UNIVERSIDAD DE CONCEPCIÓN

ESCUELA DE EDUCACIÓN

THE EFFECTS OF COOPERATIVE LEARNING ACTIVITIES ON TENTH-GRADE STUDENTS' WILLINGNESS TO COMMUNICATE

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Tesis presentada a la Escuela de Educación de la Universidad de Concepción para optar al grado académico de licenciado en Educación y título profesional de profesor de inglés

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Noviembre 2022

Los Ángeles, Chile

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To ourselves, for always
supporting each other
through good and bad times.

ACKNOWLEDGEMENTS

First of all, we wanted to express our deepest gratitude to our guide teacher Miss Caterin Díaz, for her patience, disposition, and support. Without her help, we would not have been able to finish this research. We appreciate all the times she stayed with us, even on Sundays, always attentive to our doubts. We are very grateful to be her students.

We would also give special thanks to Mr. Ricardo Cisternas, who supported us during our final practicum process, in which we were able to complete this research. We respect the dedication put in his work, always caring about our well-being.

To Mr. Cristian Sanhueza, for always encouraging us to improve our skills, and become better teachers. We really admire his achievements as a professor, and we hope to be as good as him.

To our families, for supporting us whenever we felt hopeless, for always believing in ourselves, even when we did not. For teaching us to not give up, and to follow our dreams, regardless of the circumstances.

INDEX

ACKNOWLEDGEMENTS iv

ABSTRACT xi

CHAPTER 1: INTRODUCTION 1

CHAPTER 2: SCHOOL'S GENERAL BACKGROUND 4

2.1. Description of the school 4

2.2. Description of the educational problem 9

CHAPTER 3: ACTION PLAN DEVELOPMENT 14

3.1. Objectives 14

3.1.1. Question to develop the project 14

3.1.2. General Objective 14

3.1.3. Specific Objectives 15

3.2. Characteristics of the implementation of the learning unit 15

3.2.1. Globalization and the English Language in Chile 16

3.2.2. Teaching English as a Foreign Language in Chile 17

3.2.3. Willingness to Communicate in an EFL context 21

3.2.4. Cooperative learning activities to foster willingness to communicate 25

3.3. Characteristics of the learning unit based on a pedagogic methodology. 36

3.3.1. First Class 36

3.3.2. Second Class 38

3.3.3. Third Class 40

3.3.4. Fourth Class 41
3.3.5. Fifth class 43
3.4. Resources 43
3.5. Data collection techniques and evaluation of the implementation 45
3.5.1. Needs Analysis Questionnaire 45
3.5.2. Observation journal 48
3.5.3. Pre-intervention and post-intervention survey 48
CHAPTER 4: DESCRIPTION AND DATA ANALYSIS 51
4.1. Data analysis 51
4.1.1. Needs Analysis Questionnaire 51
4.1.2. Observation journal 62
4.1.3. Pre-intervention survey to measure WTC 66
4.1.4. Post-intervention survey to measure WTC 83
4.2. Analysis of upcoming problems 97
CHAPTER 5: FINDINGS AND CONCLUSIONS 101
REFERENCES 108
APPENDIXES 115
Appendix A: Students' grades 115
Appendix B: Didactic material 116
First class 116
Second class 116
Third class 117
Fourth and fifth class 120
Appendix C: Needs Analysis Questionnaire 125
Appendix D: Survey to measure WTC 130

Appendix E: Graphic results from Pre-intervention survey of WTC 135

Appendix F: Graphic results from Post-intervention survey of WTC 158

Appendix G: Final results from Pre-intervention and Post-intervention survey of WTC 180

TABLES' INDEX

3.1 - Table 1: Options to answer the survey "Measuring Willingness to Communicate" 50
4.1. - Table 2: Journal entries 64
4.2. - Table 3: Pre-intervention survey students' answers to category "Talking in pairs" 68
4.3. - Table 4: Pre-intervention survey students' answers to category "Talking to the teacher" 71
4.4. - Table 5: Pre-intervention survey students' answers to category "Talking in groups" 73
4.5. - Table 6: Pre-intervention survey students' answers to category "Speaking in class" 76
4.6. - Table 7: Pre-intervention survey students' answers to category "Interacting with English speakers" 78
4.7. -Table 8: Pre-intervention survey students' answers to category "Interacting in communicative activities" 79
4.8. - Table 9: Pre-intervention survey students' answers to category "Correcting mistakes" 81
4.9. - Table 10: Pre-intervention survey students' answers to category "Speaking without preparation" 82
4.10. - Table 11: Post-intervention survey students' answers to category "Talking in pairs" 84
4.11. - Table 12: Post-intervention survey students' answers to category "Talking to the teacher" 86
4.12. - Table 13: Post-intervention survey students' answers to category "Talking in groups" 88
4.13. - Table 14: Post-intervention survey students' answers to category "Speaking in class" 90
4.14. - Table 15: Post-intervention survey students' answers to category "Interacting with English speakers" 91
4.15. - Table 16: Post-intervention survey students' answers to category "Interacting in communicative activities" 93

4.16. - Table 17: Post-intervention survey students' answers to category "Correcting mistakes"..... 95
4.17. - Table 18: Post-intervention survey students' answers to category "Speaking without preparation"..... 96

ILLUSTRATIONS' INDEX

2.1 – **Figure 1:** Organizational chart of Colegio San Rafael 7
3.1. - Figure 2: Action research plan Gantt Chart 36
4.1. - Figure 3: Students answers to "Why are you learning English" 52
4.2 - Figure 4: Students answers to "Do you like...? 54
4.3 - Figure 5: Students' answers to "Difficulties/Needs for further practice" 56
4.4 - Figure 6: Students' answers to "Ways of learning" 58
4.5 - Figure 7: Students answers to "Working Style" 60
4.6- Figure 8: Students' answers to "Grammar learning" 61

ABSTRACT

This study brings together the fields of willingness to communicate, English as a foreign language, and cooperative learning activities to create an optimal communicative classroom environment. Thus, within the existing literature, it is stated that cooperative learning activities may assist students in increasing their willingness to communicate. For this reason, the purpose of this study is to examine the effects of cooperative learning activities on 10th grade students' willingness to communicate in English as a foreign language. To achieve the objectives of the research, 6 cooperative activities were implemented, apart from an observation journal, and two surveys conducted before and after the interventions to measure the participant's willingness to communicate. The findings of the research showed that there was a minimum level of improvement in the students' willingness to communicate after engaging with cooperative activities. However, the implementation of a cooperative learning approach in the classroom proved to ameliorate students' perception towards the English language.

Keywords: English as a Foreign Language, Willingness to Communicate, Cooperative Learning, Cooperative Learning activities.

CHAPTER 1: INTRODUCTION

Nowadays in Chile, the English teaching process stands in need of developing the students' communicative competences using various approaches that can support the students' active learning (Figueroa & Márquez, 2013; Mineduc, 2013). One of those approaches is Cooperative Language Teaching, which is used to enhance the students' communicative process. Nonetheless, little importance is given to the speaking skill in the course of studies, despite being one of the targets to be improved in the Chilean curriculum (Carbone, 2015; McKay, 2003). Likewise, exposure, attitude and motivation are important factors that teachers need to consider when teaching English in an EFL context since those components can be crucial when achieving the classes' learning goals (British Council, 2015).

Therefore, in order to enhance the students' Willingness to Communicate (WTC), authors such as Smith (1996), Smith et al. (2005), Johnson et al. (2013) and Johnson and Johnson (2019), established that the

easiest way to guarantee the students' active participation is through the use of cooperative learning activities. Thus, Cooperative learning can enhance the students' language learning in an EFL classroom, and the techniques implemented are useful in increasing students' WTC (Azizinezhad et al., 2013; Harper, 2016).

Thereupon, this action research project seeks to examine the effects of cooperative activities on 10th grade students' Willingness to Communicate. Afterwards, through observation class to class and the implementation of a questionnaire at the beginning of the research, it was feasible to state that during classes the students seemed to be unwilling to participate in the speaking activities created by the pre-service teachers due to different factors.

Moreover, from the main objective, several instruments were created to sustain each of the specific objectives applied in this research. Firstly, 2 surveys were conducted to measure students' WTC before and after the implementation of cooperative activities. The surveys were used to compare the participants' perceptions about their WTC before and after engaging in cooperative activities. Secondly, an observation journal was written to

analyze how much English students used during the development of cooperative activities.

As a result, the present research can be used as an orientation for teachers to make decisions that positively affect the students' learning process. Furthermore, teachers from other fields may find this research useful for their disciplines, as a way to increase the students' active learning in other kind of activities.

The present action research report consists of an introduction, followed by the school's general background, including the presentation of the problem of this study. Next, the action plan development is found, which includes the theoretical framework used, the planning of the classes implemented, and the resources employed. Thence, a description of the data analyzed, and the presentation of the upcoming problems of the study are found. Finally, the findings and conclusions of the research are presented.

CHAPTER 2: SCHOOL'S GENERAL BACKGROUND

2.1. Description of the school

This action research project took place in *Colegio San Rafael Arcángel*. The school is located near the center of *Los Ángeles, Biobio*. This educational institution is part of *Juan XXIII's* Educational organization, a private-subsidized school that provides humanistic and scientific education from pre-kindergarten to 12th grade. Here, secondary level students go from 9th to 12th grade with full school days from Tuesday to Friday from 08.15 to 15.40, except for Mondays in which the schedule goes from 08.15 to 17.25. All the classes occur in an on-site setting. According to the students' enrollment data on *EDUFACIL* (2022), there are 1.265 students who attend different schedules depending on their grade and age.

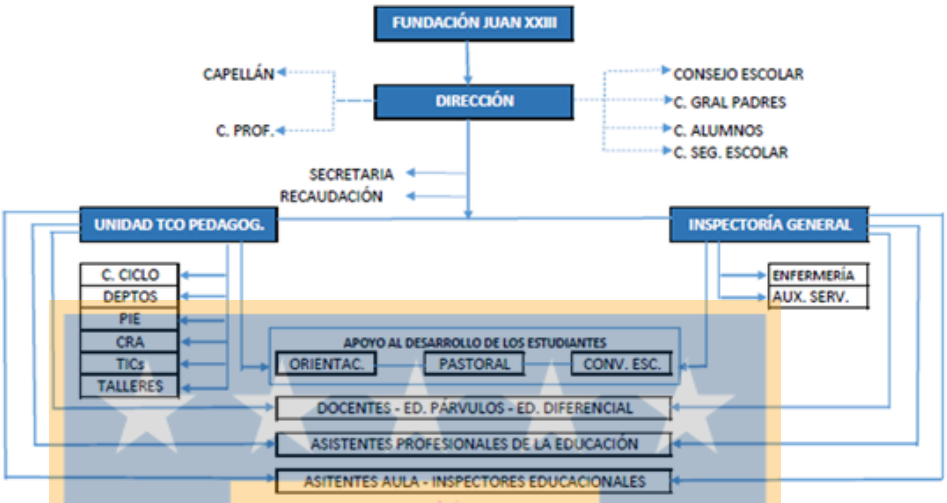
As for the infrastructure of the school, this consists of 2 three-story buildings. Among the spaces the school has, it is important to mention 28 classrooms that can comfortably sit 45 students, a science lab, a computer lab, 2 libraries, and 4 resources rooms, as well as 1 elevator in each building. Moreover, each classroom is provided with a laptop and a data projector, plus Ethernet connection. Also, regarding the schools' academic efficiency data, the National System of performance's evaluation *(SNED)* considers the school a high-quality educational institution.

