz et al., 1986, p. 127) It is not limited to tests only, but to any kind of situation that is suitable to be evaluated.

Although the FLCAS measures these three performance anxieties, Horwitz et al. clarify that foreign language anxiety is not a mere combination of these anxieties. For them,

foreign language anxiety is a kind of anxiety derived from the specific context of foreign language learning.

In order to understand how foreign language anxiety works, it is important to examine some of its causes. Bailey (1983) states that competitiveness is one of the main causes of language anxiety, as students tend to compare their results and achievements with those of their peers and people who are also learning the foreign language (as cited in Ellis, 1994, p. 480). Bailey noticed that those who had high expectations of themselves and perceived that their own improvement was not as satisfactory as the improvement of other students had a high language anxiety, whereas the anxiety decreased when those same students felt superior when comparing themselves to others. Another factor that can contribute to foreign language classroom anxiety is that the students' ability and effort are not as quickly rewarded as in other subjects, it takes time to see improvement and maybe some teachers do not recognise the effort the students are making to progress (Phillips, 1991). Furthermore, students who are learning a foreign language are not able to express themselves truly; at least not in the way they would be able to express themselves in their first language. This predicament is closely related to what has been labelled "culture shock" in SLA, where the learner "loses" his or her identity by not being able to present himself or herself in a way that truly reflects who that person is, having their identity "erased" (Ellis, 1994). Horwitz et al. highlight this issue in their article *Foreign Language Classroom Anxiety*, where they write about how language anxiety differs from other types of situation specific anxieties:

> "The importance of the disparity between the 'true' self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science. Probably no other field of study implicates self-concept and self-expression to the degree that language study does" (Horwitz et al., 1986, p. 128).

Guiora (1983) describes second language learning as "a profoundly unsettling psychological proposition" (as cited in Tsui, 1996, p. 155), a definition that corresponds to the Horwitz's notion that foreign language anxiety is a specific kind of anxiety that cannot be replicated with other subjects, as there are many particularities attached to it involved feelings and beliefs about ourselves and others.

Mistaken beliefs about language learning also affect language anxiety, not just the way the anxiety itself develops but the learning process as well. Students who believe they cannot talk in the foreign language until they are experts and have a perfect understanding of the language will have high anxiety and they will produce less output will than those who have less anxiety and not such beliefs, which also hinders their learning process: the least output they produce, the least they will practice the foreign language. MacIntyre and Gardner maintain that language anxiety does not only affect the students' output, but three stages of the learning process: input, processing and output. After analysing different samples and considering different levels of proficiency, they noticed that anxiety does affect negatively the performance of students. They also point out that, sometimes, anxiety has one of the highest simple correlations with the achievement of the students (MacIntyre & Gardner, 1991b) and that state that anxiety affects the output stage in a considerable way. Tucker, Hamayan and Genesee (1976) reached the same conclusions after observing how less anxious students showed higher levels of achievement in late immersion classes (as cited in MacIntyre & Gardner, 1991a).

Nevertheless, it is important to point out that anxiety is not linear, and it can greatly fluctuate from one day to another and even during the same lesson. At the same time, anxiety can affect people in very different ways, and Scovel raises a good point when he makes a distinction between debilitating and facilitating anxiety. This idea of debilitating or facilitating anxiety was brought up by Chastain in 1975, who administered to American university students an anxiety scale that combined items from the Sarason Text Anxiety Scale and the Taylor Manifest Anxiety Scale. He correlated the results he obtained by means of the anxiety scale with the final grades they obtained in the foreign language courses they were taking, and what he observed was that the correlation was sometimes positive and sometimes negative, which led to Scovel's distinction between facilitative and debilitative anxieties (as cited in Larsen-Freeman & Long, 1991).

We would be dealing with debilitating anxiety when we encounter avoidant behaviours in our students, whereas facilitating anxiety would take place when the students deems the stressful situation challenging in a positive way. Horwitz believes that the intensity of the anxiety is what differentiates facilitating from debilitating anxiety: a student with a low language anxiety would have a facilitating anxiety, whereas the opposite would be true with a student with high language anxiety. Scovel makes the same distinction,

explaining how students' with facilitating and debilitating anxiety would respond to a challenging situation:

> Facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approval behavior. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behavior (Scovel, 1978, p. 139).

Debilitating anxiety would make Krashen's affective filter go up and would block the acquisition process. A high language anxiety would be debilitating not only regarding the input stage, where the student could develop an avoidant behaviour, but also at the processing and input stages. Kleinmann (1977), observed that ESL students with high facilitative anxiety used grammatical structures students with debilitative anxiety tended to avoid (as cited in Larsen-Freeman & Long, 1991, p. 325). Furthermore, Steinberg and Horwitz discovered that the higher the anxiety in the students, the less interpretative and more concrete the messages the students produced were. In other words, the more anxious the students, the less complex the messages they produced would be. This situation was not limited only to oral production but to writing as well, with more anxious students elaborating shorter compositions than those with low anxiety (Horwitz et al., 1986).

Some of the clinical effects foreign language anxiety has on students, as stated by Horwitz et al., include "apprehension, worry, even dread. They [the students] have difficulty concentrating, become forgetful, sweat and have palpitations. They exhibit avoidance behavior such as missing class and postponing homework" (Horwitz et al., 1986, p. 126). These effects are incredibly important not only because of the learner's well-being but also because of the acquisition process. If the students are highly anxious, their affective filter will act as a wall that blocks the input from reaching the language acquisition device and, therefore, stop the student from acquiring the foreign language.

Lastly, some scholars like Sparks et al. argue that foreign language anxiety reactions are caused by pre-existing difficulties the students have to learn a foreign language and not by the experience of language itself. Although this can be true in some cases, there are also students that show high proficiency in the foreign language and, therefore, do not have cognitive issues, but who also have foreign language anxiety (Horwitz, 2003) which is important to consider when dealing with students who suffer from this kind of situational anxiety.

2.3. Foreign language anxiety and oral competence

With an increasing interest in oral competence in the English classroom, it is not surprising that foreign language anxiety has become an important issue for teachers and students alike. Participation is incredibly important in language learning, as it is only through language production where students can test their own hypothesis about the language. When students participate, they are involved in the negotiation of comprehensible input and in the formulation of comprehensible output, which is fundamental for language acquisition, as Swain claims (as cited in Tsui, 1996). A student with foreign language anxiety will have issues with this essential process and the acquisition of the foreign language will not happen in the same way it would if the student did not have foreign language anxiety. Elaine Phillips explains the predicament between the need of keeping the affective filter of our students low to favour the acquisition process and the way this acquisition process needs to happen, which can be stressful for anxious students.

> "The dilemma associated with the emphasis on oral ability arises because two important goals –making language learning an enjoyable experience and developing the students' communicative competence– are often at odds with each other. More practice in speaking, intended to facilitate oral competence, can also engender anxiety, which in turn reduces any enjoyment associated with the language learning experience" (Phillips, 1991, p. 1).

Many researchers have noticed that one of the main problems teachers face is the lack of students' participation in the foreign language classes. Amy B. M. Tsui found that students did not take the initiative to answer questions or to ask for doubts, and this observation was echoed by Wu's own research. Tsui also mentions a study in which thirty-eight ESL teachers from Hong Kong were asked about the major problems they had in their classrooms, and 70% considered that getting students to talk during the class was a major problem. They all agreed that they have little self-confidence and did not speak at all and, if they did, they did so in a very soft voice (Tsui, 1996). This lack of response or inhibition from the students occurs when they have to produce an answer with content that has not been properly learnt, as Bailey points out (as cited in Hilleson, 1996). This is the case in almost every language class, especially when students have a low level of English. Horwitz, Horwitz and Cope suggest that "speaking in class provided the greatest emotional challenge to second language learners" (Horwitz et al., 1986, p. 266).

Therefore, the key issue seems to be that students feel inadequate and self-conscious when they try to speak in a language they do not control. They are asked to perform while they are still learning in order to cement the contents they see in the classroom, but as they still have a long way to go, there are certain students who will not feel comfortable using a language they still not master. Horwitz et al. found that students were comfortable answering to drills and more guided questions, such as closed or yes or no questions, whereas they froze when they had to elaborate on their answers and were given complete freedom in what to say (Horwitz et al., 1986). Some of the fears that are rooted in the minds of anxious students have to do with them having the certainty that they will make a mistake and be judged for it or, even worse, be laughed at by their classmates or even by their teachers. It is important to point out that the fear of being judged by the teachers is incredibly important and something that we must keep in mind, as this kind of anxiety can also be teacher induced. Furthermore, qualitative study suggests that what learners feel and believe will affect their attitude towards language learning.

In the research carried out by Hilleson, he noticed that in the journals of his students, there was a common concern: fear and shame about their pronunciation and accent (Hilleson, 1996). Even if they knew that what they were saying was correct, the pronunciation was a common source of anxiety. As he points out, these feelings of shame or frustration can lead to communication apprehension which, at the same time, can generate a negative feeling towards the language and towards the process of language learning itself, which would cement the foreign language anxiety. However, he also noticed that students seemed to fluctuate a lot in their beliefs, as their progress was celebrated.

2.4. Dealing with foreign language anxiety in the classroom

Having presented some of the most common issues students deal with when they suffer from foreign language anxiety, it is necessary to come up with some implications for instruction and testing. As Elaine points out, reaching out to students on an affective level should be a priority to all teachers (Phillips, 1991, p. 5). We must let our students know that feeling anxiety is something normal and that we understand it. In order to do that, we could present a series of unrealistic beliefs at the beginning of the course in order to dispute them in small groups. This would create a sense of community, as they would know they are not alone while they put in common their shared concerns. The attitude of

the teacher towards the students should be open to errors and give positive feedback in order to lower the affective filter of all the students, not only those with language anxiety.

Foss and Reitzel maintain that communication apprehension is lowered by group work, role-play, drama and interpretation, which could aid with the communicative anxiety of the students. They also suggest that verbalizing fears and writing them down could help the students, as well as an anxiety graph or a journal that would help the students recognise the elements that trigger their anxiety in order to work on them (as cited in Dolly Jesusita Young, 1991, p. 430). Powell and Andersen, on the other hand, propose humour as a good strategy to deal with language anxiety. They say that humour generates a positive atmosphere and reduces the anxiety in the classroom or, in other words, lowers the affective filter. According to them, some advantages of humour are "heightened student attention and involvement and the potential for impact on cognitive development" (as cited in Dolly Jesusita Young, 1991, p. 9).

In her study, Tsui examined some strategies that were tested by the teachers that took part in the research:

- Lengthening the wait time when the teacher asked a question to the students, which did not work as expected. The students still did not answer and, furthermore, the teachers noticed that an extended silence could generate the opposite to the desired effect, exacerbating the anxiety instead of lessening it.
- Accepting a variety of answers or, in other words, making the students understand that there is not a "right" answer. Another strategy that was very effective was to give the students a "three way" option when it comes to answering a question: answering the question itself, asking for more time or asking for help.
- Group work and peer support seemed to work very well too, as the support of other students gave those students who were more anxious more confidence.
- Focusing on content instead of form also made students feel less apprehension about being corrected.
- Finally, establishing a good relationship with the students and creating a feeling of trust is key to keep the affective filter down (Tsui, 1996).

Finally, Hilleson suggests the implementation of a workshop at the beginning of the course to give the students the tools to deal with their anxiety and to provide an open forum to discuss their feelings (Hilleson, 1996).

III. Methodology

The aim of this chapter is to present the reader the methodology employed in the study and a detailed recount of the procedure for this research project. First, the context of the study will be introduced to provide a general background. Then, the instruments used to gather data will be explained, as well as the research techniques and the different tasks that were implemented during the duration of the research. All the additional details, such as the Foreign Language Classroom Scale or the didactic unit will be found in the annexes.

3.1. Context

3.1.1. Alcobendas

Alcobendas is a city located in the north area of the Community of Madrid, 16 kilometres away from the capital city. According to the official census from January 1st, 2018, the city has 116.037 residents, of which 13.3% are of foreign nationality. Besides a majority of Spanish people, there is also a large immigrant community from countries such as Argentina, Colombia, Romania, Morocco and China. The great majority of Alcobendas' population works in the services sector and, as such, we find a community with a medium-high income. However, it is important to point out that we can find a great contrast between the Spanish and the immigrant populations, as the former has a low to medium income. Nevertheless, Alcobendas is one of the cities with the lowest unemployment rate in the Community of Madrid, with a 7.44% in 2018.

3.1.2. IES Ágora

Located in the city of Alcobendas, IES Ágora is a public high school, which belongs to the Community of Madrid's Bilingual Program since 2015. It offers Compulsory Secondary Education (ESO), sixth form education from the Sciences and Humanities and Social Sciences branches and professional training in the area of personal image.

The high school itself is divided in several buildings, including a gym and an auditorium. The students from the lower grades (1st and 2nd of ESO) have their own independent building in order to make the transition from Primary Education, which is often more sheltered and less daunting than Secondary Education, a little easier for them. The main building allocates the rest of the students and it has other facilities such as a music classroom, arts and technology workshops, a library, a cafeteria and multiple computer

labs. It is important to mention that all the classes, regardless of the building they are in, have their own computer, projector and speakers, which help the teachers provide different kind of materials to the students.

Being a Spanish-English bilingual school, the IES Ágora's English department provides training for official Cambridge's placement tests such as the Key English Test (KET), the Preliminary English Test (PET) and the First Certificate in English (FCE). It counts with eight different teachers and four language assistants from different English-speaking countries (the United States, Canada and South Africa). The different activities carried out by the department were quite motivating for the students and they were able to get involved in creative writing contests and watch different English plays such as Romeo and Juliet as part of their syllabus. However, something I noticed was the difference in the treatment towards the bilingual and the non-bilingual sections. I will talk about this matter in more detail in the following section.

3.2. Participants

This study was carried out with two different groups of first of ESO (1º A and 1º B), both from the non-bilingual section. I decided to choose this level and these two groups because during my first stay at the high school, I noticed they were less participative than those in the bilingual section were. Although my mentor did not follow the textbook religiously, it is true that the activities in which the non-bilingual groups were involved seemed to use the textbook as their backbone. They had a few classes where small groups worked with the language assistant, but they were mostly limited to activities that were in the textbook. This difference between the bilingual and the non-bilingual groups is what encouraged me to choose the former in hopes of offering an alternative didactic unit that would encourage them to speak more and to reduce their language anxiety during the process.

In total, thirty-nine students took part in the study: twenty in 1º A and nineteen in 1º B, from which twenty-one were male and eighteen were female. Their ages ranged between twelve and fourteen years old. However, it is important to point out that the number of total students fluctuated during the pre and post-tests and during the several days when the didactic unit was implemented. In addition, two new students arrived during the implementation of the didactic unit, one to each class, and they had a very low English level. Although an English level placement test was not conducted at the beginning of the

research, their level was that of a basic user according to the common reference levels by the CEFRL: A1 and A2. I decided to choose these groups because they were quite homogeneous regarding their level of English and their level of motivation and participation, which would allow results to be more accurate. Furthermore, they all have Spanish as their L1 and most of them came from similar educational backgrounds, having gone to the same primary schools.

3.3. Instruments used

The data collected in this research is both quantitative and qualitative in nature, as I tried to support the quantitative results with qualitative data. In order to gather quantitative data analysed to answer the research questions, I used two main instruments: The Foreign Language Classroom Anxiety Scale or FLCAS and an assessment grid I developed to quantify the results of the oral tests given to the students.

3.3.1. *Foreign Language Classroom Anxiety Scale (FLCAS)*

The FLCAS was the main instrument of the study, as it worked as a baseline to know the general levels of anxiety before and after the implementation of the didactic unit. In other words, the FLCAS was used as a pre and post-test.

Developed by Horwitz, Horwitz and Cope in 1986, the FLCAS is one of the most widely used instruments to measure foreign language anxiety, as it has shown internal reliability by achieving an alpha coefficient of .93 with "all items producing significant corrected item-total scale correlations". The test-retest reliability over eight weeks was also considerably high, with a $r=$ .83 ($p<$ .001) (Horwitz et al., 1986). The FLCAS was developed after the students of a beginner language course were offered to join a "Support Group for Foreign Language Learning". From a total of 225 students, 78 chose to join the group to discuss the difficulties and concerns they had about learning a foreign language, and the students that were part of that support group exhibited symptoms that are commonly associated with anxiety such as tenseness, trembling, perspiring, palpitations and sleep disturbances (Horwitz et al., 1986). The testimonies of these students allowed Horwitz, Horwitz and Cope to develop and create the Foreign Language Classroom Anxiety Scale.

The FLCAS is a 33-item, 5-point Likert scale that measures three main aspects present in foreign language anxiety, communication apprehension, test anxiety and fear of negative

evaluation by peers and teachers. Being a 5-point Likert scale, each question presented to the students allowed them to choose how they felt regarding a statement, ranging from "strongly agree" to "strongly disagree". Each response is assigned a number from one to five and, before the analysis of the results, the negatively worded items are reversed. In the FLCAS, the positive worded items range from five to one, while the negative worded items range from one to five. The total range of the scale goes from thirty-three to one hundred and sixty-five: the higher the score, the higher the foreign language anxiety is in the subject.