Regarding the Educational Institutional Project *(PEI)*, the school's mission relies on providing students with a high-quality academic formation based on a catholic educational approach. Here, students may discover and develop their capabilities, allowing pupils to become agents who will help to improve society and the church. In other words, the school's aim is to provide suitable education for the current reality, promoting and providing a Christian education to the young people, so they can be of service to the community (Colegio San Rafael Arcángel, n.d.).

With regards to the vision, it seeks for an educational harmony between knowledge, faith, and life through a humanistic vision, according to the teachings of the church. The institution has signature values that provide constant support of the students on educational, pastoral, vocational and social dimensions. Besides, their academic formation quality is oriented towards the constant support of society (Colegio San Rafael Arcángel, n.d.).

Thus, the aim of the school is to develop critical thinking on the students, empowering them to confront their proper insertion into society, hence, reinforcing students' self-confidence and their capability to overcome any further situations. Moreover, the school seeks for the achievement of a sense of belonging, and solidarity among pupils, facilitating an emotional balance, as well as Christian values.

Regarding the school's administrative information, Figure 1 shows the corresponding organizational chart of the educational institution.



2.1 – **Figure 1:** Organizational chart of Colegio San Rafael

Firstly, the administrative team, or the school management department, consists of their principal, the vice-principal, the head of the academic unit and the student counselor. Secondly, the management department works collaboratively with the chaplain of the school's church, the teachers, students, and parents' council, as well as the safety and security committee. Likewise, under the counseling department, the secretary and the financial department are found.

Thirdly, the academic unit and the school discipline referrals are found. The former organizes and administers the multifarious departments of the school, including the different subject departments, school integration program, learning resources center, information and communications technology, and the school workshops. The latter coordinates the infirmary and the school janitors. Both departments work cooperatively in monitoring the student-supporting units, which are the student counseling department, the pastoral department, and the vocational department.

Concerning the participants, the action-research implementation of cooperative tasks to increase WTC was carried out in one of the 10th-grades of *Colegio San Rafael Arcángel, Los Ángeles*. The sample included a total of 43 students, divided into 21 girls, 20 boys, and 2 non-binary students, whose ages ranged from 14 to 16 years old. The group's social background was diverse; however, based on the school records, it was feasible to state that the majority of the students belonged to the upper-middle class. Most of them live in *Los Ángeles*, while three of them live in *Mulchén.* Notably, none of the students in the sample were repeating the grade.

Concerning the English subject, through the observation process, the students showed lack of motivation towards it. Moreover, the general academic performance was regular since according to the first diagnostic test only 51% of the students obtained a passing grade (see Appendix A).

Additionally, in terms of their behavior, students seemed willing to participate when the activities were displayed as games; when they needed to work in groups; or when they could obtain a reward – such as candies or extra credits – when developing the task. Notwithstanding, the group demonstrated to be highly disruptive most of the time, since their ability to focus on the class was limited to 20 minutes maximum. This caused several discussions and confrontation during classes.

2.2. Description of the educational problem

Throughout the final practicum process during the first semester of the year 2022, in *Colegio San Rafael Arcángel*, it was discovered that 10th graders were embarrassed and reluctant to speak in English during class time.

The corresponding observation was feasible using a questionnaire of needs analysis. Besides, with pre-service teacher class-to-class observation procedures, it was discovered that students found the activities related to speaking to be unpleasant. Therefore, most of the class were unwilling to perform activities involving communication, although, most of the class preferred to participate in group activities rather than individual activities.

By virtue of the observation and questionnaire, the necessity to remold the students' perspective towards communicative English activities was ascertained. In agreement with Harmer (2007) communication results essential when people want to express something to others. In fact, as the author states, for communication to be successful there has to be someone speaking and someone listening. Therefore, when students communicate effectively, and find themselves involved in a positive learning environment, filled with diverse activities and methodologies that encourage the use of speaking skills, their learning process becomes more successful (Toro et al., 2018).

Generally speaking, for students to accomplish significant learning, all English activities within the classroom need to be communicative. Hence, this action research project aimed at using cooperative learning to encourage 10th grade students from *Colegio San Rafael Arcángel* to increase their willingness to communicate in English. Namely, to be compliant with communicating orally by using various activities employing cooperative learning strategies, and consequently improving their performance in the foreign language subject.

Therefore, in order to increase the students' WTC, it was necessary to use an action-research method in which the use of cooperative speaking activities would be the key to improve students' willingness to communicate during English classes. The justification for the use of this methodology can be explained by Coghlan and Miller (2014):

> Action research is a term that is used to describe a global family of related approaches that integrate theory and action with the goal of addressing important organizational, community and social issues together with those who experience them. It focuses on the creation of areas for collaborative learning and the design, enactment, and evaluation of liberating actions through combining action and reflection in an ongoing cycle of co-generative knowledge (p.25).

Thus, the action-research methodology helps to study a certain problem in the class environment to promote a better learning process. For that reason, by observing and collecting data regarding students' WTC and their personal preferences towards different ways of learning, it was determined that the employment of several cooperative tasks could potentially promote communication among peers.

Subsequently, this particular methodology allows teachers to create more dynamic situations, as Burns (2015) states:

> Those engaged in AR experience self-reflection on their behavior, actions, and interactions with others; deliberate interventions to question and enhance current practices; adaptation of research processes and methods to address issues that emerge directly; and unpredictability and openness to changes in research goals and questions as knowledge of the social situation expands and deepens (p.188).

Therefore, the use of an action-research process would confirm if using cooperative activities would have an effect on the students' WTC, and that would be analyzed using different data collection techniques. A total of 3 instruments were implemented during this project, a need analysis questionnaire to detect the problem, a class-to-class observation journal

during the development of the cooperative activities, and a pre- and post-intervention survey that would show if the students' WTC increased or not.

CHAPTER 3: ACTION PLAN DEVELOPMENT

3.1. Objectives

Based on the problems observed in the classroom, and the literature revised, the following research question and objectives arise.

3.1.1. Question to develop the project

How do students feel in terms of WTC before and after engaging in cooperative learning activities?

3.1.2. General Objective

To examine the effects of cooperative activities on 10th grade students' Willingness to Communicate.

3.1.3. Specific Objectives

- To measure willingness to communicate before and after the implementation of cooperative activities.
- To compare the participants' perceptions on their willingness to communicate before and after engaging in cooperative activities.
- To analyze how much English students use during the development of specific cooperative tasks.

3.2. Characteristics of the implementation of the learning unit

In accordance with the research question and objectives, a learning unit was designed and implemented. This unit intended to help students improve their WTC through the use of cooperative activities, due to the importance that communication in the L2 has in the present time.

3.2.1. Globalization and the English Language in Chile

Globalization has greatly impacted society, bringing along the constant need of maintaining effective communication between countries and cultures. Therefore, “the English language is used as a global language, facilitating communication between people whose first languages (L1s) are not English, for international communication purposes” (Haidar & Fang, 2019, p.1). Thus, learning English is essential for any person who needs to develop their abilities at a maximum level, using the four basic language skills: speaking, listening, reading, and writing.

Moreover, according to *Mineduc* (n.d.) the cultural, social, and technological changes of the past few decades have urged the requirement of a worldwide language, considering English as a Lingua franca. Likewise, within the National Curriculum, the emphasis is on the communicative skills in English, which are classified using the Common European Framework of Reference for Languages as a standard. (Mineduc, n.d.).

Therefore, the main aim of the English subject in schools is to develop communicative competences, placing the students in real-life situations that can contribute to the students' academic and working life. (Mineduc, n.d.) Notwithstanding, when teaching English as a foreign language, several factors must be considered.

3.2.2. Teaching English as a Foreign Language in Chile

According to Carbone (2015), "English as a Foreign Language in Chile has become increasingly relevant since 1998 when the country began a period of rapid economic growth" (p.3). Therefore, the Chilean curriculum has suffered various educational reforms throughout the years, specifically in the English subject. Over the years, the Chilean governments have invested in diverse policies and reforms to transform the country into a bilingual one (Carbone, 2015).

Furthermore, within the changes the different reforms and strategies have brought along, the aim of the Chilean curriculum was not only focused

on grammar-translation anymore, but also on the communicative process of the language. As stated by Figueroa and Márquez (2013), the main focus of the Chilean curriculum relies on Communicative Language Teaching (CLT), meaning that English is taught with a purpose, and a connection with a real-life context, instead of only focusing on grammar structures. Therefore, the English teaching process in Chile requires the use of communicative activities to enhance communication in English within the classroom.

Consequently, methods that facilitate the use of the English language for students in communicative real-life situations can help to achieve significant learning. For this reason, a publication of the national curriculum of the English language made by the Ministry of Education, proposed several communicative approaches to be adopted. For instance, the Natural Approach, Cooperative Language Teaching, Content-based Instruction, and Task-based Language Teaching (Mineduc, 2013).

However, as stated by McKay (2003) “the program of study outlined by the Ministry specifies that 40 percent of the English curriculum is to be devoted to developing reading comprehension, 40 percent to listening

comprehension, and 20 percent to speaking and writing" (p.141). Moreover, the English curriculum's reforms implemented were justified through the conviction that English is mainly presented within labor or specific contexts, resulting in Chileans needing to use receptive skills rather than productive skills (Carbone, 2015).

In addition, to assess the students' skills and knowledge of English, the Ministry of education has implemented the National Measurement System of Quality of Education *(SIMCE)* in the English subject, assessing reading and listening comprehension. The first implementation of the standardized measurement test occurred in 2010. Thereafter, it has been implemented successively in the years 2012, 2014, and 2017. Therefore, in all the years that it has been implemented, the focus was just on receptive skills –reading and listening– (Agencia de Calidad de la Educación, 2013, 2015, 2018).

Even though the aim of the current Chilean English curriculum relies on the emphasis on the communicative skills of the students, the Ministry of Education measures English proficiency only in reading and listening skills,

instead of including all the aspects necessary to properly evaluate the students' competence in the subject (Carbone, 2015).

Despite the attempts of the aforementioned Chilean educational policies and reforms to promote the communicative process of the language, two main factors are needed to consider when learning English in an EFL context. The first factor to contemplate is exposure since:

> Exposure to English is one of the most important components of English language proficiency (…) There is little opportunity for the majority of Chileans to speak English on a day-to-day basis, even in workplaces; however, with increasingly widespread access to technology, exposure to English has increased significantly (British Council, 2015, p.62)

The impact of exposure to the English language is directly related to the English language acquisition. Hence, referring to the British Council survey, Chilean learners are at disadvantage, due to their lack of exposure to the language. Therefore, the implementation of communicative methodologies in Chilean classrooms is crucial to increase students' exposure and proficiency on the language.

Moreover, the second factor to consider is attitude and motivation, for "Chileans are often described as 'shy', particularly when it comes to language learning. Fear of embarrassment may limit their interest in learning English as well as their learning outcomes when they choose to engage with the language" (British Council, 2015, p.63). Thus, Chileans' personality traits generally restrict their participation in class, consequently affecting their willingness to communicate.

3.2.3. Willingness to Communicate in an EFL context

The current learning of English in Foreign Language contexts has set the importance of communicative interaction to develop the required competences to speak English in diverse settings. Nevertheless, depending on various attitudes and motivation towards the target language, students may present unwillingness to participate in communicative settings, since low motivation and poor attitude are closely related to poor performance in English as an L2 and low disposition to participate in classes (Gardner, 1985).

In accordance with MacIntyre et al. (1998), the concept of Willingness to Communicate in the EFL learning context is defined as the preparedness to converse with one or more people, by striving for the use of an L2. Furthermore, willingness to communicate in L2 contexts presents two levels: trait and state. The trait level reflects the constant readiness, disregarding the context or setting, whereas the state level presents a predisposition only in specific communicative contexts.

Thereupon, willingness to communicate has become a salient concept to contemplate, especially when referring to EFL educational settings. More specifically, as stated by Peng and Woodrow (2010), "the study of WTC in an L2 is of special importance in (…) promoting communication engagement in class" (p.835). For this reason, teachers' primary communicative goal is to increase students' interest and commitment during class time with activities that promote willingness to communicate.

Hence, as stated by Bergil (2016), introducing willingness to communicate to EFL learning contexts fosters learners' autonomy by realizing multifarious activities that boost their communication skills towards

the target language. Notwithstanding, as previously presented, learners are generally reluctant to attempt L2 communication (Peng & Woodrow, 2010).

According to different authors, such as MacIntyre et al. (1998), Peng (2012), and Fu et al. (2012), the unwillingness to communicate in L2 contexts might occur due to different state and trait variables. As stated by MacIntyre et al. (1998), the variables that affect the willingness to communicate are self-confidence, intergroup motivation, intergroup attitudes, and personality.

Moreover, as stated by Peng (2012), the factors that affect willingness to communicate in the classroom context are "learners' beliefs, motivation, cognitive factors, linguistic factors, affective factors, and classroom environment" (p.203). In addition, "factors such as learning motivation, learning attitudes, social support, and language environment influence foreign language learning" (Fu et al., 2012, p.112). Therefore, in both trait and state levels, social and educational contexts affect students' willingness to communicate in the English classroom.

Therefore, choosing carefully and applying different pedagogical methodologies is essential for English teachers that expect to achieve the students' understanding and create a significant learning of the target language. As explained by Nazara (2011), when teachers implement appropriate approaches using different activities, equipment and diverse motivational strategies, the speaking classes become successful.

Moreover, in accordance with MacIntyre and Charos (1996), it is necessary to use the target language to achieve meaningful learning in diverse communicational contexts. Thus, the enhancement of the willingness to communicate by utilizing various strategies is required to fulfill this goal.

Furthermore, Liu and Jackson (2008) suggest that EFL teachers implement interactive activities in groups using a nonthreatening language or manners in order to enhance willingness to communicate. Therefore, when students feel they are in a safe communicative context, they are prompt to communicate using the target language within their groups.

In compliance with Joshi (n.d.):

> Communication is a two-way process of exchanging ideas or information. One person alone cannot carry out communication. When you communicate, there has to be a receiver or an audience that would reciprocate. Only then can your communication be complete. (p.1)

Thus, assembling at least 2 people is compulsory to successfully deliver a message, since the communicational process requires cooperation. Usually, the means to deliver a message during EFL classes is by using the speaking skill. Therefore, according to Gumperz (1999), the speaking skill "is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants' utterances" (p.101). In other words, working cooperatively during the communicational process is crucial to enhance willingness to communicate, and achieve the desired goal of speaking in a foreign language.

3.2.4. Cooperative learning activities to foster willingness to communicate

Working cooperatively is of great significance in the enhancement of willingness to communicate in the students' communicative process. Johnson

and Johnson (2019) refer to Cooperative Learning (CL) as “the instructional use of small groups so that students work together to maximize their own and each other’s learning” (p.59). Thus, Cooperative Learning is a teaching strategy capable of helping students improve their knowledge, using different classroom activities that require groupwork; hence, promoting teamwork, and cooperation between peers.

Furthermore, the model presented by Smith (1996) and Johnson and Johnson (2002) is mainly focused on the students’ social skills, which is also one of the main principles of the theory. The authors state that without cooperation between peers, it is impossible to stablish any Cooperative Learning during the classroom setting. Thus, they establish the significance of believing in each member of the group in order to make the CL efficient for all the team members. Moreover, to ensure the achievement of the academic content during the CL lessons, the authors suggest the students’ grouping should be assigned to small teams of usually 2 to 5 members. (Johnson & Johnson, 2019).

According to Johnson and Johnson's teaching strategy (2019), 4 types of Cooperative Learning are suggested for teachers to implement: a) formal cooperative learning, b) informal cooperative learning, c) cooperative base groups and d) constructive controversy. Nevertheless, the creation of successful cooperative classrooms consists of the integrated use of the 4 types of CL previously mentioned (Johnson et al., 2013).

3.2.4.1. Formal Cooperative Learning

According to Smith et al. (2005), formal cooperative learning is highly structured and mainly applied to teaching specific contents with students working in groups, either for one class or a few weeks in order to complete the desired cooperative goals of the corresponding theme. In addition, the teacher needs to think about the course of decisions necessary to ensure the correct implementation of the cooperative task; for instance, group size – 2 to 5 members–, the students assigned to each group, their roles, the required materials for the task, the sitting arrangement, etc. Likewise, the instructor needs to monitor the correct groups' performance during the assignments,

ensuring the members are effectively working together (Johnson & Johnson, 2002, 2019; Smith, 1996; Smith et al., 2005).

3.2.4.2. Informal Cooperative Learning

As stated by Smith et al. (2005), this type of learning is applied to ensure the correct understanding of the contents during the Direct Teaching with short cooperative activities, by creating temporary groups that change from class to class. As an illustration, before and after the teacher's lecture, the teacher organizes informal cooperative groups that would be discussing about the content during short periods of time that might change when the instructor starts teaching a new concept during the same class (Johnson & Johnson, 2002, 2019; Smith, 1996).

Moreover, as maintained by Johnson and Johnson (2019), the use of informal cooperative learning can help to enhance the students' learning process in different aspects:

> Informal cooperative learning can create a mood conducive to learning, focus student attention on the material to be learned, set expectations as to what will be covered in a class session, ensure that students cognitively process the material being taught, and provide closure to an instructional session (p.64).

3.2.4.3. Cooperative Base Groups

As maintained by Smith (1996), cooperative base groups are implemented to provide assistance among the team members for a long-term period. Moreover, membership is stable during the academic assignment; for instance, whilst accomplishing the cooperative tasks of a whole unit. In the course of the required assignments students provide one another with constant reassurance in order to fulfill the desired goals (Johnson & Johnson, 2019; Smith, 1996; Smith et al., 2005). Furthermore, "the use of base groups tends to improve attendance, personalizes the work required and the school experience, and improves the quality and quantity of learning" (Johnson & Johnson, 2019, p.64). Thus, the use of base groups helps students when the content is complex and challenging, assisting their learning process.

3.2.4.4. Constructive Controversy

This type of learning is commonly implemented to create intellectual discrepancies between peers in order to complement problem solving during the cooperative activities (Johnson & Johnson, 2019). Additionally, "the outcomes generated by the process of controversy tend to include higher quality decision making and achievement, greater creativity, higher cognitive and moral reasoning, greater motivation to improve understanding, more positive relationships and social support, and more democratic values" (Johnson & Johnson, 2019, p.65).

As a result, authors such as Johnson et al. (2013), Johnson and Johnson (2019) and Smith et al. (2005) assent that the combination of characteristics between the 4 types ameliorates the process of teaching and learning, being more active for the students. Thus, the use of cooperative learning during classes combining the different types can increase students' motivation and achievement during content acquisition.

Therefore, to prepare a cooperative learning lesson, teachers need to contemplate a set of basic elements required in any cooperative learning groups. The 5 components of effective cooperation are positive interdependence, individual accountability, promotive interaction, social skills, and group processing (Johnson & Johnson, 2019).

For Johnson and Johnson (2019), and Smith (1996) positive interdependence is defined as a reciprocal relationship between the group members, where students perceive they can succeed only when the members work together as a team. Moreover, they explain that individual accountability is related to the responsibility of every group member of sharing their contributions to the group work. Next, promotive interaction means that students encourage and support their groupmates to reach the learning outcomes. Another relevant element is that students need to learn social skills, such as leadership, communication, decision-making, etc. Finally, group processing is related to the examination of groups' effectiveness, meaning that all members analyze the team's actions and behaviors.

Furthermore, any cooperative lesson requires the students to be active and engaged meaningfully in each of the activities prepared by the teacher. As reported by Johnson and Johnson (2019), "the easiest way to ensure that students are active and engaged in learning may be to use cooperative learning" (p.60). Therefore, through implementing well-designed lessons with multifarious materials and resources, the teacher guarantees the students' active learning during the activities.

Nonetheless, in order to achieve the students' active learning during the lesson, different cooperative activities need to be used to fulfill the learning objectives. Thus, there are countless cooperative strategies; however, only 4 of them will be included in this action-research (Think-Pair-Share, Numbered Heads Together, Dialogue, and Round Robin).