I decided to use the Spanish version of the FLCAS, developed by Pascual Pérez Paredes and Francisco Martínez Sánchez between 2000 and 2001. This version was developed by a group of Spanish psychologists and linguists who were fluent both in Spanish and English and it has some minor changes in its wording which make the scale more suitable for the Spanish education system (Pérez-Paredes & Martinez-Sánchez, 2001). I chose to use the Spanish version of the FLCAS instead of the one developed by Horwitz et al. to follow the guidelines given by Dörnyei in his book *Questionnaires in Second Language Research: Construction, Administration and Processing* (2009), in which he maintains that questionnaires or scales where emotion is what is being measured should be in the mother tongue of the participants. I wanted the students to understand what they were being asked in order to get honest responses from them and giving them the original English questionnaire would not have allowed them to be as sincere as they were. I did not want to merely translate the scale myself, as a simple translation of the scale could have had some of its meaning or reliability lost. Therefore, I decided to choose a pre-made questionnaire in Spanish instead of adapting the FLCAS myself, although I made some minor changes to the items to make the scale clearer to the students. Instead of talking about foreign languages in general, I narrowed it down to English (as that was the language they were studying and the subject of this paper) and, lastly, I omitted the final part of item number twenty-six and edited the wording of item number twenty-eight to adapt the scale to the reality of the students:

- Item 26 from the Spanish FLCAS: "Comparativamente, estoy más tenso y me siento más nervioso en la clase de idioma extranjero que en otras clases o que en mi propio trabajo."
- Adapted item 26: "Comparativamente, estoy más tenso y me siento más nervioso en la clase de inglés que en otras clases."

- Item 28 from the Spanish FLCAS: "Antes de entrar a clase, me siento seguro y relajado."
- Adapted item 28: "Antes de que la clase empiece, me siento seguro y relajado."

Although the entire scale can be found in Annex I (a), a comparison between several items in the English and Spanish FLCAS, grouped by the different aspects the scale takes into account can be found in tables 2, 3 and 4.

Table 2. *Communication apprehension items. Comparison between English and Spanish items.*

Communication apprehension items: 1, 4, 9, 14, 15, 18, 24, 27, 29, 30 and 32.	
English item	*Spanish item*
1. I never feel quite sure of myself when I am speaking in my foreign language class.	1. Nunca estoy completamente seguro de mí mismo cuando hablo en la clase de inglés.
9. I start to panic when I have to speak without preparation in language class.	9. Me pongo muy nervioso cuando tengo que hablar en clase y no me he preparado bien.

Table 3. *Test anxiety items. Comparison between English and Spanish items.*

Test anxiety items: 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26 and 28.	
English item	*Spanish item*
3. I tremble when I know that I'm going to be called on in language class.	3. Tiemblo cuando sé que me van a preguntar en clase.
10. I worry about the consequences of failing my foreign language class.	10. Me preocupa las consecuencias que pueda traer el suspender.

Table 4. *Fear of negative evaluation items. Comparison between English and Spanish items.*

Fear of negative evaluation items: 2, 7, 13, 19, 23, 31 and 33.	
English item	*Spanish item*
7. I keep thinking that the other students are better at languages than I am.	7. Pienso que a los otros compañeros se les dan mejor los idiomas que a mí.
13. It embarrasses me to volunteer answers in my language class.	13. Me da corte salir voluntario en clase.

3.3.2. Communicative skills assessment grid

In order to assess the communicative skills of the students during the oral tests that were carried out before and after the implementation of the didactic unit or, in other words, as pre and post-tests, I created an assessment grid that would evaluate four different aspects: fluency, vocabulary, grammar and sentence structure and interpretation. The first element, fluency, was adapted from the qualitative aspects the Common European Framework of Reference for Languages takes into account to assess spoken performance at the beginner level (A1 and A2). The three remaining elements were designed taking into account Steinberg and Horwitz's findings regarding oral competence in students who suffered from foreign language anxiety in 1986. Steinberg and Horwitz noticed that there was an effect of foreign language anxiety in denotative and interpretative story content, where an anxiety induced group was less interpretative than those that were more relaxed. Furthermore, they noticed that students with high language anxiety seemed to favour less complex sentence structures and were more concrete than those who did not have high anxiety (in MacIntyre & Gardner, 1991a).

The scores of the assessment grid go from 1 to 4, with a 1 being the lower score possible and 4 being the highest score. A complete version of the assessment grid can be found in Annex I (b).

3.4. Research Techniques

In order to gather more data, several research techniques were put into practice during the duration of the research project. In this section, I will briefly present each of them and explain the reason behind each technique used in the research.

3.4.1. Recordings

The aim of these recordings was to gather objective data of what happened during the classroom in order to see if the didactic unit was successful in its purpose of lowering the foreign language anxiety of the students or not. As all the students were minors, I needed the consent of their parents, which prevented me from recording all the classes and all the students, as some parents did not give the consent. I was able to audio tape two classes from the experimental group where the didactic unit was implemented, as well as some of the oral tests and final presentations. In addition, I was also able to video tape some of the oral tests that were given both to the control and the experimental groups.

The subject of the recordings were the students, and the recordings themselves were carried out by me following a structured approach. I decided to follow the guidelines given by Michael J. Wallace, who suggests to guide the observation by pre-specified categories that could be later quantified in a question-tally sheet (Wallace, 1998) and I chose some categories of Flander's Interaction Analysis Categories System (FIACS). I did not follow the FIACS method due to inexperience and the lack of an objective observer that could carry out the observation as the lessons were developed. In the end, I decided to take into account three main variables: teacher talk, student talk and silence. The observed interactions would focus on elements that influence foreign language anxiety such as appraisal from the teacher or the acceptance of student's ideas during the class and on behaviours that are influenced by foreign language anxiety themselves, such as silence from the students, whether they favour closed or open questions and how often they initiate student talk during the class.

3.4.2. Research diary

Although my initial plan was to gather data only by means of the recordings, not having the consent to record all the students made me resort to a different way of gathering data. My research diary allowed me to write down the most important elements of several observed lessons, which would provide important qualitative data to complement the quantitative data obtained by means of the tests and the recordings. The particular learning aspects that were the focus of the research diary entries were: how students reacted when speaking English, what kind of output open and closed questions generated, the teacher's feedback to the students' contributions to the class and their overall attitude

when speaking in front of the class, including their gestures, mannerisms and tone of voice.

3.4.3. Opinion survey

In addition to the FLCAS, the students of the experimental group were asked to answer an opinion survey about the six lessons that made up the didactic unit that was implemented in their group. Some of the questions were similar to those of the FLCAS, but most of them were aimed at their motivation, thoughts and behaviour during the duration of my classes. The opinion survey would allow me to gather some extra data regarding the students' own feelings about the lessons which, given the short period of time the research was carried out on, I was not able to know in an individual way. As such, the students' responses to the opinion survey were a great tool for me to compare with the results of the FLCAS, as they both dealt with the students' affective factors.

3.5. Tasks used for the study

Together with the instruments and the research techniques employed in this research, I would also like to present the different tasks that were implemented during the study. I will divide this section between the oral tests that were given to the students before and after the implementation of the unit and the didactic unit itself, which I will explain in more detail.

3.5.1. Oral tests

In order to assess the oral competence of the students, I designed two different oral tests: one as a pre-test, before the didactic unit was implemented, and one as a post-test. These tests, which can be found in Annex I (c and d), consisted in a pair dialogue the students needed to create using a prompt, a series of pictures and a few key words. They were based on the topics the students were currently seeing in the class at the moment of the tests (sports and animals respectively) and on the notion that students with high language anxiety tend to avoid certain grammatical structures as well as use more concrete ways of explaining situations. By not giving them a fixed dialogue, I wanted them to come up with something together with a partner, using the grammatical structures and the vocabulary they had seen in the classes. With these tests I did not intend to assess their pronunciation or accuracy, so it would not matter if they made mistakes while speaking to each other.

After handing in the handouts and explaining how the test would work, I gave the students a few minutes to practice. They could write the dialogue down, but once it was their turn to be assessed, they were not allowed to read it. They were also given the chance to perform from their seats or to leave the classroom, something that would not affect their marks, but which would be annotated for further discussion.

3.5.2. Didactic Unit

The didactic unit, which can be found in Annex III of this paper, was the core of this project. It was based on the main aspects discussed in the theoretical background of this paper, favouring activities that were engaging to the students while attempting to keep their affective filter low with the aim to decrease their potential foreign language anxiety. Although I initially wanted to incorporate some of the activities research suggested, such as the Agony Aunt column or anxiety graphs, as well as a more detailed session about anxiety, I had to adjust the lessons to the high school's syllabus. As such, the topic of this didactic unit, as well as the vocabulary and the grammatical aspects taught in the six lessons were not what I had initially thought they would be. Despite this constraint, I decided not to follow the text book to make the classes more dynamic.

The activities of the didactic unit were based on a communicative methodology, where oral production was the main objective. I favoured collaborative and cooperative work instead of individual, one on one activities, and all the lessons allow the students to communicate with one another in one way or another. It is important to point out that some lessons had to be modified, especially Lesson 2. Originally, this lesson was more focused on oral production, but the lack of microphones in the computer lab made me resort to written production instead. As the students worked in groups, they still had to communicate with one another in English and, as such, the oral part of the lesson was kept.

The last two sessions of the didactic unit focused on the Task Based Learning methodology, where all the contents they had learnt so far were put in practice. The students would be engaged in a cooperative, creative task and the stress of the final presentation was tackled by means of the use of props and music, which aimed to provide a comical factor in what it is generally a stressful and anxiety inducing situation.

In sum, what I intended to do with my didactic unit was to create a series of activities that were different to what the students did in their usual classes, focusing on the affective

factors and Krashen's affective filter to attempt a decrease in the students' foreign language anxiety.

3.6. Procedure

As all the subjects of the study were minors, the first step was to distribute consent forms informing of the aim of the study and asking for their parents' permission to record their children either on video or audio. All the students were given the chance not to take part of the study if they so desired it after being informed of the steps I was going to follow. As I already mentioned when I focused on the different research techniques used in this study, I was not able to obtain consent to record all the students, but they all had the consent to participate on the study and were eager to do so.

Once I knew I was allowed to carry out the study with the chosen groups, the Spanish version of the FLCAS was administered in both groups. All the documents were anonymous to allow the students to be as honest as possible, and the purpose of the scale was explained before the FLCAS was handed out. This first approach served a dual purpose: as a pre-test to gather data about the language anxiety levels of the students before the implementation of my didactic unit and as a screening instrument to decide which group would end up being the control group and which one would be the experimental group. Once the preliminary results were obtained, where an initial screening showed that the students from 1º B had a higher language anxiety than those in 1º A, I decided to assign the class 1º A the role of control group and 1º B the role of experimental group. 1º A would go on as usual, with their normal classes and their regular English teacher while I would implement my didactic unit in the group 1º B.

Before the implementation of the didactic unit, I also carried out the same oral test in both groups as a pre-test, which I would compare with the oral test I would also give them after the implementation of the unit to contrast the results. The didactic unit itself was made out of six lessons and it spread out during a week and a half, during which I was able to record two classes of the experimental group and the presentations from their task based project, which allowed me to see how they answered to a more structured speaking activity.

Finally, the last steps of this research project involved the administration of the FLCAS to both groups as a post-test, where I asked them to focus on the last few weeks only, and a similar oral test, which worked as a post-test. Lastly, the experimental group had to fill

an opinion survey in which they were asked about the classes they had had during the last few weeks in order to gain a more objective impression of how the lessons worked and were received by the students.

3.6.1. *Scoring procedure for the FLCAS and the oral tests*

As previously stated, the FLCAS was distributed before and after the implementation of the didactic unit and used as a pre and as a post-test. The scores were tallied and transferred to an excel spreadsheet where the sums were evaluated. During the initial steps of the study, the initial results were briefly evaluated to gather some data about the foreign language anxiety of the students and then they were further analysed.

IV. Data Analysis

This chapter is divided into three main parts. First, the data obtained from the quantitative analysis carried out in this research will be presented by addressing the three research questions that were posed at the beginning of this paper. This quantitative analysis will include the results from both pre and post-tests –the FLCAS and the oral tests– as well as a descriptive exploration of said results and the possible correlation between the two.

Second, a qualitative analysis of the data gathered by means of the recordings of the observed classes and the oral tests, as well as the field journal, which will be able to support the quantitative findings.

Lastly, complementary data regarding the experimental group's perception of the project by means of an opinion survey will be presented.

4.1. Quantitative analysis

The analysis of the quantitative data obtained through the two main instruments of this research, the FLCAS and the oral communication tests, will serve to answer the main questions this paper has posed. The results will be divided into the three research questions that guide this paper, even though they all complement each other.

4.1.1. Results for research question number 1

How many students from the selected sample are affected by foreign language classroom anxiety? Furthermore, what elements of foreign language anxiety are the most common in those students?

As this question is divided into two different aspects, I will begin by addressing the first part of the question. In order to know how many students were affected by foreign language classroom anxiety, the FLCAS, designed by Horwitz et al. was used. These initial results were a starting point to the whole research and would be later on compared to the final results in order to answer research questions two and three.

After tallying the results from the pre-test and adding them to a spreadsheet on Excel, the total score for each student was calculated. From a minimum score of 33 points (scoring 1 for each of the 33 items of the scale) and a maximum score of 165 points (scoring 5 for each of the 33 items of the scale), the students would be assigned either low, medium or high foreign language classroom anxiety:

- A score between 33 and 75 would indicate that the student had a **low** foreign classroom language anxiety.
- A score between 76 and 119 would indicate the student had a **medium** foreign language classroom anxiety.
- A score between 120 and 165 would indicate the student had a **high** foreign language classroom anxiety.

From the thirty-nine participants in the study, 72% of the participants have some degree of Foreign Language Classroom Anxiety, with twenty-five participants having medium level anxiety and three participants having high-level anxiety. If we focus on the participants belonging to the control group (1º A), fourteen out of twenty students have some kind of foreign language classroom anxiety, with eleven students having medium level anxiety and two students having high level anxiety. In the experimental group (1º B), we have more students with foreign language classroom anxiety than we have without it: only four students out of nineteen scored a low-level anxiety, whereas fourteen scored a medium level anxiety. In this group, only one student had high-level anxiety. Figures 2, 3 and 4 have been included below to present the reader a graphic representation of the percentages in each group as well as the entire sample.

Figure 2. *Representation of foreign language classroom anxiety levels during the pre-test*
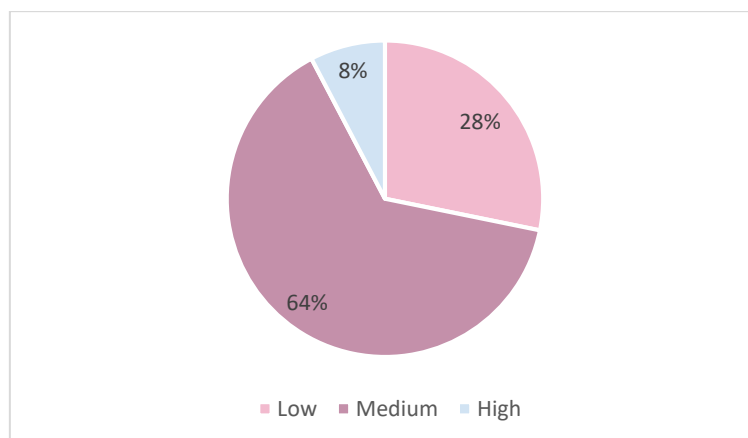
Figure 3. *Representation of FLCAS pre-test in 1ºA*
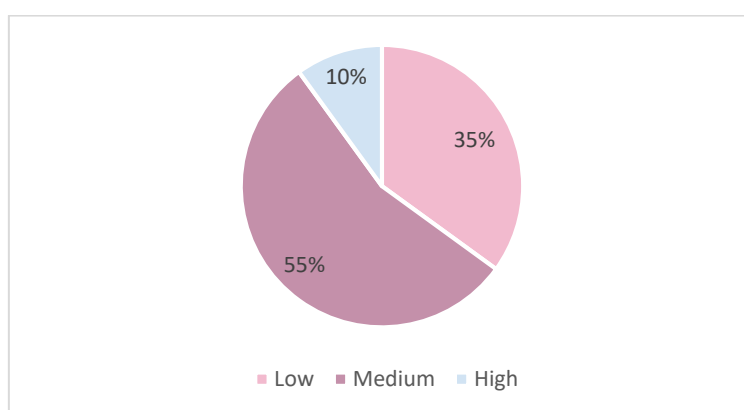
Figure 4. *Representation of FLCAS pre-test in 1ºB*
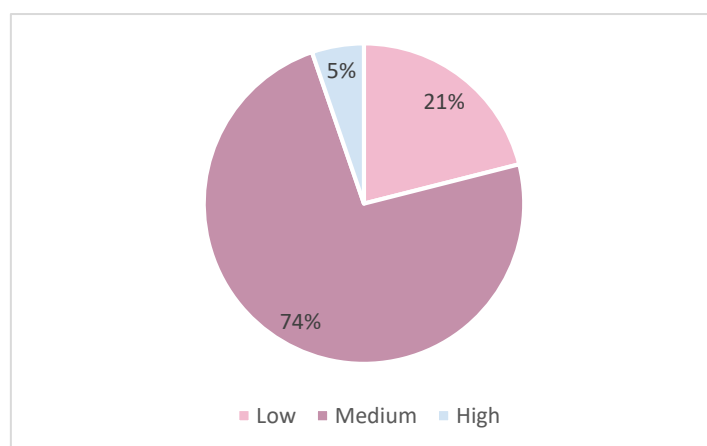
With the initial FLCAS results, I wanted to know what aspects of foreign language classroom anxiety generated more anxiety in each of the groups. In order to do that, the mean score of each aspect (communication apprehension, fear of negative evaluation and fear of language tests) was calculated. As each aspect does not have the same number of items, the means were equalled by a rule of three: the mean of each aspect was multiplied by the maximum score of the FLCAS (165) and then divided by the maximum score of each aspect (55 in the case of communication apprehension, 35 in the case of negative evaluation and 75 in the case of text anxiety). Figure 5 captures the mean of the different foreign language classroom anxiety aspects in both groups during the pre-test. As we can see, the mean of every aspect falls in the medium-anxiety spectrum. Additionally, the experimental group experiments more anxiety on average in every aspect, especially in those items related to fear of negative evaluation or feedback by peers and teachers with sixteen points of difference.

Figure 5. *Mean of the initial scores on the different foreign language classroom anxiety aspects*
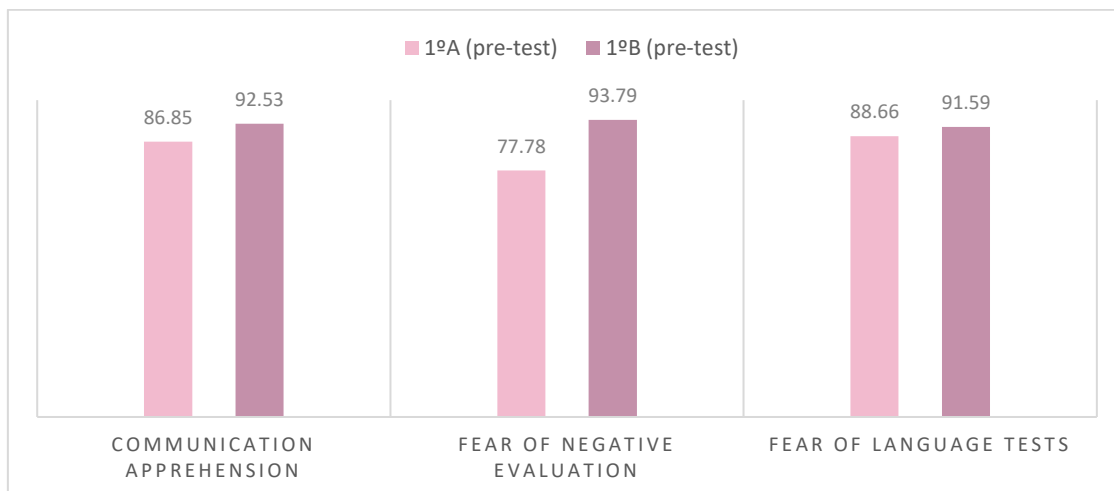
As all the aspects of foreign language classroom anxiety seem to elicit a similar score, the items which obtained either a four or a five as their mode were selected for further analysis, as these would indicate that the student agreed or strongly agreed with the statement or, if the item was reversed, disagreed or strongly disagreed. The mode to every item can be consulted in Annex II (a).

In the control group, five items obtained a mode of 5 (item 5, 6, 10, 17 and 30) and one item obtained a mode of 4 (item 11). The majority of these items belong to the category of Fear of Language Tests (items 5, 10, 11 and 17) and the rest correspond to the category of Communication Apprehension (items 6, 11 and 30). In the experimental group, however, only one item obtained a mode of 5 (item 5), whereas the rest obtained a mode of 4 (items 4, 9, 10, 11 and 21). Half of the items belong to the category of Fear of Language tests (items 5, 10 and 21) and half to the category of Communication Apprehension (items 4, 9 and 14).

In sum, the two aspects of foreign language anxiety that affect the sample students the most are Fear of Language Tests and Communication Apprehension, especially the first. At the same time, the students of the control group have a lower anxiety on average, but there are more students with high language anxiety levels than in the experimental group.

4.1.2. Results for research question number 2

Is Communication Apprehension related to the way students communicate? If it is, will their communicative skills improve if the foreign language anxiety decreases?

The results of the oral tests, which were carried out before and after the implementation of the unit as pre and post-tests, are presented in Tables 5, 6, 7 and 8. Although the entirety of the scores can be found in Annex II (b), the mean and mode of every evaluated aspect can be found in the tables below. These marks have been scaled over 10 for an easier comprehension and the scores have been rounded up to two decimals for clarity's sake.

Overall, we can see that in the pre-test, the experimental group obtained better scores than the control group, particularly in the fluency aspect with almost two points of difference in the mean and three in the mode. Conversely, the control group obtained a higher mean in the interpretation aspect, although the mode is the same in both groups, a 5 over 10.

In the post-test, the experimental group obtained better scores on average, whereas the control group either obtained lower scores or remained the same. In the control group, the mean of the fluency scores increased but the mode decreased, whereas the opposite thing happened with the vocabulary scores, although the way the average decreased was minimal. The scores on grammatical structures remained the same, but it was the interpretation aspect which really changed when comparing it to the pre-test.

The experimental group obtained better scores in every aspect, although the mode in the fluency aspect decreased quite considerably, changing from a 10 to a 7.5. There was barely an increment in the grammatical scores, but an improvement could be seen in the average interpretation scores, although the mode remained the same.

Table 5. *Pre-test results in the control group (1ºA)*

	Mean	**Mode**
Fluency	6.62	7.5
Vocabulary	6.75	5
Grammar and sentence structure	5.87	5
Interpretation	5.37	5
Total	6.16	6.25

Table 6. *Pre-test results in the experimental group (1ºB)*

	Mean	**Mode**
Fluency	7.89	10
Vocabulary	6.84	7.5
Grammar and sentence structure	5	5
Interpretation	4.47	5
Total	6.05	7.5

Table 7. *Post-test results in the control group (1ºA)*

	Mean	**Mode**
Fluency	6.87	5
Vocabulary	6.62	7.5
Grammar and sentence structure	5.87	5
Interpretation	4.75	2.5
Total	6.03	4.37

Table 8. *Post-test results in the experimental group (1ºB)*

	Mean	**Mode**
Fluency	8.29	7.5
Vocabulary	7.1	7.5
Grammar and sentence structure	6.71	7.5
Interpretation	5.92	5
Total	7	8.12

After knowing the scores to the oral tests, a 2-tailed Pearson's correlation was conducted to know whether the communication apprehension aspect assessed with the FLCAS was related to how the students performed in the oral tests, especially in those aspects where foreign language anxiety tends to affect students the most according to research: favouring simpler grammatical structures over more complex ones and producing less interpretative and more concrete messages. As can be seen in Table 9, the correlation

coefficient between the variables is not relevant and, as such, we can say that these variables are not related.

Table 9. *Correlation coefficient between communication apprehension and the oral tests*

	Communication apprehension and interpretation grades	**Communication apprehension and grammar structure grades**
1ºA (pre-test)	r= 0.14	r= 0.02
1ºA (post-test)	r= 0.24	r= 0.12
1ºB (pre-test)	r= -0.01	r= 0.18
1ºB (post-test)	r= -0.25	r= -0.12

4.1.3. Results for research question number 3

To what extent can a didactic unit that implements positive affective strategies may help to reduce the foreign language anxiety in the students?

In order to answer this question, the most significant piece of data are the results of the FLCAS. A clear-cut way to observe the impact of the didactic unit is to compare the results of the pre-test with the results of the post-test, first within the two groups and then contrasting the results of the control and experimental group's post-test. As Figure 6 indicates, the average anxiety scores in the control group increased from the pre-test to the post-test, except for the Communication Apprehension results, which decreased slightly. We can also see a great increment in the average scores regarding Fear of Negative Evaluation, with an increment of almost thirteen points. On the other hand, Figure 7 displays a decrease in the average anxiety score for every aspect assessed by the FLCAS, with almost 10% of difference between the pre-test and the post-test.

When we compare the results of the post-test carried out in both groups, represented in Figure 8, we can clearly see that the foreign language anxiety of the experimental group is lower than the foreign language anxiety of the control group. The more significant difference would be in the sections of Fear of Negative Evaluation and Fear of Language Tests, with almost ten points of difference between the experimental and the control group.

However, I think it is important to highlight that the average scores in all items fall in the medium-level anxiety spectrum.

Figure 6. *Comparison of the FLCAS results in 1º A*
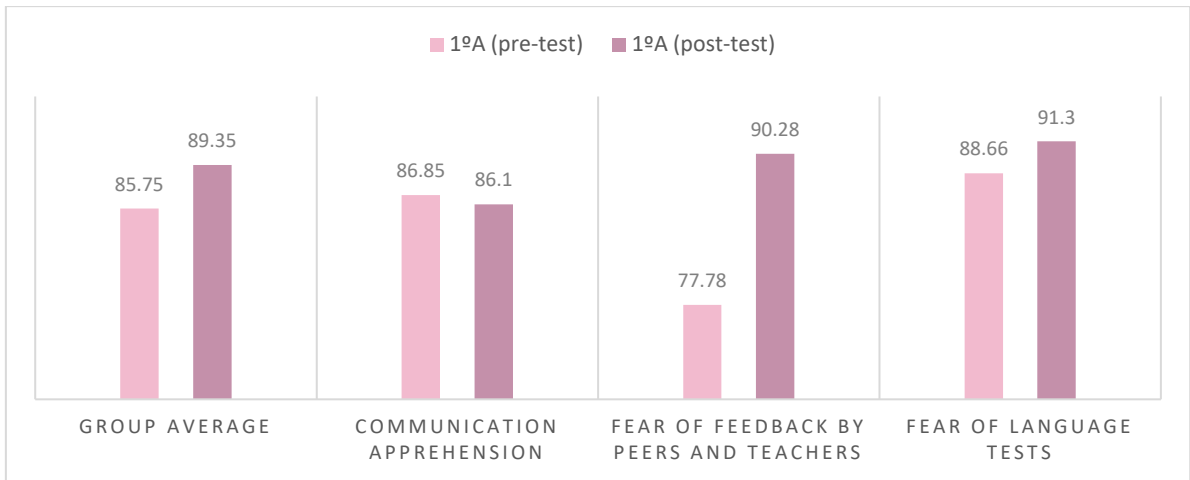
Figure 7. *Comparison of the FLCAS results in 1º B*
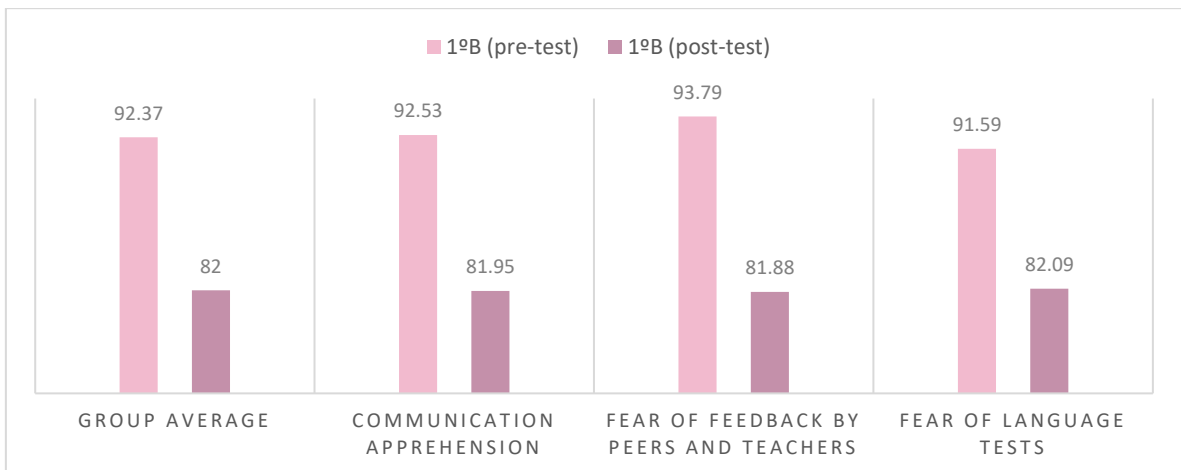
Figure 8. *Comparison of the FLCAS results as a post-test between 1º A and 1º B*
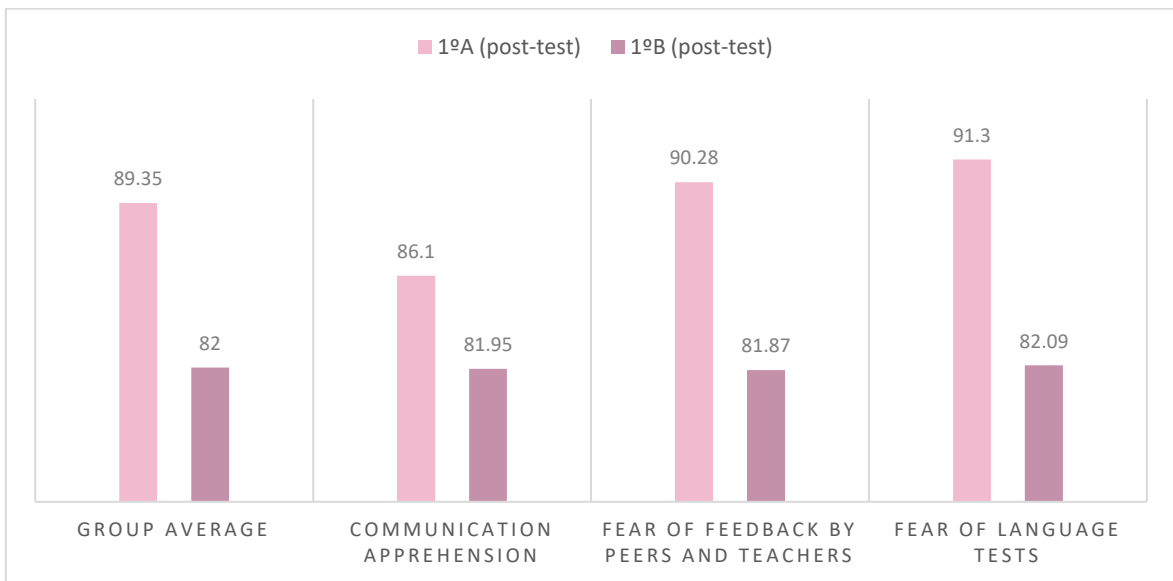
After comparing the number of students with low, medium and high foreign classroom language anxiety of both classes during the pre and post-tests, a change could be observed in both groups. As Figures 9 and 10 show, there was a variation in every percentage except for that of high language anxiety, which remained the same in both groups. The percentage of students with low anxiety in the control group decreased, going from seven students in the pre-test to five students in the post-test. Conversely, the percentage of students with medium anxiety increased from eleven during the pre-test to thirteen during the post-test. The opposite situation can be found in the experimental group, with the percentage of students with low anxiety increasing from four to seven and the percentage of students with medium anxiety decreasing from fourteen to eleven students.