Following Macpherson (2015), Think-Pair-Share is a group strategy used to foster students' knowledge and comprehension of the content, which "allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the class" (Alrayah, 2018, p. 26). Additionally, as maintained by Macpherson (2015), Numbered Heads

Together is used to promote the students' accountability during the task time in which "learners have the chance to develop some ideas or responses to a question through discussion" (Alrayah, 2018, p. 26). Subsequently, Dialogue is a group strategy used for interaction and practice of the required content, in which students actively participate in communicative tasks (Macpherson, 2015). Also, pursuant to Engelhardt (2018), Round Robin is one of the most popular strategies since students can work in teams on different kinds of tasks alternating to contribute to the group in an oral form. Therefore, the use of the 4 cooperative strategies or any Cooperative Learning activity is extremely recommended in EFL teaching, since they bring positive effects on the learning process.

In conformity with Dörnyei (1997):

> CL is a highly effective classroom intervention, superior to most traditional forms of instruction in producing learning gains and student achievement, higher-order thinking, positive attitudes toward learning, increased motivation, better teacher-student, and student-student relationships accompanied by more developed interpersonal skills and higher self-esteem on the part of the students (p. 482).

Moreover, as maintained by Azizinezhad et al. (2013), "the effects of cooperative learning seem salient in enhancing the EFL junior high school

students' language learning, especially their communicative competence, and motivation toward learning English as a foreign language" (p.138). In other words, Cooperative Learning is a successful action plan capable of increasing students' second language acquisition and interest in the English language by using several tasks.

Indeed, "the techniques employed in CL continue to stand out for their usefulness in enhancing WTC" (Harper, 2016). Therefore, Harper (2016) indicates some reasons why Cooperative Learning aids to foster willingness to communicate. Firstly, Cooperative Learning attempts to provide equal opportunities to all groupmates by balancing their participation. Secondly, it endeavors to increase students' motivation and desire of group success. Finally, CL attempts to reduce students' apprehensions of receiving a negative evaluation (Harper, 2016).

Thus, the implementation of Cooperative Learning combining its different types of formal, informal, cooperative base group, and constructive controversy can lead to successful cooperative lessons. In addition, promoting the use of the 5 basic elements within the lesson, such as positive

interdependence, individual accountability, promotive interaction, social skills, and group processing can assist the students' learning acquisition. Furthermore, the application of the strategies previously mentioned, such as Think Pair Share, Number Heads Together, Dialogues, and Round Robin attempt to provide students with different tools to foster their willingness to communicate.

Therefore, the action research plan employed for the present research combined the different types and basic elements into the development of 6 cooperative activities carried out throughout 5 classes that included 1 class of 45 minutes and the remaining 4 of 90 minutes. The activities implemented were based on cooperative strategies such as Round Robin, Numbered heads, Think-pair-share, and Dialogue.

The following activities were implemented with the aim of prompting the students' willingness to communicate in English during classes, whilst increasing their commitment with their own learning process. The unit used to develop these activities was part of the tenth-grade English book "Unit 2: Body, Mind and Spirit" provided by the Ministry of Education.

ACTION PLAN	WEEK 1					WEEK 2					WEEK 3					WEEK 4					WEEK 5				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Lesson Planning "Unit 2: Body, Mind and Spirit"																									
Class 1																									
Cooperative activity 1: Round Robin																									
Cooperative activity 2: Numbered Heads																									
Class 2																									
Cooperative activity 3: Numbered heads																									
Class 3																									
Cooperative activity 4: Giving advice																									
Cooperative activity 5: Think-group-Share																									
Class 4																									
Cooperative activity 6: Dialogue																									
Class 5																									
Cooperative activity 6: Dialogue																									

3.1. - Figure 2: Action research plan Gantt Chart

3.3. Characteristics of the learning unit based on a pedagogic methodology.

The learning unit consisted of 5 classes, which took place over a period of 5 weeks.

3.3.1. First Class

The first class, which was 45 minutes long, included two cooperative activities. To contextualize the class, the topic was “Healthy Habits”, and the main aim was for students to be able to identify and classify healthy and unhealthy habits. Therefore, the main activity of the class was a Kahoot to elicit their previous knowledge on the topic. Based on this, 2 cooperative activities were realized.

3.3.1.1. Cooperative Activity No.1: Round Robin

In this task, students were gathered in groups of 4 to 6. Each group appointed a secretary responsible for writing in their notebook all the habits named by their classmates. Thence, the groups were asked to classify the habits written as healthy or unhealthy. They were provided with a time limit to complete both tasks.

3.3.1.2. Cooperative Activity No.2: Numbered Heads 1

For this activity, all the students were designated a number. Then, the teacher requested a specific number to come to the board and write 3 of the habits they classified. The students kept coming until they added all their remaining habits.

3.3.2. Second Class

The second class was implemented during a 90-minute period. The topic of the class was “should and shouldn’t of Healthy Habits” and its main objective was for students to be able to match phrases related to healthy habits regarding modal verbs should/shouldn’t. During the development of this class, 1 cooperative activity was implemented.

3.3.2.1. Cooperative Activity No.3: Numbered heads 2

For this activity, students were gathered in groups of 4 or 6, and each of them were designated with numbers. Thence, students were provided with

envelopes containing a set of words they needed to arrange in the correct order to form a sentence. There was a total of 7 envelopes for each group to arrange. Hence, when they finished arranging the first envelope, the following was provided with the next set of words, repeating the activity until the group arranged all the sentences correctly. During the activity, the students needed to speak to one another to get the correct order.

After this activity was completed, the teacher asked for a random number from each group, and the student with that number needed to provide the correct order of the required sentence. Thence, the teacher asked for another number from the other group and that person needed to translate the sentence into Spanish. The situation continued with the remaining groups.

Finally, the teacher provided feedback for each of the sentences on the whiteboard. After that, the teacher inquired the students what they understood by those phrases, in what kind of situations they would use those phrases, if they noticed anything that looked similar in each sentence, etc. In case of mistakes, the teacher would guide the class to the correct answers.

3.3.3. Third Class

The third class was performed during a 90-minute period. The topic for this class remained as “should and shouldn’t of Healthy Habits”. The main aim was for students to be able to express should/shouldn’t by giving advice.

3.3.3.1. Cooperative Activity No.4: Giving advice

During this task, the students were gathered in groups of 5. Each group was provided with an envelope that contained a situation that required some advice, followed by 9 pieces of advice. Firstly, students needed to find which of all the 10 pieces of paper contained the problem. Secondly, students were required to converse within each group to decide on which piece of advice was the most adequate for their given problem. Lastly, the group needed to complete a checklist to ensure that the advice they chose was correct, or the most helpful for that situation.

3.3.3.2. Cooperative Activity No.5: Think-group-share

In this activity, students watched a video about giving advice to remember previous knowledge. Here, each group of 4 to 6 was given a whiteboard and a marker, so they needed to cooperate to answer the teacher's questions regarding the video. After students discussed their answers, they wrote them on the whiteboards to show them to the teacher.

3.3.4. Fourth Class

This class was performed during a 90-minute period. The topic of the class remained as "should and shouldn't of Healthy Habits". The main aim of the lesson was for students to be able to give advice using should and shouldn't through a written dialogue. During this class, only one cooperative activity was developed.

3.3.4.1. Cooperative Activity No.6: Dialogue

For the final activity, students were gathered in groups of 5, selected by the teacher. The activity consisted of writing a dialogue of at least 10 entries providing several pieces of advice for a problem given by the teacher. Moreover, each member of the group was assigned a role –the students decided on which role they would perform–. The roles to assign were:

a) Monitor: In charge of controlling the general group behavior and asking questions to the teacher.
b) Secretary: In charge of writing the dialogue based on the group's ideas.
c) Guard: In charge of controlling the use of cellphones during the activity, which was prohibited.
d) Librarian: In charge of searching words in the dictionary.
e) Proofreader: In charge of checking the dialogue's grammar, spelling, and punctuation.

When the dialogue was finished, the students handed it in to the teacher.

3.3.5. Fifth class

This was the final class where the cooperative activities were performed. It is important to mention that the fifth class was implemented during a 90-minute period, and was a continuation of the previous lesson, meaning that the topic, objective, and cooperative activity developed during the class remained the same as the fourth class. In this class, it was intended that the students finished their dialogue and handed it in to the teacher at the end.

3.4. Resources

During the lessons, a set of didactic materials were used in each cooperative activity to facilitate the learning acquisition. Regarding the

didactic material employed in the first class, the teacher created a Kahoot to make the students remember the content. Moreover, a laptop, internet connection and a data projector were needed for the development of the class. During the second activity of the class, only two resources were used, the whiteboard and a marker to classify the habits in front of the class.For the second class, in the activity the students received envelopes with a set of words inside. At the end of the activity, the teacher gave feedback of the sentences in the whiteboard with a marker.

Concerning the third class, the students also obtained envelopes with pieces of paper with problems and advice. Additionally, the teacher gave a checklist to each group. In the second activity of the class, the teacher used a laptop, internet connection, a data projector, and a PowerPoint Presentation to introduce the class. Moreover, a YouTube Video was showed to develop the activity, and the students received markers and a whiteboard.

Regarding the fourth class, the teacher used a laptop, internet connection, a data projector, and a PowerPoint Presentation to explain the task. Moreover, the teacher provided the dialogue instructions and rubric to

each student. After the explanation, every librarian received 1 dictionary. Finally, for the last class, the same didactic material was used since this class was the continuation of the fourth class.

3.5. Data collection techniques and evaluation of the implementation

As it was previously stated, 3 instruments were implemented throughout this action research. Firstly, a Needs analysis questionnaire was employed to detect the problem approached in this research. Secondly, a pre-intervention survey was conducted to measure students' WTC. Thence, after the cooperative activities, a post-intervention survey was applied to measure any changes in their WTC. Lastly, an observation journal was carried out to monitor students' behavior whilst implementing the cooperative activities.

3.5.1. Needs Analysis Questionnaire

Anonymous questionnaire without correct and incorrect answers that gives students the chance to express themselves about their needs and wants

regarding the English language learning. The instrument is divided into 3 main areas of concern with “YES”, “NO” and “NO ANSWER” options.

- A: Leaners’ attitudes towards English language learning.
- B: Learners’ language needs/wants.
- C: Learning preferences/styles.

This questionnaire was developed in the subject *Práctica Profesional de la especialidad*. Therefore, each of the areas provided various options for the students to answer. Nevertheless, the ones that supported the observations regarding the unwillingness to communicate were the following:

- A: Leaners’ attitudes towards English language learning.
  - ❖ The question for the students was: Why are you learning English?
  - ❖ Important options: “So I can speak to foreign people/tourist”, “Because English is an important world language” and “Because I enjoy learning English”

- B: Learners’ language needs/wants divided into two main categories:

B.1: Favorite English language skill.