Figure 9. *Representation of FLCAS post-test in 1ºA*
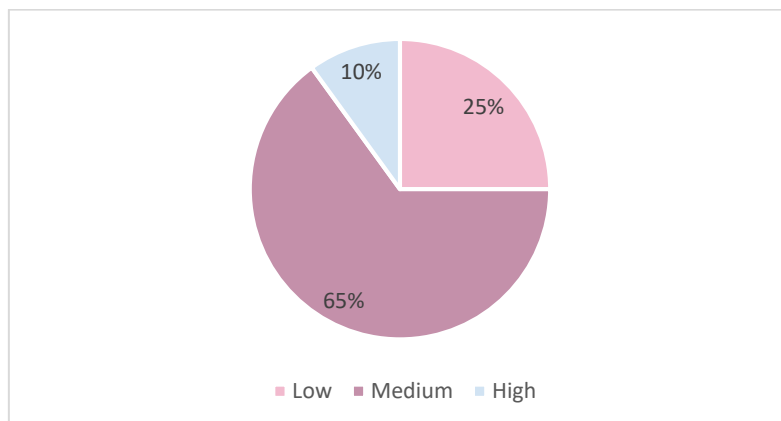
Figure 10. *Representation of FLCAS post-test in 1ºB*
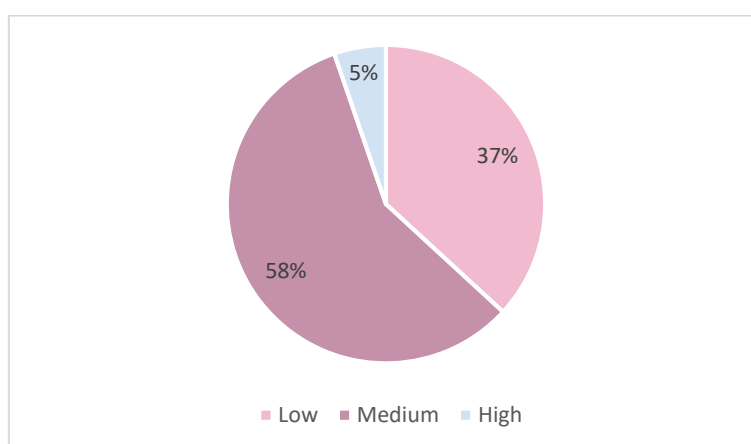
To contrast the results of the pre-test with the post-tests, the items which elicited the most anxiety in both groups were examined. In the control group, the items that obtained a mode of 5 were similar to those of the pre-test (items 5, 6, 10 and 17) with all items belonging to the Fear of Language Tests category. The item that obtained a mode of 4 was item 20, which also belongs to this category. If we compare these results with those obtained in the pre-test, we can see that the items that elicited the most anxiety in the control group remained the same except for item 30, which obtained a mode of 2 during the post-test. However, in the experimental group we can see a significant difference with the decrease of items that obtained a mode of 5 and 4 from five to only two. Item 10 obtained a mode of 5, just like it did during the pre-test, and item 4 obtained a mode of 4, the same score than in the pre-test. The rest of the items obtained a mode of 3 or lower.

In sum, there was not a significant change in the scores of the control group, with the items that obtained a higher mode remaining the same. It is important to point out that the category that elicited the highest scores in both groups is the Fear of Language Tests, which seems to be the main cause of foreign language anxiety in the participants of the study. We can appreciate a significant change in the results of the experimental group, where items with a common score of four and five have gone from five to two items.

Although all the research questions will be supported by the data obtained with the qualitative analysis, it is important to point out that this particular question will be justified by the data analysed in the following section and thoroughly discussed in Chapter V.

4.2. Qualitative analysis

The aim of the qualitative data collected during this research is to support the quantitative data analysed in the previous section. This qualitative data will mainly focus on my observations during observed or recorded classes, but it will also provide insight on the oral tests that were carried out before and after the implementation of the didactic unit.

4.2.1. Recordings

The recordings depicted in Table 10 correspond to two different classes from my didactic unit, which can be found in Annex III (b) in detail. The chosen variables, as detailed in chapter III, mainly focus on how the students react to the activities proposed in the observed lessons, as well as the elements that elicit more responses from the students, such as open or closed questions, appraisal or prompts. To make the data collected more relevant, only contributions in English were taken into account, as the students spoke a lot using the L1 among them. Additionally, if a student participates more than once in a row, it will only count as one contribution under one of the categories of student talk.

If we focus on the teacher talk variable, we can see that the most common elements are the closed questions and the teacher's appraisal. As students were not too outspoken about their beliefs, the variable "accepts students' ideas" only registered nine and six instances respectively. Only the students who were confident to begin with contributed with new ideas to the class, and the rest either waited to be asked a question or talked with other classmates but did not address the teacher. The interaction depicted in Table 10 is a bit different from one class to the other because Class 4 involved watching a video several times, whereas Class 1 was a more engaging, introductory class. Despite this difference, which can be observed in the number of interactions under the variable "Response to the teacher", Table 10 is a good indicator that humour and authentic materials that correspond to the student's interest can generate more output than closed questions or textbook related questions, as student talk initiated by the students themselves is noticeably higher in Class 4 compared to Class 1.

Appraisal and closed questions were the elements that elicited more responses, as we can see in the Student Talk category. In particular, appraisal and prompts helped students continue when they got stuck on something they wanted to say, as shown in Transcripts 1 and 2, both of which belong to Class 1.

It is important to note that the great number of responses gathered under the label "Response to the teacher" correspond to the brainstorming activity and the animal trivia from Class 1. Both of those activities elicited a significant response in the students, although the output was minimal. Additionally, there is a clear contrast between open and closed questions and an increase in the "Appraisal" variable due to the nature of the activities carried out in the lessons.

Finally, I want to highlight the results obtained under the "Silence" variable. These results depict those moments the students' response to a question asked by the teacher was either silence or confusion. As we can observe in Table 10, those moments were rare, although they increased when the questions asked by the teacher were more challenging.

Table 10. *Variables observed in the class recordings*

Variables			Class 1	Class 4
Teacher talk	*Response*	Accepts students' ideas	9	6
		Appraisal	25	45
		Prompts	7	6
	Initiation	Open question	5	8
		Closed question	30	32
Student talk	*Response*	Response to the teacher	80	53
	Initiation	Student talk initiated by the student	13	47
Silence			3	5

Transcript 1.

> T: What do all mammals have in common?"
>
> S1: That… the girl… have… How do you say *leche*?
>
> T: *Leche*? How do we say '*leche*?
>
> S2: Milk!
>
> T: Very good!
>
> S1: That the women have milk and the… the babies drink the milk of the mother.

Transcript 2.

> T: Do you know the difference between amphibians and reptiles?
>
> S1: Que los reptiles—
>
> T: Try in English.
>
> S1: That the amphibians like the… For example, the frog… [S1 gets interrupted by another student and then continues] The amphibians live in a… eh… for example, a frog… Its skin… ¿Cómo se decía blando?
>
> T: Soft.
>
> S1: It's soft and… ¿viscoso?
>
> T: Viscous. You're doing really good, go on.
>
> S1: And the reptiles have the skin of the fish.
>
> S2: Yes, they have scales!
>
> S1: Yes, they have the skin of the fish and the amphibians can… [The student stops talking.]
>
> T: They can breathe?
>
> S1: Yes, eh… They can breathe with their… skin.

4.2.2. Research diary

This section will be divided into two different parts. Firstly, I will focus on some aspects that were not included while analysing the oral test scores, such as the body language, the tone of voice and the overall behaviour of the students' during the oral test. Secondly, I will highlight some of the entries regarding observed classes where the students needed to interact with the teacher or among themselves, including some passages that are particularly relevant to the research.

a. Oral tests

During the oral tests, the students exhibited behaviours that can be classified in different patterns. In this section, I will classify the different behavioural patterns I managed to identify in both classes during the pre and post-tests, comparing several entries and pointing out any significant changes between the pre and the post-test.

- *Control group (pre-test):*

In this group, I found that the majority of students exhibited a medium-level language anxiety during the pre-test. Half of the class seemed to fall under this category, with some behaviour that were common to them all. These students usually fidgeted as they spoke or played with something, like a pen or their clothes, and spoke quite softly. They usually looked at me for confirmation when they spoke, but were able to perform during the test in an adequate way. Another common occurrence was that some of these students hesitated while talking or tripped over their words but were able to keep going.

Six students out of twenty presented a low anxiety when performing their dialogues, being sure of themselves and using a loud but appropriate voice. These students interpreted the dialogue and projected their voice and, even if they were not very fluent or accurate in what they were saying, they were confident in their abilities.

Students with high language anxiety, however, barely made eye contact with their partners or me. They fidgeted and moved a lot as they spoke, hiding behind their hair in the case of the female students. I could also observe how their hands shook or how their voice trembled when they spoke. Two of these students asked to perform the dialogue outside the class, as they did not want the rest of the class to hear them as they spoke.

I would also like to highlight the performance of four students in particular. These four students chose to perform their dialogues outside the classroom, but their anxiety differed

from one another. Two of them seemed to have high anxiety despite being quite proficient at English, as I wrote down the research journal.

Entry 1. "F. chooses to do the oral test outside the classroom. She has a very good pronunciation but does not look at me in the eye when she talks, just at her partner. She talks with a very soft voice and her hands shake, but she tries to hide it by clasping them together."

Entry 2. "D. chooses to do the oral test outside the classroom with his partner. He avoids eye contact and has a very soft voice, but his pronunciation and intonation are really good."

- *Control group (post-test):*

The results of the oral post-test in the control group were really similar to those of the pre-test. There were no significant changes in their performances, but more students chose to perform their dialogues outside of the classroom than they did during the pre-test.

Those students who were confident during the pre-test performed well during the post-test, while anxious behaviours in the students with medium and high anxiety happened once again. The common patterns in more anxious students seem to be a very soft voice, hesitation while talking and, sometimes, even stuttering. Those students who are more anxious did not make eye contact with me except to ask for approval or for confirmation once the test was finished.

- *Experimental group (pre-test):*

The behaviour observed in the experimental group during the pre-test was really similar to that of the control group. Eleven out of nineteen students had a medium-level anxiety, performing correctly but exhibiting nervous behaviour such as fidgeting, using a soft voice or avoiding eye contact. I also noticed that some of the students reacted to stress with nervous laughter and other students' spoke so fast that they stepped over their partners' dialogue, which only managed to make them more nervous.

What I found really interesting was the contrast between two students that performed in really different ways. One was not very fluent in English, but she used a good tone of voice and was confident with the dialogue, whereas the other student used a very soft voice even when her interpretation was good and she was quite fluent in the language.

- *Experimental group (post-test):*

Unlike the control group, in this case I could observe a slight improvement in the performance of the experimental group during the post-test. There were no significant changes in those students who had a very high anxiety, as they still were very nervous during the oral test and used a very soft voice while avoiding any kind of eye contact. However, there were three students who showed great improvement. They were still nervous but they managed to interpret their dialogue with more confidence than they did during the pre-test, as it is reflected in the following diary entries.

Entry 3. "D. fidgets with her pen and hides her face behind her hair. However, she looks at me when she speaks, which did not happen during the pre-test."

Entry 4. "A. has a very soft voice and does not meet my eyes but, unlike the first time, he tries to act the role he has chosen."

Entry 5. "C. fidgets a bit but her hands do not shake anymore. She acts well and she looks at me when she performs."

b. Classes

In this section, I will include a series of entries regarding some of the activities that were carried out during the observed classes. All these entries correspond to the students' behaviour during their usual classes, before I implemented the didactic unit, and only the most relevant entries have been included for further examination in Chapter V.

- *Oral test (March 12th)*

During my first week of classes, the students in 1ºA had an oral test in which they had to learn and perform a dialogue they had worked on during the previous classes. I noticed that the students were pretty quiet before the activity. Most of them came unprepared, not having practiced before the test, and although the teacher had asked them to memorise the text, the majority of the students read the dialogue instead of learning it by heart. Reading the dialogue and using soft voices seemed to be a common thread among the students, as the reader can see in entries 6 to 11.

Entry 6. "N. and J. act very shy around the teacher. She speaks louder than he does, but their pronunciation is not good. They read the dialogue (no improvisation

whatsoever) and when the teacher asks them a question, they feel on the spot and get nervous."

Entry 7. "M. and F. speak louder. They fumble for words and hesitate during the dialogue, reading most of the time."

Entry 8. "D. and M. speak in soft voices. She reads the dialogue, whereas he has learnt it by heart. It is not the best pronunciation, but they try to keep the dialogue going. Although he has prepared the dialogue beforehand, it is difficult for him to speak in front of the class."

Entry 9. "M. and D. read the dialogue and barely look at the teacher or at each other. They seem to want to sit down again as soon as they can."

Entry 10. "H. and P. do not work well together. He has learnt most of the dialogue by heart, but she does not seem to care about it. They get lost in the middle of the dialogue and it is hard for them to continue."

Entry 11. "A. and E. read the dialogue. A uses a loud voice as he reads, but E speaks with a very soft voice. They have not practiced before and she has not brought the book to the test."

Something else I noticed is that the students are more motivated when the teacher asks them routine questions, like the date of the day. It is also easier for them to participate from their seats and when their interaction is not one on one, as when the teacher asks them a question they can answer as a group.

-   *Reading exercise with the experimental group – 1ºB (March 26th)*

This activity involved the students reading a text from their textbook for the very first time. They had to read it in front of the class and answer a series of reading comprehension questions, which gave me a good opportunity to observe the students' behaviour. Most of the students read the text properly, although they struggled with the pronunciation of words they did not know. However, as I wrote in Entry 12, most of the students only participated when it was mandatory. The majority of the students did not answer when the teacher asked an open question, and the few students who did were always the same.

Entries 13 and 14 display the behaviour of two students in particular that I thought interesting. C. only participated when the teacher asked her directly, and she was

noticeable nervous as she spoke out loud. However, I could notice an improvement during my lessons, where she volunteered to answer questions I did not directly ask her. L., although not as nervous as C., did not volunteer to answer any questions unless she knew the answer beforehand, which indicates that giving the students time to reflect on what they are being asked and to think is key if we want to encourage the students to answer a question during the class.

> Entry 12. "Many students read but do not speak up when V. [the teacher] asks a question. Usually the same students reply all the time."

> Entry 13. "When reading, C. has good pronunciation, but she speaks in a really quiet voice. The teacher has to ask her to speak louder and she hesitates a lot. It seems to take a lot of effort to speak out loud."

> Entry 14. "L. needs to have the answers in order to participate. She does not like being asked a question she has not prepared beforehand, but once she knows the answer and has time to think, she participates a lot."

- *Poster presentation (April 1st and 2nd)*

The week prior to the implementation of my didactic unit, both groups were involved in the creation and presentation of a poster. They worked on said poster for a couple of days, and they had complete creative freedom to write and draw whatever they wanted as long as they used modal verbs, which was the main objective of the activity. After completing their posters, they had to present what they had created to the whole class.

Entries 15 to 22 correspond to some of the students from the experimental group (1ºB), while entries 23 to 27 correspond to some of the students from the control group (1ºA). These entries show that those students who were motivated and had confidence on what they were going to present used a good tone of voice and expressed themselves more clearly, making eye contact both with the teacher and other students, as we can see in entries 15 and 22. With more anxious students, we can find common patterns such as the use of the L1 when the student is not talking about the poster itself or when addressing the teacher (entries 16, 19 and 22), asking for confirmation (entries 19, 25 and 27) and fidgeting or avoiding eye contact.

The students from entries 20 and 24 are an example that foreign language anxiety is not necessarily a consequence of having a low level of the language in question, as these two

students proved to have a high level of English but were still self-conscious and nervous while speaking in front of the class. Reading seems to give the students comfort, as they avoid eye contact and have material they can use in case they get lost, instead of coming up with an answer with no support whatsoever.

Finally, in entries 21 and 26 we can see two very different reactions to foreign language anxiety. Whereas the student depicted in entry number 21 seems to respond to an anxious situation such as an oral presentation with defensive behaviour, the student depicted in entry 26 keeps justifying his participation because he believes he is taking too long with his presentation.

Entry 15. "Y. has presented a creative poster. She seems motivated by the activity and explains what she has done with good pronunciation, reading what she has written. The teacher gives her positive feedback."

Entry 16. "B. addresses the teacher in Spanish and hides herself with her hair as she talks about her poster. Her voice is soft and she does not look at the teacher or at her classmates."

Entry 17. "E. has a good pronunciation and tone of voice, but she does not make eye contact with anyone. As she explains her poster, she hides herself with her hair."

Entry 18. "O. starts the presentation quite confidently, speaking loud and looking at the teacher. However, when she corrects him he becomes nervous and starts fidgeting."

Entry 19. "A. does not really know how to carry out his presentation. He asks the teacher *"¿Qué hago?"* in the L1 and when he starts speaking, he stops himself to say: *"No sé, profe…"*

Entry 20. "C. has a very artistic and well thought poster, but as she presents it she has a very soft and shaky voice. She has a good pronunciation but keeps fidgeting, shifting her weight from one foot to the other, and not meeting anyone's eye."

Entry 21. "A. has a good pronunciation, but speaks very fast to go back to her seat as soon as possible. When the teacher asks her to do it again, she seems a bit angry."

Entry 22. "A. has a good pronunciation and uses a good tone of voice, looking at the class as he speaks. He is more self-assured than other students."

Entry 23. "J. is very nervous, very fidgety. He asks the teacher if he can read the poster using the L1, and then reads it all, not making eye contact with anyone."

Entry 24. "F. has a very good pronunciation and expresses herself really well, but she reads the poster and does not make eye contact. Her voice is very soft, barely audible from the back of the class."

Entry 25. "D. hesitates a lot and asks the teacher for confirmation constantly, unsure about his pronunciation. He corrects himself a lot as he speaks."

Entry 26. "M. has shaky hands as he holds the poster for the class to see. He reads it with a very soft voice and, despite it being a really good poster; he justifies himself for talking for a long time by saying *"It's very long, sorry."*"

Entry 27. "S. has very shaky hands and hesitates while talking, stopping from time to time to look at the teacher in order to see if she is doing it right."

4.3. Analysis of complimentary data

As previously mentioned, the students of the experimental group were asked to answer a survey about the activities they had been part of during the couple of weeks the didactic unit was implemented. Table 11 presents the reader with the questions of said survey and the student's responses.

As we can see, the majority of the students had a positive reaction to the activities that conformed the didactic unit. The students seemed to have less feelings of anxiety during these classes, while talking to the teacher and to other students. Additionally, the greater part of the sampled group seems to have found the activities motivating, which might have helped with lowering the foreign language anxiety.

However, it is important to point out that there seems to be a couple of students who still felt anxious during my classes, which would coincide with the students who scored a high-level anxiety in the FLCAS.

Table 11. *Experimental group's responses to opinion survey*

Questions	Students' responses				
	1	**2**	**3**	**4**	**5**
1. He sentido vergüenza al contestar a una pregunta en clase.	1	1	6	5	6
2. Me he sentido más tranquilo/a con las actividades que hemos hecho en clase.	7	9	2	1	0
3. He sentido menos vergüenza hablando en inglés con mi profesora.	6	5	5	3	0
4. He sentido menos vergüenza hablando en inglés con mis compañeros.	5	8	3	3	0
5. He estado más tranquilo/a durante las clases de inglés.	8	4	6	1	0
6. He sentido que podía preguntarle mis dudas a mi profesora.	7	5	6	0	1
7. Me he sentido más seguro/a de mí mismo/a al hablar en inglés.	6	5	7	1	0
8. Las actividades realizadas me han parecido entretenidas y relevantes.	14	4	0	0	1
9. Me he sentido tenso/a durante las clases de inglés.	0	1	4	6	8
10. He hablado en inglés con mis compañeros.	2	8	8	1	0
11. Las actividades realizadas me han motivado.	9	7	2	1	0

1= strongly agree; 2= agree; 3= neither agree nor disagree; 4= disagree; 5= strongly disagree

V.   Discussion

The aim of this chapter is to address and interpret the quantitative and qualitative data analysed in Chapter IV.

First, we will address how the analysis of each set of data answered the research questions posed at the beginning of this paper. Then, we will contemplate how the obtained results relate to the theoretical studies addressed in the theoretical background in Chapter I.

Finally, we will discuss if the objectives of this study were met after addressing all the research questions.

5.1. Addressing the results to research question number 1

How many students from the selected sample are affected by foreign language classroom anxiety? Furthermore, what elements of foreign language anxiety are the most common in those students?

The results presented in chapter IV demonstrated that the majority of the sampled students have a certain degree of foreign classroom language anxiety. As we have seen, 72% of the students who took part in the study had either medium or high level foreign language anxiety, as measured by the FLCAS given as a pre-test. Moreover, both groups appeared to have a medium-level anxiety on average in the three aspects of foreign language anxiety the scale measures: Test Anxiety, Communication Apprehension and Fear of Negative Evaluation.

Regarding the second part of the research question, the participants of the study seemed to be particularly anxious when it came to items that belong to the Test Anxiety and Communication Apprehension categories. Furthermore, item 10, the item which obtained the higher scores in both groups ("*Me preocupa las consecuencias que pueda traer el suspender*"), belongs to the Test Anxiety category. What seems to worry the students the most are the consequences of failing the subject, something that might not be limited to just the English subject and, as such, might not be caused by foreign language anxiety.

However, the Communication Apprehension category can be more telling. The majority of students who took part in this study were anxious while communicating during the English classes in the L2, as we have seen in the excerpts detailed in the qualitative analysis. When performing or answering questions from the teacher, they tend to use a

soft tone of voice, avoid eye contact or hide their expressions in any way they can. Table 10 was also a clear example of how students do not participate when the stakes are too high, evident by the great contrast between the responses given to questions asked by the teacher (which were closed questions for the most part) and the student talk initiated by the students themselves. Students do participate when the stakes are low or when they are asked routine questions such as the date, but they remain silent or switch to the L1 if they feel out of their depths.

These results echo Tsui's own concerns in her research, as students do not participate to answer questions or to ask for doubts, which can be further explained by Horwitz and Cope's notion that communication is one of the most challenging aspects to second language learners.

5.2. Addressing the results to research question number 2

Is Communication Apprehension related to the way students communicate? If it is, will their communicative skills improve if the foreign language anxiety decreases?

According to Pearson's correlation coefficient, there does not seem to be a relevant correlation between communication apprehension in the students and the way they communicate. The low correlation obtained between the scores of the oral pre and post-tests and the Communication Apprehension items in the FLCAS indicate that, although students a medium-level anxiety profile in said items, they do not necessarily interfere with the way they communicate.

However, we have to keep in mind that having a low level of English, the students might not have yet the tools to produce the kind of content that would be affected by FCLA. A possible reason for the students' avoidance of certain sentence structures or a deliberate choice of more concrete language can be their low level and not a possible FCLA, which would explain why certain students favoured simple sentence structures while obtaining high scores in the fluency, vocabulary and interpretation aspects. These students were sure of themselves and did not hesitate when performing during their oral tests. Being beginner users of the language means they do not have a wide array of grammatical structures to choose from and, therefore, they chose the ones they knew and felt confident with. Although the oral tests and the assessment grid were meant to take into account this factor, it is true that the results might have been affected by it.

Although the correlation coefficients proved to be barely significant, I believe it is important to point out the difference between those coefficients that are positive and those that are negative. As we can see in Table 9, the majority of the correlation coefficients are positive except for three: the coefficients for the communication apprehension and interpretation grades from the experimental group (pre and post-test) and the coefficient for communication apprehension and grammar structure grades (post-test). Having positive and negative correlation coefficients tie up with the Scovel's idea of debilitating and facilitating anxieties. High anxiety is often related to debilitating anxiety, whereas low and medium anxiety are usually commonly associated with facilitating anxiety. As shown in the data analysis for the first research question of this paper, most of the students fall in the category of medium-level anxiety, with only three participants having a high-level language anxiety. These students, the one who scored a high language anxiety in the FLCAS, will probably be affected by debilitating anxiety, which would make the correlation between their communication apprehension and the way the students with high anxiety communicate negative. In other words, the higher the language anxiety in these students, the lower their scores and their performance will be. On the other hand, those students with low language anxiety would mostly fall under the facilitating anxiety category, where this anxiety would not be negative but positive, as well as the correlation coefficient between the measured variables. As Scovel found out, facilitating anxiety would increase the student's performance, as he or she would see the stress inducing activity as a challenge.

The fact that there is a difference between these two types of anxieties would be a clear explanation for the difference between the correlation coefficients depicted in Table 9. Nevertheless, the results from the oral tests seem to have slightly improved in the experimental group, whereas they have either worsened or remained the same in the control group. These results indicate that, although the students' anxiety might not have decreased significantly, the students from the experimental group have grown more comfortable with oral production during the classes. In this sense, there seems to be a relationship between the foreign language anxiety of the students and their communicative skills. They might not choose more complex structures, but after working collaboratively and engaging on oral activities during the duration of the didactic unit, the students have been required to generate more output and to use the L2 to communicate more often than the students in the control group have.

The activities carried out in the control group remained the same, and mostly focused on textbook activities. Although they had a few lessons in which the group was split in two (a smaller group of six to eight students would go to a different classroom, where the language assistant would give the class), oral production was only favoured sometimes. As I was present during these "split" classes, I could notice that those students who did not participate in the big classroom, did not participate in the small classroom either, despite there being less students. According to the results, Fear of Negative Evaluation was the variable which elicited the lower anxiety scores –at least in the pre-test. Although I will further discuss the difference between the results of the pre and post-tests in the following section, it is important to point out that exposure seems to have reduced the communication apprehension in the experimental group, something that has not happened in the control group and which, additionally, seems to have increased the experimental group students' communicative skills, albeit slightly.

5.3. Addressing the results to research question number 3

To what extent can a didactic unit that implements positive affective strategies may help to reduce the foreign language anxiety in the students?

As we have seen in Figures 6, 7 and 8, as well as in Tables 5, 6, 7 and 8, both the FLCAS and the oral test scores improved in the experimental group, while they either decreased or remained the same in the control group. This indicates that the didactic unit affected the experimental group's students in a positive way, albeit not significantly.

In the control group, every anxiety variable measured by the FLCAS increased except for Communication Apprehension, which decreased very slightly from an 86.85 to an 86.1. The most noticeable change, however, is the increase in the fear of feedback by peers and teachers or Fear of Negative Evaluation variable, which increased from a 77.78 to a 90.27. Although both of these scores fall under the category of medium language anxiety, the initial scored obtained in the pre-test was closer to a low anxiety score than a medium-level anxiety score. The classes of the control group remained the same except for my presence, which was more engaging than during the previous weeks, in which I had mostly observed the classes in order to gather data. I do not know if that is the source of this increase in anxiety or if we are simply before an instance in which anxiety highly fluctuates from one day to another.

However, in the experimental group we can appreciate a decrease in every single aspect measured by the FLCAS, as shown in Figure 7. Although the average score still remains under the category of medium-level language anxiety, the clear decrease in the anxiety scores seems to indicate that the didactic unit implemented during the research managed to reduce the language anxiety of the experimental group's students.

The items that elicited higher scores remained mostly the same in the control group, whereas we can see a great change in the experimental group. Although item 10 remained being the most anxiety-inducing item from the FLCAS for both groups, the items with a mode of 4 or 5 in the experimental group went from five items to only two. This indicates that although there are students who still remain highly anxious after the implementation of the didactic unit, there are some who changed their replies to lower scores, which means lower anxiety. This is made clearer if we compare Figures 4 and 10, which depict different percentages of students according to their anxiety levels. We can see that the percentage of students with high anxiety has remained the same (5% or one student), but we can also appreciate a change in the low and medium anxiety slices. In the pre-test, 74% of the experimental group's students scored a medium-level anxiety. In the post-test, however, this percentage has decreased to a 58% and the percentage of students with low language anxiety has increased from a 21% to a 37%. This shows that those students who were right in the middle of the scale teetered towards the low-anxiety side after the implementation of the didactic unit. The student who scored a high anxiety score remained the same, and this is also true for the two students who scored a high anxiety in the control group. According to these results, we can conclude that the implementation of the didactic unit was able to decrease the foreign language anxiety of those students who have a medium to low language anxiety, whereas it did not affect those students who had a high language anxiety.

The data collected by means of qualitative analysis seems to support these findings. The students who participated the most in the recorded sessions, as shown in Table 10, were the students who had not been highly anxious to begin with. However, we can see a difference from the first to the fourth lesson of the didactic unit, with the increase of student talk initiated by the student from 13 times in one lesson to 47 times in one lesson. Although the interventions were not long, these shows that as the lessons were implemented the students grew more confident with the idea of speaking up during the lessons and were more willing to share their ideas with the teacher and their classmates.

Another element that I would like to mention is the behaviour observed during the oral tests, both in the control and the experimental groups. In both oral pre-tests, the behaviours observed were similar: the students who were anxious spoke softly, hid themselves and talked faster to finish the test as soon as possible. They fidgeted, avoided eye contact with the teacher and sometimes with their partners or, in the opposite side of the spectrum, kept looking at the teacher to make sure what they were saying was right, constantly seeking approval. The students who were sure of themselves, on the other hand, spoke louder, made eye contact and interpreted their dialogues with more effusiveness. In the oral post-tests these behaviour were also present, but some of the students from the experimental group who had shown more reticence during the pre-test seemed more motivated during the post-test. Additionally, I could see a difference in the behaviour of the experimental group's oral tests and the final presentation of their projects.

In their final presentations, the students worked in groups of four or five students on something they had previously seen in class. They had a dialogue they could follow or learn by heart if they wished –although there was not enough time to allow them to memorise the whole dialogue, as opposed to the oral tests which were carried out in pairs and with barely no preparation. The humorous nature of the final presentations, provided by the props and disguises brought for the sake of interpreting the different roles also seemed to relax the students. These results concur with Tsui's and Powel and Andersen's research, in which they came to the conclusion that some effective ways to deal with foreign language classroom anxiety was to create a positive atmosphere (with humour and a good relationship between the students and the teacher) as well as peer support and group work. All these strategies focused on the affective factors of the students, aiming to lower Krashen's affective filter not only to lower their anxiety but to aid the student's acquisition process at the same time.

The participants' opinions gathered with the opinion survey further supported the fact that the didactic unit seemed to have decreased the foreign language anxiety in the students. According to the survey results found in Table 11, the great majority of the experimental group's students found themselves less anxious and more motivated during the classes where the didactic unit was implemented. However, we can also see that there is a student who still found himself or herself anxious and which would correspond to the

aforementioned idea of students with high language anxiety not really being affected by the implementation of the didactic unit.

5.4. Addressing the objectives of this study

The main objectives of the study, as proposed in the introduction of this paper, were to reduce the foreign language anxiety of the participants while increasing their communicative skills.

I believe that, to a certain extent, both of these objectives were met. The results obtained with the FLCAS are a clear indication that the foreign classroom language anxiety decreased in the experimental group, and the results obtained with the oral tests and supported by the qualitative data seem to indicate that the communicative skills of the students in the experimental group improved slightly. It is true that we have to take into account that there are multiple variables such as motivation or the relationship of the students with the different teachers that could have affected the study. However, I think it is safe to conclude that the objectives of the study were met, even if they were not too significant.

VI. Conclusions

The aim of this final chapter is to summarise the results analysed in Chapter IV and discussed in chapter V to the reader. First, the findings that answer each of the research questions will be summarised. Then, the limitations of this study will be presented to the reader and, finally, the pedagogical implications of the study will be examined in order to open the way to further research which could develop this study.

6.1. Summary of findings

In sum, this study's aim was to determine if Spanish high school students were affected by foreign language classroom anxiety and, if the answer was positive, find a way to reduce the anxiety in order to increase their oral proficiency.

First, the percentage of students who suffered from foreign language anxiety were investigated. The results obtained by means of the FLCAS revealed that 72% of the participants suffered from either medium or high level foreign language anxiety, with the most triggering elements being communication apprehension and fear of language tests.

Secondly, the study aimed to test if the communication apprehension of the students led to a less proficient speech by assessing the students' oral competence. The results proved that these variables were not correlated, at least not at this stage.

Finally, one of the main objectives of this study was to know if the implementation of an innovative didactic unit would help decrease the students' foreign language anxiety. Although the results were not significant due to the short time frame of the study, we could observe a slight decrease in the anxiety of those students who had initially scored a low or medium-low language anxiety in the FLCAS.

However, further research needs to be conducted due to the limitations of this study in order to provide more general answers to the questions this paper asks, as well as a larger scope to guarantee the decrease in students' foreign language anxiety.

6.2. Limitations of the research

When I decided to carry out this action research project, I knew it would be very limited from the very beginning. The short period of time I would spend at the high school was not enough to carry out a significant study, especially not when a study that deals with something as complex as affective factors such as anxiety. Tsui's words sum up the main

limitation of this research: "Helping our students to overcome their anxiety takes time. It would be unrealistic to expect this to happen overnight (Tsui, 1996, p. 165)." Anxiety is something that might take years to deal with, especially if we are facing a student that suffers from a high language anxiety. With just six lessons in my hands and a limited amount of time, I could not pretend to make significant changes in the participants of the study. At the same time, the short amount of time in which this research was carried out did not allow me to carry out the research in the best possible way, as it was all quite rushed.

Another big limitation was the sample size of this study. This study was carried out with two different classes of 1st of ESO, with a total of thirty-nine participants, which is not a significant number to carry out a proper study. The number of students, which was small to begin with, became even smaller due to the absence of some students during the pre-test or the post-test. Although the recordings and the field journal illustrate the reactions of all the students from both groups, the results from the pre-tests and post-tests (both the FLCAS and the oral tests) only correspond to students who were present during both of them. This would give the results obtained validity, as they would belong to the same students, but having to remove students from my already small sample gave me less participants to work with.

Technical limitations were also a drawback for the research. One element that would have been incredibly valuable for this research would have been video recordings from all the classes, before and after the implementation of my didactic unit and in both the control and the experimental group. However, with all the participants being minors, I could not record them without their parents' consent. Although I did hand ask for authorisation early on in the study, a considerable amount of students did not hand back the permission form, which made me unable to record the groups as a whole. Some parents only allowed their children to be recorded via audio, leaving some very important variables such as body language out of the analysis. It is true that I tried to register all these elements in my research diary but it was not possible to record all these elements while I was functioning as the group's teacher which forced me to rely on memory and the couple of recordings that were analysed in this paper.

Finally, I believe that a really important limitation in this study were my own faults as a researcher. In my opinion, my own inexperience as a teacher and lack of knowledge did not allow me to carry out this research in the most efficient way possible given the time I

had. What is more, my own anxiety was a great obstacle in the implementation of the didactic unit, which was the main instrument to reach the objectives of this study. During the first few lessons, I was more focused on performing well as a teacher than in the needs of my students. After listening to the recording of that first lesson, it is evident that I was on edge and I did not conduct the class in the way I would have liked to conduct it. As I mentioned in the first chapter of this paper, research has shown that foreign language anxiety can be teacher induced and if I had continued carrying out my didactic unit in that way, I might have increased the foreign language anxiety of some students instead of decreasing it, which would defeat the purpose of this study. A more experienced teacher, with more knowledge of the group's interests would have been able to design a didactic unit that would have been more effective than the one I came up with. Nevertheless, the students seemed to respond quite well to the lessons once I started becoming less anxious and I started focusing more on my role as a teacher. Once again, the main limitation of this research is time, as I probably would have been able to carry out a more learner-centred didactic unit if my stay had lasted for a few months more.