- ❖ The question for the students was: Do you like…?
- ❖ Options: Listening, and Speaking

B.2: Difficulties/needs for further practice.

- ❖ The question for the students was: I would like to practice more in…
- ❖ Options: Speaking, Listening, and Pronunciation

- C: Learning preferences/styles divided into two main categories:

C.1: Ways of learning and working style

- ❖ The question for the students was: I would like to practice more in…
- ❖ Options: Doing oral exercises/practice, discussing in the classroom, making projects, reading aloud in class, working alone, working in pairs, working in groups, working as a whole class, and playing games.

C.2: Learning strategies: Grammar learning.

- ❖ The question for the students was: I would like to practice more in…

- ❖ Options: by doing oral practice in class.

Notably, each of the areas provided more options to choose but according to class-to-class observations, the communicative categories of the questionnaire seemed to have lower results, therefore only those options were considered.

3.5.2. Observation journal

During the 16 weeks of the practicum process, the students' behavior was observed, noticing an unwillingness to participate in communicative activities. Nevertheless, the observation journal accompanied by note-taking of the sample's performance will correspond to the 5 weeks activity implementation.

3.5.3. Pre-intervention and post-intervention survey

Two surveys were applied during the action plan process in order to learn about the students' willingness to communicate, before and after implementing the cooperative activities that would help with the students' unwillingness.

Thus, the first survey was applied before starting with the cooperative communicative activities and the second was conducted at the end of the action research plan when all the activities were finished. The same survey was used since the purpose of this investigation was to seek for any changes on the students' willingness to communicate.

The questionnaire consisted of statements concerning the students' feelings about communication with other people, in English. In the document that was delivered to each of the students, they needed to indicate, in a space provided, the frequency of time they have chosen to speak English in each classroom situation.

If the students were almost never willing to speak English, they would write 1. If they were willing sometimes, they would write 2 or 3 and if they

were willing most of the time, they would write 4 or 5. Remarkably, this questionnaire was provided in both languages –English and Spanish– for the students to comprehend the statements better, as in the example:

1: Almost never willing *(Casi nunca dispuesto)*	**2: Sometimes willing** *(Algunas veces dispuesto)*	**3: Willing half of the time** *(La mitad del tiempo dispuesto)*	**4: Usually willing** *(Normalmente dispuesto)*	**5: Almost always willing** *(Casi siempre dispuesto)*

3.1 - Table 1: Options to answer the survey "Measuring Willingness to Communicate"

The survey contained a total of 43 assertions for the students to indicate the level of agreement they feel comfortable with in each one of the statements. This survey was based on 2 measurements scales of willingness to communicate. The first scale was from MacIntyre et al. (2001), and the second scale was from Mystkowska-Wiertelak and Pawlak (2016). Both measurement scales were adapted according to the context of the 10th-grade students of *Colegio San Rafael Arcángel.*

CHAPTER 4: DESCRIPTION AND DATA ANALYSIS

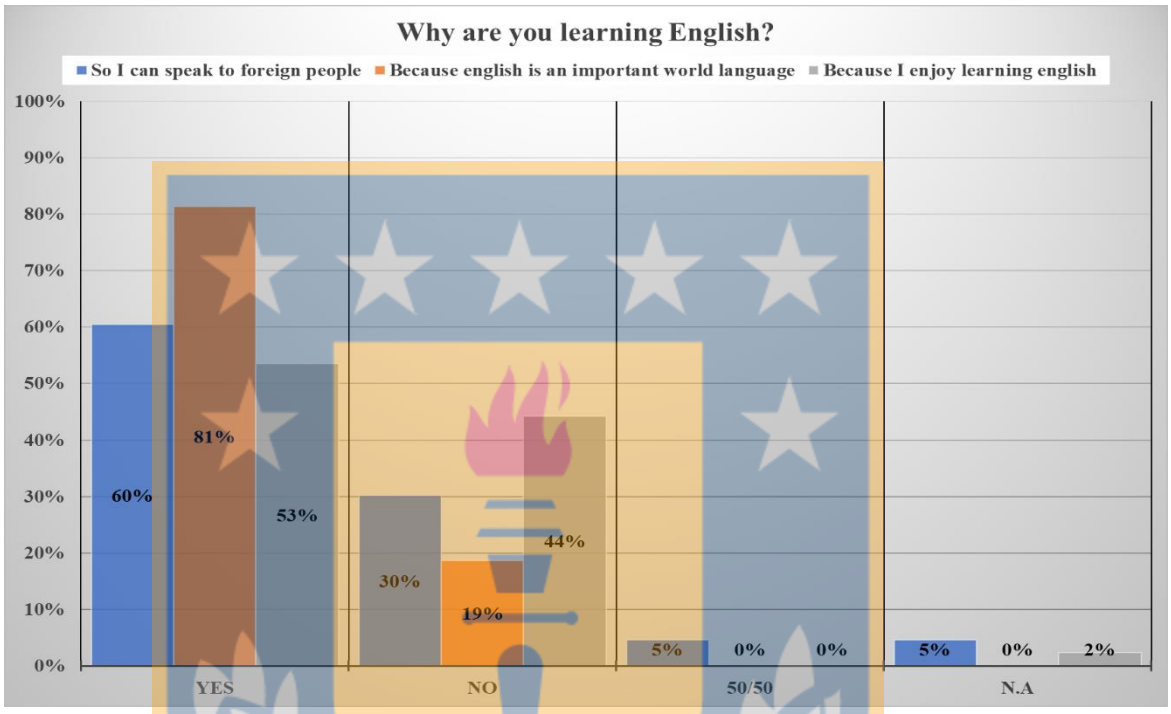
4.1. Data analysis

The present chapter shows an analysis of the data gathered through each of the instruments applied during the action research process.

4.1.1. Needs Analysis Questionnaire

The questionnaire received a total of 43 responses, and the answers regarding the students' speaking skill were the most salient ones for the research. This questionnaire was categorized into 3 main areas: A. "Leaners' attitudes towards English language learning", B. "Learners' language needs/ wants", and C. "Learning preferences/ styles".

Regarding the first area, the students were asked about their reasons to learn English, providing them with the following alternatives:



4.1. - Figure 3: Students answers to "Why are you learning English"

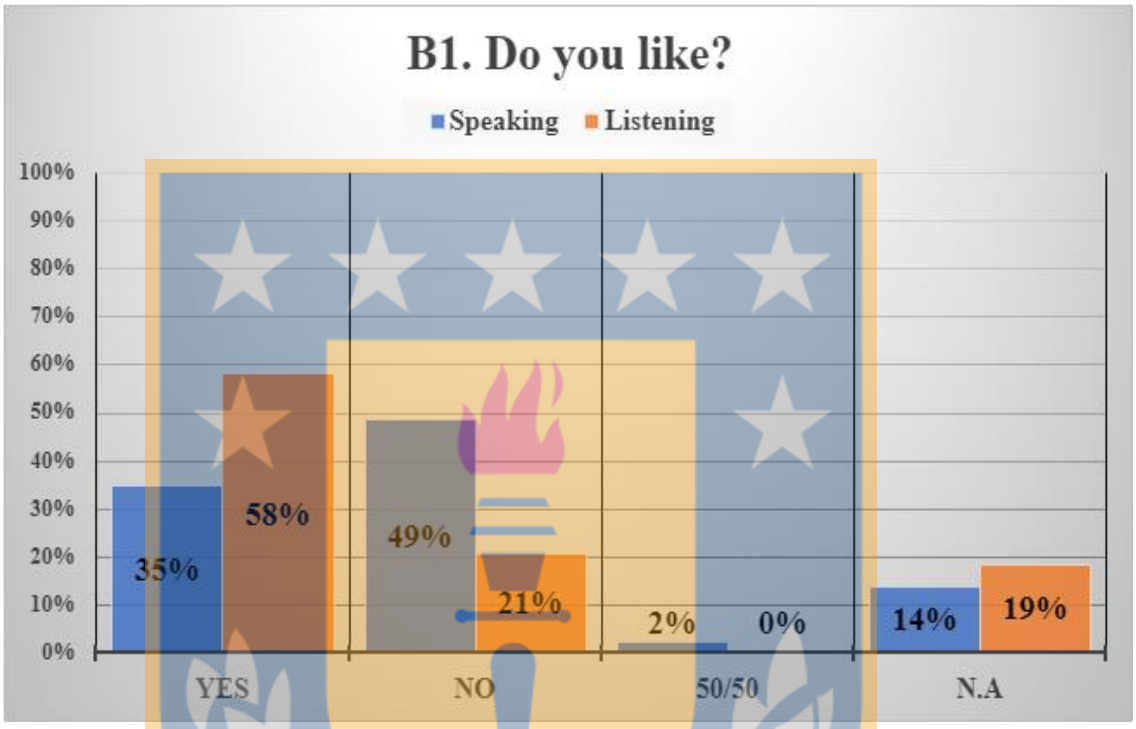
Figure 3 shows the results related to some of the reasons for the students to learn English as a foreign language. Most of the students had a positive attitude towards English since 81% expressed that English is an important world language. Following that statement, 60% of the students

were learning English to speak to foreign people, followed by 53% of them who enjoyed learning English.

In contrast, 44% of the pupils did not enjoy learning English, followed by 30% of the grade that was not seeking to speak with foreign people. Moreover, 19% of them did not think of English as an important world language. Notably, 5% of the learners debated if they could use it to speak to foreign people or not. Finally, a total of 7% of the class did not answer the questions regarding speaking to foreigners (5%) and enjoying English (2%).

In conclusion, even though most of the class understood that learning English is paramount as a world language, a large group existed within the class that did not enjoy learning English, thus, resulting in an onerous subject to face.

Regarding the second area, the students were asked to answer about the English skills they preferred and the difficulties or needs they considered they would like to practice more. The main areas of concern were Speaking and Listening, as stated in Figure 4.