To sum up, I believe that the main limitations of this study have been time, lack of experience and my own insecurities, as well as technical constraints such as the small sample the research was based on and the many difficulties I encountered to obtain quantitative data from the classes themselves.

6.3. Pedagogical implications and future research

After taking into consideration the data obtained with this study, it is clear that foreign language anxiety does affect students of English in Spanish high schools and, as such, it should be taken into account when planning the syllabus or the activities for a course. Although there were very few students who manifested a high language anxiety score in the FLCAS, it is quite telling that 72% of the participants manifested medium to high anxiety from a sample of young students who are starting to learn the language. If they have these anxiety levels at this stage, they could worsen over time and make it really difficult for them to acquire the language. As teachers, ensuring our students learn in a positive way should be our first priority. As such, I think it is mandatory to tackle these issues at its earlier stages, where they can be fixed more easily. As this research has shown, it is possible to decrease the foreign language anxiety of our students in a short amount of time as long as they do not have a high language anxiety. The higher the anxiety

is in a student, the more difficult it will be to change the way he or she perceives the language and the learning process.

This is why I believe further research should be carried out in this area. I think a good course of action would be the development of a whole syllabus instead of just a didactic unit. This syllabus would focus on the students' foreign language anxiety, helping them recognise it and providing them tools to deal with it on their own. This syllabus should favour the student's affective factors, keeping Krashen's affective filter in mind while designing activities. Humour, collaborative and cooperative work and experiential learning should be its focus, as well as the creation of a sense of community in the classroom, keeping a good relationship between the students and the teacher. To create a syllabus that focuses on a topic as complex as anxiety, a counsellor or an educational psychologist should be involved in its development. Collaboration between teachers should also be something to keep in mind. Like we have seen in this paper, anxiety fluctuates greatly and there are many factors that can trigger it. As such, we should always strive to create an educational community and the creation of a collaborative syllabus would be a step in the right direction.

Regarding the research itself, I think that using the FLCAS at the beginning and the end of an academic year to assess the results of the syllabus would be a good indicator of the syllabus effectiveness. Other instruments should be put into practice, such as anxiety journals carried out by the students, as Tsui suggested (Tsui, 1996) or the development of a completely different anxiety screening instrument that adjusted to the students' context and needs.

Finally, an impartial and trained observer could aid with the research, as he or she would be able to analyse the classroom interaction using a system such as FIACS. Another option would be to develop new a classroom interaction system focusing on the affective factors that could affect the students during the classes, as FIACS seems to be too teacher centred for this research project.

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Annexes

Annex I. Instruments

a. *Foreign Language Classroom Anxiety Scale – Spanish Version*

FLCAS

Por favor, rodea la respuesta que más se corresponda con lo que tú sientes. El cuestionario es anónimo y será utilizado solo como instrumento de investigación.

1. Nunca estoy completamente seguro de mí mismo cuando hablo en la clase de inglés.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

2. No me preocupa cometer errores en clase.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

3. Tiemblo cuando sé que me van a preguntar en clase.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

4. Me asusta no entender lo que el profesor está diciendo en inglés.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

5. No me molestaría en absoluto asistir a más clases de inglés.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

6. Durante la clase, me doy cuenta pienso en cosas que no tienen nada que ver con la clase.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

7. Pienso que a los otros compañeros se les dan mejor los idiomas que a mí.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

8. Normalmente estoy a gusto cuando hago exámenes en clase.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

9. Me pongo muy nervioso cuando tengo que hablar en clase y no me he preparado bien.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

10. Me preocupa las consecuencias que pueda traer el suspender.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

11. No entiendo por qué alguna gente se siente tan mal por las clases de inglés.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

12. En clase, me pongo tan nervioso que se me olvidan algunas cosas que sé.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

13. Me da corte salir voluntario en clase.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

14. Creo que no me pondría nervioso si hablara en inglés con una persona nativa.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

15. Me irrita no entender lo que el profesor está corrigiendo.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

16. Aunque vaya con la clase preparada, me siento nervioso.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

17. A menudo no me apetece ir a clase.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

18. Me siento seguro a la hora de hablar en la clase.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

19. Me da miedo que mi profesor corrija cada fallo que cometo.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

20. Siento cómo mi corazón palpita cuando sé que me van a pedir que intervenga en clase.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

21. Cuanto más estudio, más me lío.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

22. No tengo ninguna presión ni preocupaciones para prepararme bien para las clases.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

23. Tengo la sensación de que el resto de mis compañeros hablan inglés mejor que yo.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

24. Me da mucho corte hablar en inglés delante de mis compañeros.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

25. Las clases transcurren con tal rapidez que me preocupa quedarme atrasado.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

26. Comparativamente, estoy más tenso y me siento más nervioso en la clase de inglés que en otras clases.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

27. Me pongo nervioso mientras hablo en clase.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

28. Antes de que la clase empiece, me siento seguro y relajado.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

29. Me pongo nervioso cuando no entiendo cada una de las palabras que mi profesor dice.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

30. Me abruma la cantidad de cosas que hay que aprender para poder hablar inglés.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

31. Temo que mis compañeros de clase se rían de mí cuando hablo en otro idioma.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

32. Creo que me sentiría a gusto hablando entre nativos que hablan inglés.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

33. Me pongo nervioso cuando el profesor pregunta cosas que no me he podido preparar.

Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Muy en desacuerdo

b. Oral Tests Assessment Grid

Category	1. Needs Improvement	2. Acceptable	3. Good	4. Excellent
Fluency[1]	The student is not able to make himself understood and resorts to the use of the L1 almost constantly.	The student can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	The student can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	The student can make him/herself understood in very short utterances. Pauses, false starts and reformulations are minimal.
Vocabulary	The student does not use the vocabulary included in the worksheet and/or the vocabulary that has been taught in the previous classes.	The student uses the vocabulary included in the worksheet but does not go further than that.	The student uses the vocabulary included in the worksheet and the vocabulary, which has been taught in previous classes, although he/she makes small mistakes.	The student uses the vocabulary included in the worksheet and the vocabulary, which has been taught in previous classes.

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[1] Adapted from https://www.coe.int/en/web/common-european-framework-reference-languages/table-3-cefr-3.3-common-reference-levels-qualitative-aspects-of-spoken-language-use

Grammar and sentence structure	The student did not know how to use the grammar learnt in the previous classes and instead used structures from the L1.	The student used the grammatical structures learnt in the previous classes with mistakes but avoided complex sentence structures.	The student used the grammatical structures learnt in the previous classes with minor or no mistakes and used more complex sentence structures.	The student used the grammatical structures in the previous classes perfectly and used complex sentence structures.
Interpretation	The student barely talked during the dialogue, freezing when asked to give an open answer. If they talked, their voice was soft and unsure.	The student's utterances were short, but they were able to keep the dialogue going. They were unsure and their voice was soft.	The student was able to present a coherent dialogue, showing confidence in what they were saying	The student was able to produce a coherent and interpretative dialogue, showing confidence and using an appropriate tone of voice.

Name: *Date:*

Group:

Speaking test – Signing up for the gym

You will have to talk with your partner using some of the vocabulary included in the box and the images below. Student A will be a person that wants to go to the gym and Student B will be someone working at a gym.

Pool	Comfortable clothes	Can/can't	Should/shouldn't	help	ball

d. Oral Post-test

Name: Date:

Group:

Speaking test – Looking for a pet

You will have to talk with your partner using some of the vocabulary included in the box and the images below. Student A will be looking for a pet and Student B will try to sell Student A an animal that he or she likes.

Adopt	Small	Fur	Feathers	Whiskers	Fish
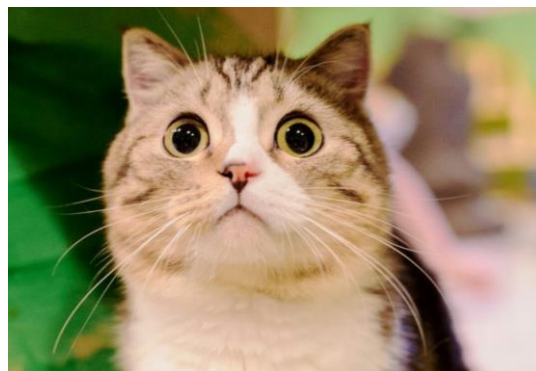
Annex II. Results

1. *FLCAS results*

   a. Control Group (Pre-test)

	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8	St. 9	St. 10	St. 11	St. 12	St. 13	St. 14	St. 15	St. 16	St. 17	St. 18	St. 19	St. 20	Mode
Item 1	5	2	3	3	1	3	3	4	2	3	3	4	3	4	2	3	1	5	2	4	3
Item 2	1	1	4	1	1	2	2	3	3	3	1	3	3	2	2	3	1	2	1	1	1
Item 3	1	1	4	1	1	2	3	3	1	4	1	4	2	4	2	2	1	4	1	4	1
Item 4	3	1	2	1	1	2	3	2	2	2	5	4	3	2	3	3	1	3	2	5	2
Item 5	5	1	1	5	1	5	5	2	3	5	5	3	3	5	2	2	5	5	1	4	5
Item 6	1	5	1	4	5	3	3	3	1	3	5	4	4	5	3	4	1	5	2	2	5
Item 7	1	1	3	1	2	2	3	3	1	5	3	3	3	4	2	2	1	1	1	5	1
Item 8	1	5	1	2	1	2	3	2	1	1	3	3	4	4	3	2	1	3	2	2	1
Item 9	2	1	2	2	2	2	2	3	4	2	1	2	3	2	2	2	1	5	2	5	2
Item 10	5	5	5	2	5	4	4	4	5	3	1	5	3	3	4	5	1	3	2	4	5
Item 11	5	5	3	2	5	3	2	4	3	4	3	4	2	4	2	4	3	1	2	4	4
Item 12	5	1	4	1	4	2	4	2	2	4	1	2	3	1	1	2	1	3	2	4	1
Item 13	4	1	3	1	1	2	3	3	1	4	1	2	3	2	2	2	1	3	2	4	1
Item 14	1	1	2	5	1	3	3	3	1	2	5	4	2	3	2	3	1	5	4	2	1
Item 15	4	1	4	1	2	2	3	3	2	3	1	2	3	4	4	3	1	3	1	5	3
Item 16	1	1	3	1	1	2	3	2	1	3	1	2	3	4	2	2	1	1	1	2	1
Item 17	5	1	5	5	1	4	4	2	1	5	5	4	4	5	4	2	1	5	1	5	5

Item 18	2	1	2	1	1	2	3	4	2	3	1	2	2	2	2	2	1	4	2	4	2
Item 19	5	1	5	1	1	2	2	2	2	5	1	2	3	4	2	3	1	4	1	2	2
Item 20	4	1	3	1	2	2	3	2	3	4	1	2	3	3	2	2	1	3	2	4	2
Item 21	5	1	2	1	1	2	3	2	1	4	5	2	4	2	3	3	1	4	1	4	1
Item 22	4	1	3	1	3	3	3	2	3	3	3	2	3	2	3	3	1	2	4	3	3
Item 23	1	1	1	1	3	2	3	3	2	5	3	3	3	2	2	3	1	4	2	5	3
Item 24	5	1	5	1	1	3	3	4	2	5	1	4	3	2	4	4	3	3	3	4	3
Item 25	4	1	1	1	1	3	3	3	1	4	1	2	3	3	2	2	1	1	1	5	1
Item 26	1	1	3	1	2	3	3	2	2	5	1	2	4	1	1	2	1	4	1	5	1
Item 27	5	1	2	1	1	2	3	3	2	5	1	2	3	4	2	2	1	5	1	5	1
Item 28	2	1	4	1	1	3	3	2	3	4	3	2	2	4	2	2	1	4	2	4	2
Item 29	5	1	4	1	2	2	2	3	2	5	1	2	4	2	2	2	1	4	2	5	2
Item 30	4	1	5	1	5	3	3	2	1	5	3	2	3	3	2	2	1	5	2	5	5
Item 31	1	1	2	1	1	2	2	3	1	5	1	2	3	4	4	1	2	2	1	5	1
Item 32	1	5	1	2	1	2	3	3	3	1	3	4	3	4	2	3	2	4	2	3	3
Item 33	5	1	3	1	2	2	3	3	2	5	1	2	4	2	4	2	3	3	2	5	2
Total score	**104**	**54**	**96**	**55**	**63**	**83**	**98**	**91**	**66**	**124**	**75**	**92**	**101**	**102**	**81**	**84**	**45**	**113**	**58**	**130**	

Communication apprehension	37	16	32	19	18	26	31	34	23	36	25	32	32	32	27	29	14	46	23	47	
Fear of negative evaluation	18	7	21	7	11	14	18	20	12	32	11	17	22	20	18	16	10	19	10	27	
Fear of language tests	49	31	43	29	34	43	49	37	31	56	39	43	47	50	36	39	21	48	25	56	

b. Experimental group (Pre-test)

	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8	St. 9	St. 10	St. 11	St. 12	St. 13	St. 14	St. 15	St. 16	St. 17	St. 18	St. 19	Mode
Item 1	4	2	2	4	3	3	4	4	3	3	5	3	4	3	3	3	4	3	1	3
Item 2	3	2	5	2	3	1	2	3	4	3	3	1	4	2	4	2	4	3	1	3
Item 3	4	1	2	3	1	1	2	5	3	2	1	2	4	1	3	3	4	1	1	1
Item 4	4	2	2	3	1	1	3	5	4	2	3	2	4	2	4	4	5	4	1	4
Item 5	5	1	5	3	3	5	3	2	5	2	5	2	4	1	3	2	5	3	5	5
Item 6	5	2	5	3	3	5	4	3	3	3	2	5	2	3	4	2	3	3	3	3
Item 7	5	2	2	4	3	3	3	5	4	2	2	2	4	4	4	3	5	5	3	2
Item 8	3	2	1	3	1	2	3	3	1	2	2	3	2	3	2	1	3	1	1	3
Item 9	4	3	2	3	2	3	3	4	2	2	4	2	4	4	2	4	5	4	1	4
Item 10	4	4	4	3	4	5	4	3	3	4	5	4	4	5	3	5	5	4	4	4
Item 11	3	5	3	2	3	4	4	4	2	2	3	4	2	4	3	4	4	3	3	3
Item 12	3	2	2	3	1	1	3	3	2	4	2	1	4	4	4	1	5	4	1	1
Item 13	2	2	1	3	2	3	2	3	5	2	2	2	4	3	4	4	3	2	1	2
Item 14	2	1	3	3	1	1	2	4	2	4	1	4	3	2	4	3	4	4	1	4
Item 15	4	1	2	3	2	3	4	2	3	2	2	2	4	3	3	4	3	4	3	3
Item 16	4	2	1	3	1	1	2	3	4	2	2	1	2	2	2	4	4	3	1	2
Item 17	4	1	4	3	1	5	2	2	2	2	4	3	2	2	3	1	2	1	5	2
Item 18	4	1	2	3	2	2	2	4	4	3	1	2	4	1	3	3	3	3	1	3
Item 19	4	1	2	3	2	2	2	3	1	2	3	2	4	3	2	3	4	2	1	2
Item 20	3	2	1	3	1	1	3	3	5	4	3	2	4	3	4	2	5	2	1	3

Item 21	4	1	2	3	1	1	3	5	4	4	3	1	4	4	3	4	3	2	1	4
Item 22	2	4	4	3	2	5	3	3	5	3	2	3	2	4	4	2	3	2	1	2
Item 23	2	3	3	4	2	3	2	3	5	1	2	2	4	4	4	5	5	5	3	2
Item 24	5	2	2	2	1	1	2	4	4	2	1	2	4	1	4	3	5	2	1	2
Item 25	2	2	2	2	1	2	2	3	3	2	3	2	4	2	2	3	3	4	1	2
Item 26	4	1	2	2	1	1	2	3	5	2	2	2	4	1	4	2	3	3	1	2
Item 27	4	2	2	3	1	1	3	4	2	2	2	2	4	1	4	3	4	3	1	2
Item 28	3	1	2	3	1	1	2	4	5	2	3	3	3	1	4	2	4	2	1	3
Item 29	4	2	3	3	1	1	3	4	5	3	3	3	4	4	4	5	5	2	1	3
Item 30	1	2	3	3	1	2	3	2	3	2	4	4	4	1	3	3	3	4	1	3
Item 31	4	1	2	3	3	1	2	4	1	2	2	2	4	1	4	1	3	2	1	1
Item 32	1	2	3	4	1	2	3	4	4	4	1	1	3	5	4	2	3	5	3	3
Item 33	4	3	2	3	3	2	2	3	5	2	2	4	4	3	4	5	5	3	1	3
Total score	**114**	**65**	**83**	**98**	**59**	**75**	**89**	**114**	**113**	**83**	**85**	**80**	**117**	**87**	**112**	**98**	**129**	**98**	**56**	

Communication apprehension	37	20	26	34	16	20	32	41	36	29	27	27	42	27	38	37	44	38	15	
Fear of negative evaluation	24	14	17	22	18	15	15	24	25	14	16	15	28	20	26	23	29	22	11	
Fear of language tests	53	31	40	42	25	40	42	49	52	40	42	38	47	40	48	38	56	38	30	

c. Control group (Post-test)

	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8	St. 9	St. 10	St. 11	St. 12	St. 13	St. 14	St. 15	St. 16	St. 17	St. 18	St. 19	St. 20	Mode
Item 1	3	4	2	5	1	4	3	5	3	2	2	2	2	3	4	1	1	3	2	2	2
Item 2	2	4	2	1	5	3	3	5	3	1	1	1	2	5	5	5	2	2	2	1	2
Item 3	1	4	4	5	1	2	2	3	3	2	1	2	1	3	3	1	3	4	2	1	1
Item 4	1	2	4	5	1	3	2	5	4	2	2	2	2	2	4	1	5	2	4	2	2
Item 5	5	5	4	5	1	4	2	5	4	1	1	2	2	4	5	5	1	1	3	1	5
Item 6	2	4	3	5	5	4	3	5	4	2	5	1	2	3	3	1	1	1	1	5	5
Item 7	5	2	4	4	1	3	3	4	3	2	2	2	2	2	5	1	4	4	2	4	2
Item 8	1	2	4	5	1	2	2	5	3	2	1	2	2	4	1	1	2	4	2	2	2
Item 9	2	1	4	5	1	3	3	1	3	2	2	2	2	2	3	1	4	2	4	4	2
Item 10	5	3	3	3	5	4	3	3	4	5	5	4	4	1	5	5	5	4	5	2	5
Item 11	3	2	4	2	5	3	3	5	4	4	5	3	3	2	2	1	5	4	3	3	3
Item 12	5	2	4	5	1	2	2	1	3	1	1	2	2	2	1	1	1	4	4	4	1
Item 13	5	2	4	5	1	3	3	1	2	1	1	2	2	3	5	1	4	2	2	3	2
Item 14	1	2	3	1	1	4	3	1	5	4	1	2	2	1	5	5	1	1	2	1	1
Item 15	1	1	4	5	1	3	3	1	4	5	1	1	2	4	4	4	5	4	2	5	1
Item 16	3	2	4	5	1	3	2	3	4	2	1	1	1	3	4	3	4	3	4	4	3
Item 17	5	5	4	5	5	4	2	3	2	1	4	3	3	3	4	4	1	1	5	5	5
Item 18	2	2	4	5	1	3	3	1	3	4	1	2	2	2	2	3	1	1	3	1	2
Item 19	5	2	2	5	1	2	2	2	3	1	2	2	2	4	2	4	1	1	5	4	2
Item 20	4	2	4	4	1	2	2	5	4	5	2	3	3	2	4	4	4	3	3	3	4

Item 21	5	2	4	5	1	3	3	1	4	1	1	1	1	2	1	3	4	1	4	5	1
Item 22	1	2	4	1	1	2	2	4	2	1	1	1	1	1	3	1	2	5	2	1	1
Item 23	5	2	4	5	1	4	2	2	1	2	4	1	1	3	5	1	5	1	1	4	1
Item 24	5	2	4	5	1	2	3	4	1	1	1	4	4	2	5	1	1	3	4	2	1
Item 25	3	2	3	5	1	3	3	1	2	1	1	1	2	2	1	1	4	4	2	4	1
Item 26	5	2	4	5	1	2	2	4	4	1	1	2	2	2	2	2	1	1	2	4	2
Item 27	5	2	4	5	1	2	3	4	4	1	1	2	2	3	1	5	4	4	2	5	2
Item 28	5	2	4	5	1	1	2	3	3	1	1	1	1	2	1	3	3	4	1	2	1
Item 29	5	2	5	5	1	2	3	2	3	1	1	2	2	3	1	1	2	4	3	2	2
Item 30	5	2	4	5	1	2	2	5	4	1	3	2	2	3	1	2	4	1	3	3	2
Item 31	5	2	4	5	1	2	3	2	4	2	1	2	2	2	3	3	2	3	1	3	2
Item 32	1	2	3	3	1	4	3	3	3	1	1	2	1	2	1	3	1	1	5	1	1
Item 33	5	1	4	5	1	2	3	3	3	2	1	2	2	3	3	4	4	3	5	3	3
Total score	**116**	**78**	**122**	**144**	**53**	**92**	**85**	**102**	**106**	**65**	**59**	**64**	**66**	**85**	**99**	**82**	**92**	**86**	**95**	**96**	

Communication apprehension	31	22	41	49	11	32	31	32	37	24	16	23	23	27	31	27	29	26	34	28
Fear of negative evaluation	32	15	24	30	11	19	19	19	19	11	12	12	13	22	28	19	22	16	18	22
Fear of language tests	53	41	57	65	31	41	35	51	50	30	31	29	30	36	40	36	41	44	43	46

d. Experimental group (Post-test)

	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8	St. 9	St. 10	St. 11	St. 12	St. 13	St. 14	St. 15	St. 16	St. 17	St. 18	St. 19	Mode
Item 1	1	4	3	1	5	2	1	4	1	2	3	1	4	2	1	3	4	2	4	1
Item 2	1	2	2	1	1	3	1	5	4	4	3	1	2	1	1	2	1	1	4	1
Item 3	1	3	4	1	1	1	2	2	2	1	2	1	4	1	1	3	3	2	3	1
Item 4	1	4	4	1	3	4	1	4	3	2	4	1	4	2	1	1	4	2	4	4
Item 5	3	4	3	1	1	5	3	2	2	5	1	5	2	5	2	2	2	4	4	2
Item 6	2	4	4	1	4	1	1	1	3	3	3	3	2	4	3	3	3	3	3	3
Item 7	1	4	2	1	1	1	3	1	3	2	5	1	5	3	4	3	5	3	5	1
Item 8	2	3	2	1	4	2	1	2	1	5	2	1	2	1	1	2	3	2	4	2
Item 9	1	3	4	3	2	2	2	3	3	2	3	1	4	1	2	1	5	2	4	2
Item 10	2	3	4	5	5	5	3	5	5	2	5	1	3	4	4	4	5	2	5	5
Item 11	2	3	4	1	5	5	3	3	3	4	3	1	5	4	5	3	2	2	5	3
Item 12	1	3	1	1	4	2	2	1	1	2	1	1	4	1	1	3	3	2	5	1
Item 13	1	4	4	1	1	2	2	4	2	3	1	1	3	2	1	1	4	2	2	1
Item 14	1	4	5	5	2	1	1	3	3	4	3	1	4	2	1	2	3	2	1	1
Item 15	1	3	3	1	2	3	2	4	3	1	3	1	4	3	1	4	4	2	5	3
Item 16	1	4	1	1	1	2	1	3	2	2	3	1	3	1	1	2	4	2	5	1
Item 17	1	3	3	1	2	2	2	1	3	2	1	5	2	5	1	2	3	3	1	1
Item 18	2	3	4	1	1	1	1	3	2	4	3	1	4	2	1	2	3	3	5	1
Item 19	1	2	4	1	2	4	3	4	3	3	3	1	2	1	1	1	5	2	5	1
Item 20	1	3	4	3	1	3	2	4	4	2	2	1	4	2	1	1	4	2	5	1

Item 21	1	3	1	1	3	2	2	5	2	3	1	1	1	2	1	3	4	2	3	1
Item 22	2	2	4	1	4	4	1	2	2	4	2	1	3	3	1	3	3	3	4	2
Item 23	1	4	2	1	4	2	1	3	2	1	5	1	5	3	4	3	5	4	4	1
Item 24	1	4	2	1	1	2	2	3	4	2	1	1	3	1	3	1	3	2	5	1
Item 25	1	3	2	1	1	2	2	1	2	2	2	1	3	2	1	2	4	3	3	2
Item 26	1	4	2	1	1	2	2	1	3	3	3	1	4	1	1	2	3	3	4	1
Item 27	1	4	2	1	1	2	3	3	2	2	3	1	3	1	1	2	4	3	4	1
Item 28	3	3	2	1	1	2	4	3	2	5	3	3	4	1	1	1	1	3	4	3
Item 29	1	4	3	1	4	2	3	3	2	2	3	1	4	1	1	2	3	3	5	3
Item 30	1	3	4	1	2	5	2	4	2	1	4	1	3	1	1	3	4	3	3	1
Item 31	1	4	2	1	1	4	1	1	4	2	1	1	2	2	2	1	3	3	5	1
Item 32	1	3	2	1	4	1	1	3	4	5	1	3	4	2	1	2	2	3	5	1
Item 33	1	3	2	1	1	3	3	4	3	3	3	1	4	1	3	3	5	3	5	3
Total score	**43**	**110**	**95**	**45**	**76**	**84**	**64**	**95**	**87**	**90**	**86**	**47**	**110**	**68**	**55**	**73**	**114**	**83**	**133**	

Communication apprehension	12	39	36	17	27	25	19	37	29	27	31	13	41	18	14	23	39	27	45
Fear of negative evaluation	7	23	18	7	11	19	14	22	21	18	21	7	23	13	16	14	28	18	30
Fear of language tests	24	48	41	21	38	40	31	36	37	45	34	27	46	37	25	36	47	38	58

2. *Oral tests results*

a. Control group (Pre-test)

	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8	St. 9	St. 10	St. 11	St. 12	St. 13	St. 14	St. 15	St. 16	St. 17	St. 18	St. 19	St. 20
Fluency	1	2	3	3	2	1	3	1	3	2	3	3	4	3	3	3	3	4	3	3
Vocabulary	2	2	2	2	2	2	3	2	3	3	4	4	3	2	4	3	3	3	2	3
Grammar and sentence structure	2	2	2	2	2	2	3	1	3	2	3	3	3	2	3	2	2	3	3	2
Interpretation	1	2	1	3	1	1	2	2	2	3	3	2	4	2	2	3	2	3	2	2
Total Grade (out of 16)	6	8	8	10	7	6	11	6	11	10	13	12	14	9	12	11	10	13	10	10
Total Grade (out of 10)	3,75	5	5	6,25	4,375	3,75	6,875	3,75	6,875	6,25	8,125	7,5	8,75	5,625	7,5	6,875	6,25	8,125	6,25	6,25

b. Experimental group (Pre-test)

	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8	St. 9	St. 10	St. 11	St. 12	St. 13	St. 14	St. 15	St. 16	St. 17	St. 18	St. 19
Fluency	3	2	4	3	2	2	4	4	3	3	4	4	3	2	4	4	4	2	3
Vocabulary	3	2	3	4	2	2	3	3	3	2	3	3	2	2	3	3	3	3	3

Grammar and sentence structure	2	2	1	3	2	1	3	2	2	2	3	2	2	1	2	3	2	1	2
Interpretation	1	1	2	2	1	3	2	2	2	1	2	2	1	2	3	2	2	1	2
Total Grade (out of 16):	9	7	10	12	7	8	12	11	10	8	12	11	8	7	12	12	11	7	10
Total Grade (out of 10):	5,625	4,375	6,25	7,5	4,375	5	7,5	6,875	6,25	5	7,5	6,875	5	4,375	7,5	7,5	6,875	4,375	6,25

c. Control group (Post-test)

	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8	St. 9	St. 10	St. 11	St. 12	St. 13	St. 14	St. 15	St. 16	St. 17	St. 18	St. 19	St. 20
Fluency	2	2	4	2	3	2	4	4	3	2	2	2	4	2	3	2	4	2	3	3
Vocabulary	3	3	3	2	2	2	3	3	3	3	2	2	4	2	3	2	3	3	3	2
Grammar and sentence structure	2	2	3	2	2	2	3	3	2	2	2	2	3	2	2	2	3	3	2	3
Interpretation	2	1	3	1	1	1	3	4	2	2	1	2	3	1	2	1	2	1	2	3
Total Grade (out of 16):	9	8	13	7	8	7	13	14	10	9	7	8	14	7	10	7	12	9	10	11
Total Grade (out of 10):	5,625	5	8,125	4,375	5	4,375	8,125	8,75	6,25	5,625	4,375	5	8,75	4,375	6,25	4,375	7,5	5,625	6,25	6,875

	St. 1	*St. 2*	*St. 3*	*St. 4*	*St. 5*	*St. 6*	*St. 7*	*St. 8*	*St. 9*	*St. 10*	*St. 11*	*St. 12*	*St. 13*	*St. 14*	*St. 15*	*St. 16*	*St. 17*	*St. 18*	*St. 19*
Fluency	4	3	3	3	4	4	3	3	3	3	4	2	3	4	4	3	4	4	2
Vocabulary	3	3	2	3	4	4	2	2	3	2	3	2	3	3	3	3	3	3	3
Grammar and sentence structure	3	3	2	2	4	3	3	2	2	2	3	2	3	3	3	3	3	3	2
Interpretation	3	2	2	2	3	3	2	2	3	1	2	2	2	3	3	2	3	3	2
Total Grade (out of 16):	13	11	9	10	15	14	10	9	11	8	12	8	11	13	13	11	13	13	9
Total Grade (out of 10):	8,125	6,875	5,625	6,25	9,375	8,75	6,25	5,625	6,875	5	7,5	5	6,875	8,125	8,125	6,875	8,125	8,125	5,625

Annex III. Didactic unit

a. Didactic Unit

Course: 1º ESO, Non-bilingual Section	**Level of English**: A1 – A2	**Unit 6**: *Learning about animals*	**Topic**: Animals	**Term**: 2nd (2/4/19 – 9/4/18)	**Number of sessions**: 6 sessions of 50 minutes each

Aims	*By the end of this unit, students will be able to:* -Compare and contrast different animals and other entities. -Talk about animals by giving adequate descriptions of their characteristics.
Objectives	*By the end of this unit, students will be able to:* -Talk about the physical characteristics of different types of animals. -Recognise the different types of animals and name at least three animals from each type (mammal, fish, bird, amphibians, etc.) -Use the regular and irregular forms of the comparatives.
Key Competences	-Communication in foreign languages. -Digital and linguistic competence. -Learning to learn. -Sense of initiative and entrepreneurship. -Social and civic competences. -Pragmatic and sociolinguistic competence.

CONTENTS	**Language input**	**Language functions**	Comparing and contrasting different entities. Describing animals using the present and the past. Giving personal opinions.
		Grammar and structures	Comparatives. Structure: "(not) as _____ as…" Present and past simple.
		Vocabulary	Vocabulary related to the topic of animals: -Different types of animals. -Animal characteristics (fur, beak, feathers, gills, etc.) -Animal classifications
	Language Skills	**Listening**	-*Raccoon – Amazing Animals* video. -Comparing animals game. -"What animal is it?" game. -Peer presentations.
		Reading	-Animal trivia presentation. -Animal advertisements (model and classmates' advertisements). -Transcript of the video *Raccoon – Amazing Animals.*

Mixed Ability	To ensure all the students are engaged and make the most out of the classes, most of the activities will be done in groups or in pairs. -If needed, the materials used in the different activities will be adapted to the different levels of the students. -The groups will be created with a balance between high achievers and students with more trouble with English.			**Speaking**	-Animal brainstorming. -Animal trivia. -Organising a pet advertisement. -Comparing animals game. -"What animal is it?" game. -Final presentations.
Assessment	-Continuous assessment by means of teacher's observation throughout the whole unit. -Assessment of the pet advertisements via Padlet. -Final evaluation of the unit by means of the students' final tasks and presentations.			**Writing**	-Pet advertisements using the ICT tool Padlet. -Fill in the gaps worksheet about comparatives and superlatives. -Video worksheet. -Final project "Discovering a new animal!"

b. Lesson Plans

<u>LESSON 1</u>

1. **Teacher's name:** Eva Calvo
2. **School:** IES Ágora

3. **Group:** 1ºB
4. **Number of students:** 23

5. **Average age of students:** 13
6. **Date of class:** April 2nd, 2019

7. **Time:** 50 min.
8. **Materials/Aids:** blackboard, projector, computer and projection screen.

9. **Overall lesson objectives**:
- By the end of this lesson, the students will be able to identify the different types of animals and their different body parts.

Step number	Time	Student activity	Teacher activity	Anticipated problems	Interaction	Skills Practiced	Linguistic content
1. Warm up	7 min.	The students will answer to a series of questions asked by the teacher.	The teacher will ask the students personalised questions about animals to assess their previous knowledge on the topic of this unit.	Only some students might participate. To help everyone talk during the activity, the teacher will allow them to work with a partner.	Whole class, pair work.	Listening, speaking.	Animal related vocabulary. Present simple, past simple.
2. Brainstorming – How many animals can you remember?	6 min.	The students will have a minute to think about all the animals they can think of. Once the time is up, they will be able to compare their lists with their partner in preparation for the next activity.	The teacher will time the activity and help with any issues the students might encounter.	Some students might not come up with many animal names. By allowing them to work with their partners, the teacher will be helping them feel more reassured.	Pair work, whole class.	Listening, writing.	Animal related vocabulary.
3. Learning about animals	19 min.	The students will classify the animals they have written in their notebooks in different rows (mammals, birds, fish, amphibians, reptiles and insects) and they will contribute to the grid the teacher has written in the blackboard. They will also write down the vocabulary the teacher will introduce about these animals.	The teacher will encourage the students to participate, adding their animals to the blackboard's grid. She will also explain vocabulary related to these animal characteristics.	Some students might speak in the L1 or not want to participate. The teacher will encourage all the students to participate, even with just one animal, and will stop and explain the new vocabulary carefully.	Whole class.	Listening, speaking, writing and reading.	Animal related vocabulary (names of animals, categories and animal parts).