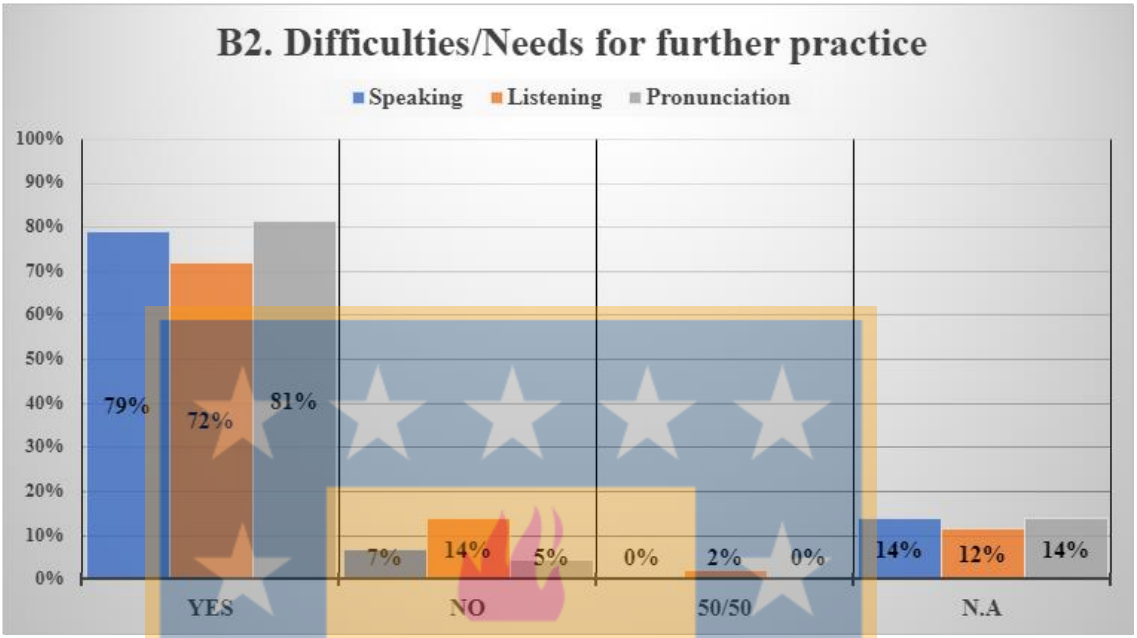


4.2 - Figure 4: Students answers to "Do you like...?

The results were coherent with the class observation journal. The number of students who preferred Listening was higher (58%) than the ones who did not enjoy it (21%). In contrast, regarding the speaking skill, the number of students that did not prefer to speak was higher (49%) than the ones who liked to do it (35%). Likewise, it is important to consider that 14%

and 19% of the students left the question regarding Speaking and Listening unanswered, respectively. Besides, 2% of the class did not provide an answer for the question. In conclusion, the students seemed reluctant to perform activities that involved Speaking.

Considering the areas in which they would like to practice more, the focus was directed towards the fields of speaking, listening, and pronunciation.

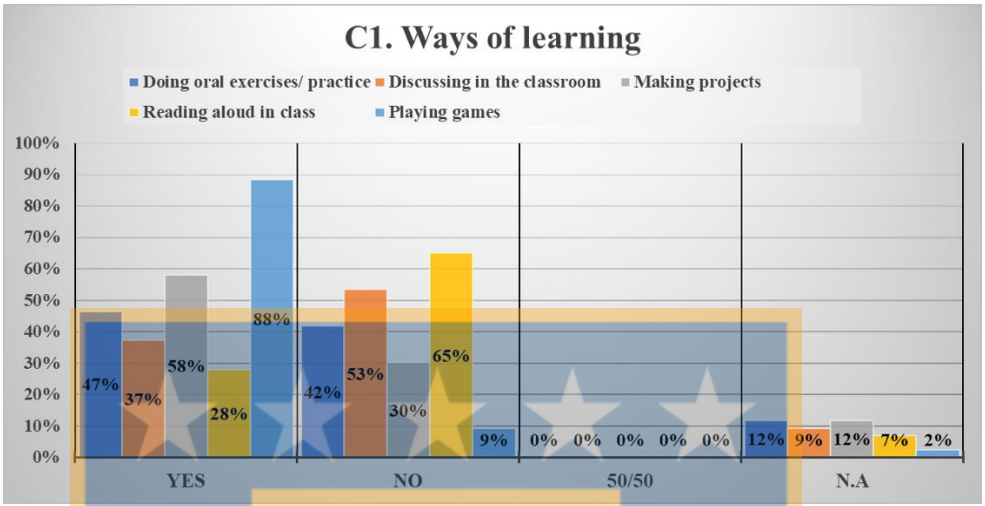


4.3 - Figure 5: Students' answers to "Difficulties/Needs for further practice"

As seen in Figure 5, students were aware they disliked those specific skills, however, they comprehended they required more practice in speaking, with 81% of students answering they would prefer to practice more in their pronunciation. Likewise, general speaking and listening reached 79%, and 72% of students, respectively.

Conversely, the number of students who claimed that more practice in these areas was not required were low, reaching only 7% for the speaking skill, 14% for the listening skill, and only 5% for pronunciation. Along with the low number of students who were rather hesitant of their answer (2%), or the pupils that left the questions unanswered (14%, 12%, and 14% respectively). Briefly, the speaking skill is highly related to pronunciation, and it was noticeable that those were the ones with the most elevated results.

The final area was divided into 2 categories: Ways of learning and Working style. In the first category students were asked about which ways they would like to practice more, by giving them several options to choose if they would prefer to practice in that specific manner or not (see Figure 6). Whereas in the second category (see Figure 7), pupils were asked about the grammar learning strategies they would like to practice more. Figure 6 shows the answers provided by the students.



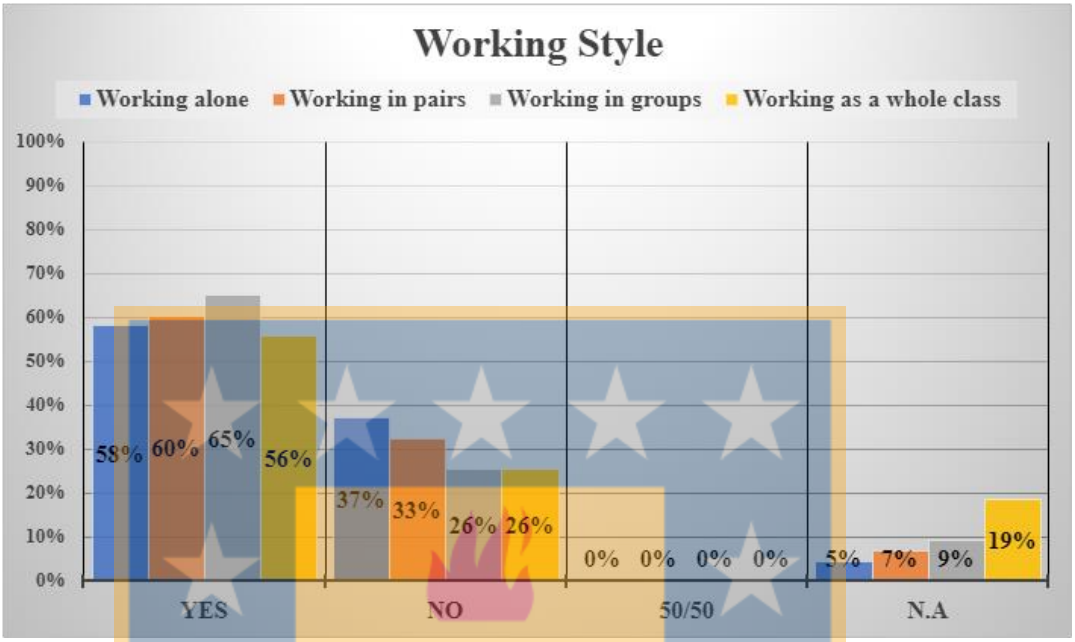
4.4 - Figure 6: Students' answers to "Ways of learning"

The graph displays the students enjoyed learning by “playing games” with a result of 88% of “YES” and only 9% of “NO” and 2% of “NO ANSWERS”. Following that, 58% of the students stated they enjoyed “making projects”, with 30% who found it unpleasant and 12% leaving the question unanswered. Subsequently, “doing oral exercises/practice” represents 47% of positive answers, 42% of negative answers and 12% of no answers. Notwithstanding, the graph shows a 65% of pupils who would rather avoid reading aloud in class, with only 28% answering positively, and 7% leaving the question unanswered. This is followed by a 53% of students

revealing they disliked participating in activities that involve discussing in the classroom, with 37% of them answering positively, and 9% not answering the question. Notably, none of the students were hesitant to respond these questions.

The percentages demonstrate that students felt comfortable with activities in which the use of communication in English results unnecessary. Nevertheless, students exhibited to feel unenthusiastic about the ways of learning that required the use of speaking skills during class.

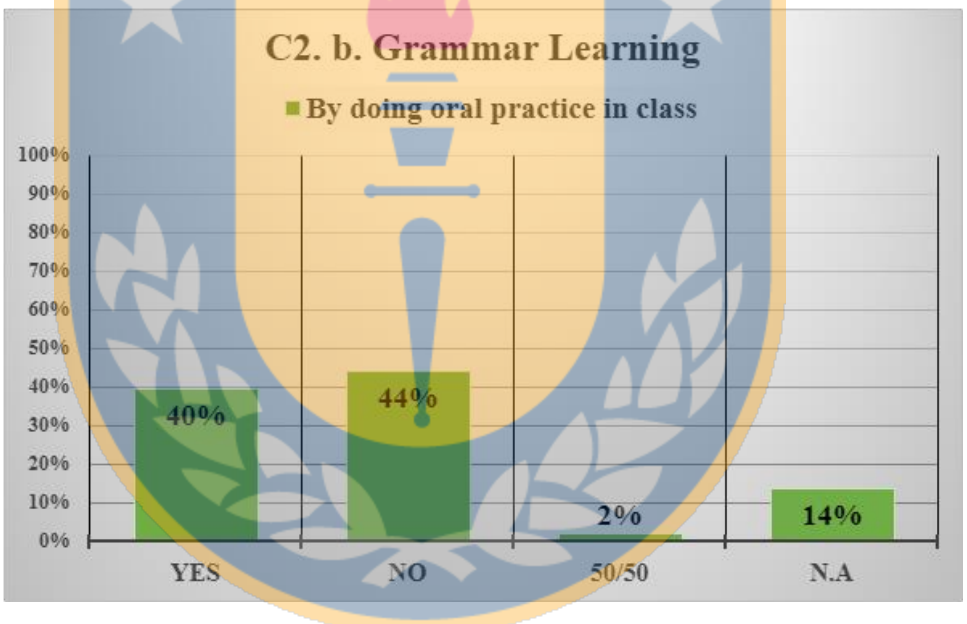
Regarding the second category, the graph contains 4 options in regards with the number of people they prefer to work with during classes. Figure 7 shows the answers provided by the students.



4.5 - Figure 7: Students answers to "Working Style"

Learners' responses were mostly positive towards the 4 working styles presented in the questionnaire. Even when most of the students were willing to work in any of these styles, the graph illustrates that pupils were liable to work as a group (65%), or as a pair (60%) rather than as a whole class (56%). Nonetheless, there still existed many students who would prefer to work individually (58%). Considering the negative responses, 37% of the students were not pleased to work individually, followed by a 33% of the class who

disliked working in pairs, and 26% of the students who were not pleased to work neither in groups nor as a whole class. Moreover, the number of students leaving these questions unanswered did not surpass 19%. In other words, students seemed willing to work consciously when they were arranged in groups or pairs rather than as a whole class or individually.



4.6- Figure 8: Students' answers to "Grammar learning"

According to the grammar learning aspect, the focus was directed towards the category “by doing oral practice in class”. According to the previous results students were reluctant to speak in English or to develop activities that involved speaking. Nonetheless, as shown in Figure 8, 40% of them favored learning grammar by doing oral practice in class, whilst 44% were unwilling to develop grammar learning in that way, followed by 14% of students who left the question unanswered and 2% of students who were hesitant to provide a concrete answer.

Based on the percentages obtained from the questionnaire responses, it is possible to state that there was coherence between the students’ preferences and what the class-to-class observation pinpointed. Students desired to learn English and most of them considered English as a useful tool for their lives; however, they were unwilling to speak in English or to perform activities involving speaking as the main component.

4.1.2. Observation journal

This journal described each of the classes given by the teacher, indicating the number of the class, the type of cooperative activity, and a general description of the students' interaction and development of the activity. The observation process was carried out during 5 weeks, which were correspondent with the action plan.

Class No.	**Cooperative activity**	**Description**
Class No.1	Round Robin	During this activity, the students were given a time limit of 1 minute to write down all the habits they could remember. Some of the groups worked cooperatively, whilst some others didn't. There were some groups in which one of the students would write everything on their own and classify them, so the rest of the group didn't participate that much. But for the most of them it kind of worked, especially when they had to classify, since most of them would talk to each other and discuss whether it was a healthy or unhealthy habit.
	Numbered Heads	This activity worked well, since all the students that were called out to the board were willing to participate and write what they had as a group.
Class No.2	Numbered Heads	For this activity, there were 2 groups that didn't work cooperatively, with only a pair of students doing the activity, while the rest just talked to each other, or did something else, even after being lectured by the teacher. However, most of the groups were rather engaged in the activity, since they were taking it as a competition, so they were all willing to play. The groups were collaborating to put the sentences together. And when they were called to say the sentence aloud, some of them were a bit afraid to speak, but did it anyways, which was positive for the research. They struggled a bit to read the statements, but they were able to translate them and guess what the new word meant.
Class No.3	Giving Advice	Before starting the activity, the students elicitated the contents from previous lessons successfully, remembering most of the new contents of the unit. In this activity almost all the students communicated in English and worked cooperatively. Most of the groups found the correct problem, and chose the right advice, verifying their answers with the checklist. However, some groups failed in the first try of choosing the correct advice, noticing it when completing the checklist, and then changing their final answer. Some students participated in the activity, but they communicated mainly in Spanish.

	Think-Group-Share	Throughout the development of this activity the groups had to answer the video's questions, so they needed to discuss in English. Unfortunately, sometimes they spoke in Spanish, however, most of the students were willing to communicate in L2. Even the students with a low level of English attempted to speak by using isolated words.
Class No.4/No.5	Dialogue	During the activity there were some problems with two groups, since in one of them, there was a student disrupting the whole class, and in the other, they didn't respect the roles assigned. However, for the rest of the class, the activity worked pretty well, and the results showed they understood the topic and were able to put it into practice. By monitoring, it was possible to see that the remaining groups were working cooperatively all the time, however, there were only some students speaking in English. Notably, the students were able to apply the concepts learnt in the unit in different contexts, depending on the topic given to them.

4.1. - Table 2: Journal entries

Concerning the first class, the students were working cooperatively without noticing, therefore some of the groups actively participated in the activity, classifying, and talking about the topic, while other groups did not work on their task. In general, students did not comprehend the idea of working as a team, instead, some of them were working individually to complete the task. Most of them wanted to share their answers to the rest of the class using the whiteboard as required, therefore, despite some students were doing the activity by themselves, most of the groups cooperated to achieve the aim of the class.

Regarding the second class, only 2 groups presented problems. This time 1 or 2 students in the groups were working, while the rest of the team was distracted and not engaged with the activity. Some students still misunderstood how to work cooperatively. Nevertheless, the remaining teams were cooperating actively to achieve the desired goals and, even when some students were afraid to communicate with their classmates in English, they still tried to do it. Briefly, students demonstrated a change of attitude towards the English language since they were more willing to communicate in English.

Concerning the third class, the students were able to elicit content from the previous class. Also, almost every student worked cooperatively and used the English language to communicate with their teams, reaching an understanding of the importance of working cooperatively. Moreover, students were able to spot and correct one another's mistakes during the activity. Nonetheless, some students kept communicating in Spanish whilst performing the task.

In relation to the fourth and fifth class, 2 groups had problems. They were either disrupting the other groups or they were not following their corresponding roles in the activity. However, the remaining groups worked cooperatively to achieve the task, applying the contents learnt in previous classes to the new topics.

Consequently, despite the students' reluctance to perform the activities at the beginning of the implementation, they demonstrated a change in their attitude towards the English language, since they started gradually increasing their WTC while participating in classroom activities. This can be seen when they constantly attempted to use the target language, even if it was by using isolated words.

4.1.3. Pre-intervention survey to measure WTC

The survey consisted of a total of 43 statements, were students needed to indicate the frequency of time they chose to speak in English, concerning different situations. Remarkably, only 27 statements were considered in the

results since they were focused on communicative skills involving speaking and listening.

The sample of the Pre-intervention survey was lower than the needs analysis questionnaire, since the questionnaire was applied at the beginning of the practicum process, whereas the Pre-intervention survey was implemented before starting with the cooperative activities, receiving only 34 responses. Thus, during the Post-intervention survey the same 34 students were invited to answer with the aim of unaltering the sample.

Students answered the questions through a Likert scale, in which 1 represented “Almost never willing”; number 2 represented “Sometimes willing”; number 3 “Willing half of the time”; number 4 “Usually willing”; and number 5 represented “Almost always willing”. Also, some students left the statements unanswered.

For a better analysis of the results, the 27 statements were organized and classified into 8 categories: Talking in pairs, Talking to the teacher, Talking in groups, Speaking in class, Interacting with English speakers,

Interacting in communicative activities, Correcting mistakes, and Speaking without preparation. Furthermore, for the data analysis, the results of the criteria "1: Almost never willing" and "2: Sometimes willing" were added together and considered as Unwilling, the criterion "3: Willing half of the time" was considered as Hesitant, and finally criteria "4: Usually willing" and "5: Almost always willing" were considered as Willing.

4.1.3.1. Talking in pairs

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.27: "Take part in a discussion in pairs"	2.9%	44.1%	17.6%	35.3%
No.30: "Ask my peer in English about forms/words related to the topic"	2.9%	32.3%	2.9%	61.8%
No.31: "Ask my peer in English about ideas/arguments related to the topic"	2.9%	35.3%	20.6%	41.2%
No.39: "Give my peer sitting next to me directions to a certain place in English"	8.8%	47.1%	17.6%	26.4%
No.40: "Do a role-play in English at my desk, with my peer"	8.8%	47%	8.8%	35.3%

4.2. - Table 3: Pre-intervention survey students' answers to category "Talking in pairs"

Table 3 illustrates the students' WTC in the first category named Talking in pairs. Regarding statement No.27: Take part in a discussion in pairs, 44.1%, demonstrated to be unwilling to discuss in pairs, whilst 35.3% showed disposition to participate in that activity. Also, only 17.6% of them exhibited to be hesitant towards the task.

Concerning statement No.30: Ask my peer in English about forms/words related to the topic, 61.8% of the students indicated to be willing to communicate, whereas only 32.3% were reluctant to realize the activity. Moreover, only 2.9% of them were hesitant towards the statement.

Considering statement No.31*:* Ask my peer in English about ideas/arguments related to the topic, 41.2% of the students claimed to be willing to perform the actions described by the statement, whilst the levels of unwillingness reached 5.3%. Furthermore, only 20.6% of the students felt hesitant about asking questions in English to their peers.

In relation to statement No.39: Give my peer sitting next to me directions to a certain place in English, 47.1% of the students indicated they were unwilling to perform the communicative task, while 26.4% claimed to be willing to perform the action that the statement expresses. Besides, only 17.6% of the students were hesitant towards it.

In terms of the final statement, No.40: Do a role-play in English at my desk, with my peer, 47% of the students manifested to be reluctant towards the communicative activity, whilst 35.3% of them were willing to communicate in English in that situation. In addition, only 8.8% of them were doubtful regarding doing a role-play with their peers.

Regarding the No Answer responses, the students demonstrated the same percentages in statements No.27, No.30 and No.31 with only 2.9% of them leaving those unanswered. Besides, in statements No.39 and No.40, the percentages increased to 8.8% of the students leaving those statements unanswered.

4.1.3.2. Talking to the teacher

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.2: “Speaking to your teacher about your homework assignment”	-	47%	17.6%	35.3%
No.28: “Ask the teacher in English to repeat what she/he said”	2.9%	26.5%	17.6%	53%
No.29: “Ask the teacher in English about words or structures she/he just used”	2.9%	29.4%	14.7%	53%
No.37: “Respond when the teacher asks me a question in English”	8.8%	29.4%	23.5%	38.2%

4.3. - Table 4: Pre-intervention survey students' answers to category "Talking to the teacher"

Regarding the second category, Talking to the teacher, Table 4 shows the students results concerning their WTC. According to statement No.2*:* Speaking to your teacher about your homework assignment, 47% of the students manifested to be unwilling to carry out the actions expressed in the statement, whilst 35.3% demonstrated to be willing to communicate in that specific task. Also, only 17.6% of them were hesitant to speak to their teacher.

In relation to statement No.28: Ask the teacher in English to repeat what she/he said, 53% of the students exhibited to be willing to communicate in that situation, while only 26.5% of them revealed to be unwilling to ask questions in English to their teacher. Besides, only 17.6% of them were uncertain to perform the action expressed in the statement.

Concerning statement No.29: Ask the teacher in English about words or structures she/he just used, 53% of the students manifested to be willing to perform the statement, whereas 29.4% of them showed to be unwilling to communicate in that circumstance. Moreover, only 14.7% of them were unsure about performing the action of the statement.

Referring to the final statement No.37: Respond when the teacher asks me a question in English, 38.2% of students were willing to communicate in that condition, whilst 29.4% of them were unwilling to stablish a conversation. Furthermore, 23.5% of the students were skeptical in relation to the action of the utterance.