4. *Animal Trivia*	18 min.	Divided in groups, the students will participate in an animal trivia.	The teacher will project the animal trivia and clarify any vocabulary the students might not understand, acting as a moderator.	The groups might disagree on their final answer. The teacher will give them some time to talk it over and select a representative of each team that will choose the final answer.	Group work, whole class.	Listening, speaking and reading.	Animal related vocabulary, present and past simple. Expressing thoughts and giving opinions.

1. **Teacher's name**: Eva Calvo
2. **School**: IES Ágora

3. **Group**: 1ºB
4. **Number of students**: 23

5. **Average age of students**: 13
6. **Date of class**: April 3rd, 2019

7. **Time**: 50 min.
8. **Materials/Aids**: pet advertisements handout and computers.

9. **Overall lesson objectives**:
- By the end of this lesson, the students will be able to write a short advertisement using modal verbs.
- By the end of this lesson, the students will be able to organise themselves in groups in order to carry out a small activity.

Step number and aim of step	Time	Student activity	Teacher activity	Anticipated problems	Interaction	Skills Practiced	Linguistic content
1. Warmup	7 min	The students will revise the vocabulary seen in the previous lesson by answering a series of questions.	The teacher will ask the students different questions about the vocabulary seen in the previous lesson, such as asking for animals with certain characteristics (a mammal with scales, a bird with colourful feathers, etc.)	Some students might have forgotten the vocabulary seen in the previous class. The teacher will reinforce the key vocabulary needed for this lesson.	Whole class.	Listening and speaking.	Animal related vocabulary.
2. Talking about pets	8 min	The students will answer to a series of questions about pets.	The teacher will ask the students if they know what pets are, if the students have any pets and to list different animals that can be kept as pets.	Some students might be too shy to talk about their own pets. The teacher will try to open a discussion by sitting all the students in a circle and starting the conversation.	Whole class.	Listening and speaking.	Animal related vocabulary. Giving opinions.
3. Animal advertisements (I)	15 min	The students will go over the pet advertisements handouts. They will analyse the model advertisement, recognising the language that has been used. The whole class will do a	The teacher will help the students recognise the grammatical structures and the vocabulary used in the advertisement. She will also help them create an animal advertisement that will	This step does not anticipate any problems, as it is aimed to help the students with the following step of this activity	Group work.	Listening, reading, writing and speaking.	Organisation language. Animal related vocabulary. Modal verbs. Present simple. Descriptive adjectives.

		mock up advertisement together with the teacher.	help them with the following activity.				
4. Animal advertisements (II)	20 min	In groups of four or five students, the students will write an animal advertisement and upload it to Padlet.	The teacher will monitor the students as they work, giving them feedback and assisting them when necessary.	The students might have some trouble using Padlet, as they have never used it before. The teacher will help them understand how it works in case there are any issues.	Group work.	Writing, listening, speaking and reading.	Organisation language. Animal related vocabulary. Modal verbs. Present simple. Descriptive adjectives.

<u>LESSON 3</u>

1. **Teacher's name**: Eva Calvo
2. **School**: IES Ágora

3. **Group**: 1ºB
4. **Number of students**: 23

5. **Average age of students**: 13
6. **Date of class**: April 4th, 2019

7. **Time**: 50 min.
8. **Materials/Aids**: blackboard, *Using Comparative Adjectives* handout and animal paper slips.

9. **Overall lesson objectives**:
- By the end of this lesson, the students will be able to form the comparative form of adjectives and use the comparative structure of "(not) as ____ as ____".
- By the end of this lesson, the students will be able to compare two or more animals by using comparative adjectives and structures.

Step number and aim of step	Time	Student activity	Teacher activity	Anticipated problems	Interaction	Skills Practiced	Linguistic content
1. Warmup	7 min.	The students will list different animals that correspond to the different adjectives that have been written in the blackboard.	The teacher will write a series of adjectives on the blackboard and prompt the students to come up with animals that are associated with said adjective.	Some students might not participate in this activity. To help them, a few minutes can be given to allow the students to think about the adjectives and discuss them with their partners.	Whole class.	Listening and speaking.	Animal related vocabulary. Base-form adjectives.
2. Explaining comparatives	15 min.	The students will listen to the explanation given by the teacher.	The teacher will explain how the comparative form of adjectives is constructed, as well as the grammatical structure "(not) as ____ as".	Some students might understand the explanation slower than others. To help the students, they will be able to work on the different structures with a partner and the teacher will provide them with extra material if necessary.	Whole class.	Listening, writing.	Comparative adjectives. Comparative structures.

3. *Working on comparatives*	13 min.	The students will complete a worksheet where they will work on the comparative forms and structures they have just seen, in pairs.	The teacher will monitor the students as they work on the worksheet and then correct it with the class.	Some students might not understand some of the exercises. To help them, the student will monitor the students as they work and they will be asked to fill in the gaps in pairs.	Pair work. Whole class.	Writing, reading, speaking and listening.	Comparative adjectives. Comparative structures. Animal related vocabulary.
4. *Comparing animals*	15 min.	The students will have to compare two animals in pairs, using the comparative forms they have seen during the class and the vocabulary learnt in previous lessons.	The teacher will hand out the animal paper slips and monitor the students as they work, in case they had any doubts.	The students might speak using the L1. The teacher will carefully monitor the students and correct them if they use the L1.	Pair work.	Speaking and listening.	Comparative adjectives. Comparative structures. Animal related vocabulary. Present simple.

<u>Lesson 4</u>

1. **Teacher's name**: Eva Calvo
2. **School**: IES Ágora

3. **Group**: 1ºB
4. **Number of students**: 23

5. **Average age of students**: 13
6. **Date of class**: April 5th, 2019

7. **Time**: 50 min.
8. **Materials/Aids**: computer, speakers, projector, projection screen, video handout and animal cut-outs.

9. **Overall lesson objectives**:
- By the end of this lesson, students will be able to reflect upon the video contents and apply the new learnt knowledge in a practical way.
- By the end of this lesson, students will be able to compare different animals using the learnt vocabulary and comparative structures.

Step number and aim of step	Time	Student activity	Teacher activity	Anticipated problems	Interaction	Skills Practiced	Linguistic content
1. Warmup	6 min.	The students will go over the key vocabulary for this lesson and they will write it down in their notebooks.	The teacher will explain the key vocabulary needed to understand the video of this lesson.	There are no anticipated problems at this stage.	Whole class.	Listening and writing.	Animal related vocabulary.
2. Video pre-task	6 min.	The students will read a series of statements about raccoons and discuss them with their partners, deciding if they are true or false.	The teacher will monitor the students as the activity takes place.	There are no anticipated problems at this stage.	Pair work.	Reading, listening and speaking.	Animal related vocabulary. Present simple.
3. Video	12 min.	The students will watch the video *Raccoon – Amazing Animals*, from National Geographic Kids twice, checking if the statements they discussed in the previous step were true or false.	The teacher will play the video and monitor the students while it plays.	Some students might not be able to understand all the words from the video. English subtitles will be activated for this purpose.	Individual work.	Listening and writing.	Animal related vocabulary. Present simple. Present continuous. Past simple.
4. Video post-task	15 min.	The students will complete a fill-in-the-gaps exercise about the video they have just watched.	Once the students have finished, the teacher will correct the activity.	Some students might not have been able to fill in all the gaps. The video can be played a third time for further clarification.	Individual/ pair work, whole class.	Writing, reading and speaking.	Animal related vocabulary. Comparative adjectives. Present simple.

| 5. *Describing an animal* | 11 min. | Divided in pairs, the students will describe a series of animals using the vocabulary and grammar learnt in the previous lessons. | The teacher will hand different animals to each pairing and monitor the students as the activity takes place. | The students might use the L1 to describe the animals. The teacher will monitor all the students carefully to ensure they use the L2 as much as possible. | Pair work. | Speaking and reading. | Animal related vocabulary. Comparative adjectives. Present simple. |

1. **Teacher's name**: Eva Calvo
2. **School**: IES Ágora

3. **Group**: 1ºB
4. **Number of students**: 23

5. **Average age of students**: 13
6. **Date of class**: April 8th, 2019

7. **Time**: 50 min.
8. **Materials/Aids**: handouts (*Discovering a new animal!* handouts) and animal cut-outs.

9. **Overall lesson objectives**:
-   By the end of this lesson, the students will be able to apply the vocabulary and grammatical structures learnt in the previous lessons by means of the creation of a fictional animal.
-   By the end of this lesson, the students will be able to cooperate in order to produce a poster of a fictional animal in groups.

Step number and aim of step	Time	Student activity	Teacher activity	Anticipated problems	Interaction	Skills Practiced	Linguistic content
1. Pre-task	10 min.	The students will listen to the teacher's explanation of the task and the class will be organised in six different groups.	The teacher will explain how the task will work and distribute the different handouts.	The students might not like the pre-made groups. The teacher will allow a change within reason, while explaining why the groups are formed in that way and not other.	Whole class.	Listening.	Instructional language.
2. Task	34 min.	The students will work on their task in groups. First, they will have to pick two different animals from a box with different animal cut-outs. They will have to create an animal that combines attributes from those they have chosen and fill in the handouts.	The teacher will monitor the activity to make sure all the students are working on the task. She will help if any group needs it, and give them feedback as she checks their work.	Some students might work more than others despite the way the groups were formed. To deal with this issue, different roles will be assigned to the students, and they will have to present peer feedback after the task has ended, writing down what they think the strengths of their group and things they could improve on.	Group work.	Writing, reading, speaking and listening.	Animal related vocabulary, comparative forms, present simple, past simple.
3. Wrap-up	6 min.	The students will listen to the teacher's feedback and instructions for the following lesson.	The teacher will give general feedback to the whole class and explain how the presentations will work in the following lesson.	There are no anticipated problems at this stage.	Whole class.	Listening.	Instructional language.

1. **Teacher's name**: Eva Calvo
2. **School**: IES Ágora

3. **Group**: 1ºB
4. **Number of students**: 23

5. **Average age of students**: 13
6. **Date of class**: April 9th, 2019

7. **Time**: 50 min.
8. **Materials/Aids**: props (fake glasses, explorer hats and bowties), computer, projector and projector screen.

9. **Overall lesson objectives**:
-   By the end of this lesson, the students will be able to produce a dialogue in groups, using comparative adjectives and the vocabulary learnt in the past lessons.

Step number and aim of step	Time	Student activity	Teacher activity	Anticipated problems	Interaction	Skills Practiced	Linguistic content
1. Presentation rehearsal	7 min.	The students will rehearse their presentations in groups.	The teacher will monitor the students in case she notices any issues or mistakes, giving them feedback as she does so.	Some students might be missing. In order to help them with this possibility, the teacher will offer a member of the group to assume the role of the missing member or have the teacher represent that student's role.	Group work.	Speaking.	Animal related vocabulary, comparative forms, present simple, past simple.
2. Ágora News	34 min.	The different groups will present their new animal to the class in the form of a mock news report, using the template provided in the previous class.	The teacher will assess the student's presentations.	Some students might struggle with the presentation. The props and a "news jingle" will be used as elements to lower the tension. The objective of the previous step is to give the students more confidence as well.	Group work.	Speaking and listening.	Animal related vocabulary, comparative forms, present simple, past simple.
3. Wrap-up	9 min.	The students will listen to the teacher's feedback and then they will give feedback to the rest of the groups. Each group will choose a representative who will say a positive thing of every group.	The teacher will give feedback to all the groups, highlighting what they did right and giving advice for their improvement.	Some students might not want to speak or give feedback. To help them with that, the teacher will do it first and she will write down some elements they can think of while giving feedback on the blackboard.	Whole class.	Listening and speaking.	Feedback related language.

c. Activities

Using Comparative Adjectives

Name: **Date:**

<u>Using comparative adjectives</u>

Complete the sentence with the comparative form of the word in brackets and the word *than*.

1. The mouse is _____ the horse. *(small)*
2. The cat is _____ the dog. *(clean)*
3. The turtle is _____ the rabbit. *(slow)*
4. The cheetah is _____ the elephant. *(fast)*
5. Giraffes are _____ than lions. *(tall)*

Complete the sentences using the comparative form of the word in brackets. Double the final consonant and use the word *than*. (big = bigger)

1. Panda bears are _____ horses. *(fat)*
2. A fish is _____ a bee. *(wet)*
3. The blue whale is _____ a sheep. *(big)*

When we have an adjective that ends in "-y", we change it to "-i" and then we add "-er" to form the comparative. Complete the next sentences with the adjectives in brackets and the word *than*.

1. Beatles are _____ butterflies. *(ugly)*
2. A hippopotamus is _____ a dog. *(heavy)*
3. A parrot is _____ a canary. *(noisy)*
4. The lion is _____ a cat. *(deadly)*

Longer adjectives form the comparative without ending in "-er". Instead, we say "more … than". For example: beautiful = more beautiful than. Complete the sentences.

1. A parrot is _____ a crow. *(colourful)*
2. A black panther is _____ a penguin. *(dangerous)*
3. A dolphin is _____ a fish. *(intelligent)*
4. Platypus are _____ pigeons. *(unusual)*

Some adjectives are irregular, and they have different forms. Complete the sentences with their comparative forms.

1. German people are _____ at English than Spanish people. *(good)*
2. Spanish people are _____ at speaking in English than people from other countries. *(bad)*

Do you think the last two sentences are true? Why, why not?

Name: **Date:**

The raccoon! An amazing animal – Video Handout

KEY VOCABULARY
Raccoon:
Wild:
Agile:
Paws:
Build up:

Exercise 1. *Do you think these facts are true or false? Circle the correct answer.*

1. Raccoons are mammals.	T	F
2. Raccoons live in Europe and Asia.	T	F
3. Raccoons are related to bears.	T	F
4. Raccoons are carnivores.	T	F
5. Raccoons mark their territory with their poop.	T	F

Exercise 2. *Watch the video and check the answers. Check your answers with your partner.*

Exercise 3. *Fill in the gaps with information from the video. Use the words in the box below.*

kits	*North and Central America*	*Winter*	*deaf*	*wild*
blind	*body fat*	*agile*	*large*	*omnivores*

1. Raccoons live (1) _____ throughout (2) _____.

2. Raccoons are the size of a (3) _____ cat.

3. Baby raccoons are called (4) _____.

4. When they are born, baby raccoons are (5) _____ and (6) _____.

5. Raccoons are more (7) _____ than bears.

6. Raccoons are "opportunistic (8) _____." They eat all they can find!

7. Raccoons eat a lot before (9) _____ arrives to build up (10)
    _____.

<u>Project Handout I</u>

Date:
Group members:

Discovering a new animal!

Roles:

1. Journalists:
2. Zoologists:

Instructions:

1. Choose a name for your animal.
2. Fill the chart with the information.
3. Divide the group between two journalists and two zoologists (the people who discovered the new animal.)
4. Practice the dialogue of the interview with your new animal.
5. Present your animal to the class!

Animal chart:

Name of the animal	
Type of animal *(mammal, bird, amphibian....)*	
Physical characteristics (feathers, fur, wings, scales…)	
Diet *(carnivore, omnivore, herbivore)*	
Habitat (*sea, land, desert, woods…*)	

Drawing:

Name: **Date:**

Discovering a new animal! - Interview

Journalist A: Welcome to Ágora News!

Journalist B: Today, a new animal has been found. We are talking with the people who discovered it, _____ (*name of zoologist A*) and _____. (*name of zoologist B*)

Journalist A: Good morning!

Zoologist A: Good morning!

Journalist A: What is the name of this new animal?

Zoologist A: We called it _____. (*name of the animal*)

Journalist B: Interesting. And what kind of animal is it?

Zoologist B: It's a _____ (*type of animal*). It's similar to a _____ and a _____. (*animals that you used to create the new animal*)

Journalist A: I see… What else can you tell us about the _____? *(name of the new animal)*

Zoologist A: Well, it has _____. *(physical characteristics)*

Zoologist B: And we found it is a _____! (*carnivore / omnivore / herbivore*)

Journalist B: That's really interesting! And where does the animal live?

Zoologist B: It lives in _____. *(habitat)*

Zoologist A: This is a drawing of the animal.

Journalist A: Amazing! Thank you for all the information.

Zoologists A and B: You're welcome!

Journalist B: And this has been today's news. See you tomorrow on…

Journalists A and B: Ágora News!