Regarding the No Answer replies, the students demonstrated the same percentages in statements No.28 and No.29 with only 2.9% of them leaving those unanswered. Also, in relation to statement No.37, the percentage increased to 8.8% of the students leaving those statements unanswered. Notably, all the students responded statement No.2.

4.1.3.3. Talking in groups

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.1: "Speaking in a group about your summer vacation"	-	55.9%	14.7%	29.4%
No.26: "Take part in a discussion in a small group"	2.9%	41.2%	20.6%	35.3%
No.32: "Ask my group mates in English about forms/words related to the topic"	2.9%	44.1%	11.8%	41.2%
No.33: "Ask my group mates in English about ideas/arguments related to the topic"	2.9%	41.2%	17.6%	38.2%
No.41: "Tell my group mates in English about things I do my free time"	8.8%	50%	14.7%	26.4%

4.4. - Table 5: Pre-intervention survey students' answers to category "Talking in groups"

Table 5 shows the students' WTC in the category Talking in groups. In the first statement, No.1: Speaking in a group about your summer vacation, 55.9% of the students expressed unwillingness to communicate in that scenario, whilst only 29.4% claimed to be willing to communicate. In addition, 14.7% of the students were hesitant between the options.

In terms of the second statement, No.26: Take part in a discussion in a small group, on the one hand, 41.2% of students indicated unwillingness to communicate. On the other hand, 35.3% indicated willingness to communicate. Additionally, 20.6% seemed hesitant to perform the activity.

Regarding the third statement, No.32: Ask my group mates in English about forms/words related to the topic, 44.1% of the sample manifested willingness to communicate, although a similar number of students, 41.2% illustrated willingness to communicate. Notably, only 11.8% of them showed hesitation towards the action expressed in the statement.

According to the fourth statement, No.33: Ask my group mates in English about ideas/arguments related to the topic, 41.2% of the students

indicated unwillingness to communicate; on the contrary, 38.2% indicated WTC. Also, 17.6% of students were hesitant to participate in the aforementioned situation.

The final statement of the category was No.41: Tell my group mates in English about things I do my free time. In this statement, half of the students, 50%, were unwilling to communicate. Otherwise, 26.4% of the sample were willing to communicate and participate in the activity. Moreover, 14.7% of them indicated to be hesitant.

In the second, third and fourth statements, 2.9% of the students did not provide an answer. Besides, in No.41, there were a total of 8.8% of no answers, and in No.1, all the students answered the statement.

4.1.3.4. Speaking in class

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.24: "Present my arguments to the rest of my class"	2.9%	58.8%	11.8%	26.5%

No.25: “Give a presentation in front of the class”	2.9%	70.6%	11.8%	14.7%
No.36: “Contribute to a class debate”	8.8%	52.9%	17.6%	20.6%

4.5. - Table 6: Pre-intervention survey students' answers to category "Speaking in class"

As shown in Table 6, the category named Speaking in class exhibits the students’ results regarding their WTC in 3 different statements. Regarding No.24: Present my arguments to the rest of my class, 58.8% of the sample demonstrated to be unwilling to communicate in that situation, while 26.5% of them were willing to speak in class. Besides, only 11.8% of the students were uncertain towards that activity.

Referring to No.25: Give a presentation in front of the class, 70.6% of the students manifested to be unwilling to realize this activity, whereas only 14.7% of them were willing to execute the task. Moreover, the same percent as the previous statement was present with 11.8% of the students being hesitant to perform in front of the class.

The final statement of the category was No.36: Contribute to a class debate, in which 52.9% of the sample revealed to be unwilling to accomplish the communicative goal in that statement, whilst 20.6% of them were willing to do it. Furthermore, only 17.6% of them showed to be hesitant towards the activity.

Regarding the levels of non-responses of the statements, No.24 and No.25 obtained the same percent with 2.9%. Also, in No.36 the number of students increased presenting a total of 8.8% of them leaving the utterance unanswered.

4.1.3.5. Interacting with English speakers

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.3: "A foreigner student enters the room you are in, how willing would you be to have a conversation if he talked to you first?"	-	29.4%	23.5%	47.1%
No.22: "Take directions from an English speaker"	2.9%	38.2%	14.7%	44.2%

4.6. - Table 7: Pre-intervention survey students' answers to category "Interacting with English speakers"

As Table 7 indicates for the category Interacting with English speakers, in statement No.3: A foreigner student enters the room you are in, how willing would you be to have a conversation if he talked to you first? 47.1% of the students indicated to be willing to have a conversation with a foreigner student. Contrarily, 29.4% of them were unwilling to participate in the conversation. Moreover, the number of students who were hesitant in the situation was 23.5%.

In regard to statement No.22: Take directions from an English speaker, 44.2% of the students expressed to be willing to be part of that situation. Meanwhile, 38.2% of them reflected to be unwilling to communicate. Besides, 14.7% of the students were hesitant to participate in that aspect. Remarkably, statement No.3 presents 0% of no answers, whilst No.22 presents only 2.9% of it.

4.1.3.6. Interacting in communicative activities

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.4: “How willing would you be to perform a role play?”	-	47.1%	14.7%	38.2%
No.5: “Describe the rules of your favorite game”	-	29.4%	23.5%	47.1%
No.6: “Play a game in English, for example Monopoly”	-	23.6%	5.9%	70.6%
No.43: “Participate in communication activities”	8.8%	44.1%	14.7%	32.3%

4.7. -Table 8: Pre-intervention survey students' answers to category "Interacting in communicative activities"

Table 8 evidences the student’s answers in the category Interacting in communicative activities. Regarding the first statement of the category No.4: How willing would you be to perform a role play? 47.1% of the students were unwilling to perform a role play. However, 38.2% of them were willing to participate in the activity. Also, 14.7% of the students were hesitant between the options.

In terms of the second statement No.5: Describe the rules of your favorite game, 47.1% of students indicated willingness to interact in the

communicative activity, contrary to the 29.4% of them who expressed unwillingness to interact. Additionally, a total of 23.5% students were hesitant to be part of it.

As stated in the third statement No.6: Play a game in English, for example Monopoly, the results show that most of the students were willing to participate since 70.6% chose that option. In contrast to 23.6% of them who stablished unwillingness to play a game in English. Furthermore, the students who showed hesitation were only 5.9%.

The last statement of this category, No.43: Participate in communication activities, exposes that 44.1% of the sample enunciated to be unwilling to participate in communication activities. Otherwise, the option 'Willing' was selected by 32.3% of the students. In addition, 14.7% of the students were hesitant about participating in communication activities. Notably, only in the last statement 8.8% of the students left it unanswered.

4.1.3.7. Correcting mistakes

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.34: “Correct a mistake that I noticed in what others are saying”	2.9%	29.4%	5.9%	61.8%
No.35: “Modify what I have said in response to an indication of an error”	2.9%	26.5%	11.8%	58.8%

4.8. - Table 9: Pre-intervention survey students' answers to category "Correcting mistakes"

As illustrated in Table 9 the following category is named Correcting mistakes with 2 statements. No.34: Correct a mistake that I noticed in what others are saying, and No.35*:* Modify what I have said in response to an indication of an error. The former statement presents 61.8% of the students who showed to be willing to communicate in that situation, while 29.4% were unwilling to perform the statement. Also, only 5.9% of them were uncertain about the task. The latter statement, displays that 58.8% of the pupils seemed to be willing to realize the action, whereas 26.5% of them were unwilling towards that statement. Furthermore, only 11.8% of the students were uncertain. For this category, both statements received the same percentage of unanswered questions, which was only 2.9%.

4.1.3.8. Speaking without preparation

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.38: “Speak without preparation in class”	8.8%	38.3%	29.4%	23.5%
No.42: “Give an improvised speech to my class in English”	6.1%	57.6%	18.2%	18.2%

4.9. - Table 10: Pre-intervention survey students' answers to category "Speaking without preparation"

Finally, as shown in Table 10, the following category is called Speaking without preparation and presents 2 statements. Concerning statement No.38: Speak without preparation in class, 38.3% of the sample demonstrated to be unwilling to speak, while only 23.5% of them were willing to do it. Moreover, 29.4% of the students were skeptical about it.

In relation to statement No.42: Give an improvised speech to my class in English, 57.6% of the learners showed to be unwilling to communicate in that situation, whilst only 18.2% of them were willing to do it. Besides,

18.2% of the students were hesitant towards the idea of performing the action. Regarding the unanswered criterion for both statements, No.38 reaches 8.8% of the students not replying, whereas statement No.42 reveals a total of 6.1% in this criterion.

4.1.4. Post-intervention survey to measure WTC

After the implementation of the aforementioned cooperative activities, the students were presented with the same survey to see if there was an increase in their WTC, by comparing the general results of each category in both surveys.

4.1.4.1. Talking in Pairs

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.27: "Take part in a discussion in pairs"	2.9%	44.1%	26.5%	26.5%
No.30: "Ask my peer in English about forms/words related to the topic"	2.9%	29.4%	17.6%	50%
No.31: "Ask my peer in English about	2.9%	32.3%	20.6%	44.1%

ideas/arguments related to the topic”				
No.39: “Give my peer sitting next to me directions to a certain place in English”	5.9%	44.1%	23.5%	26.4%
No.40: “Do a role-play in English at my desk, with my peer”	5.9%	38.2%	23.5%	32.3%

4.10. - Table 11: Post-intervention survey students' answers to category "Talking in pairs"

In this category, Table 11 shows that in statement No.27: Take part in a discussion in pairs, the number of students who claimed to be willing to discuss in pairs decreased to a 26.5%. However, the students unwilling to do it remained the same, meaning there was an increment in the students that were hesitant to participate, reaching the same percentage as the students willing to discuss in pairs.

Likewise, statement No.30: Ask my peer in English about forms/words related to the topic, showed that the students’ WTC decreased to 50%. Nonetheless, the unwillingness decreased to 29.4%, showing that there was an increment in the students who claimed to be hesitant, with 17.6%.

Conversely, statement No.31: Ask my peer in English about ideas/arguments related to the topic displayed an increment in their WTC, since 44.1% of the students claimed to be willing to do this, with the students unwilling to ask their peers decreasing to a 32.3%, and the hesitant students remaining the same.

In statement No.39: Give my peer sitting next to me directions to a certain place in English, the students who declared to be unwilling to do this decreased to a 44.1%. However, the number of students willing remained the same, only showing an increment in the number of students categorized as hesitant, with 23.5%.

Finally, statement No.40: Do a role-play in English at my desk, with my peer portrayed an anomalous variation, since the number of students who declared to be either willing, unwilling, or those who did not answer were reduced to 32.3%, 38.2%, and 5.9%, respectively. The increment was shown in the students who claimed to only be willing to perform a role-play sometimes, where the numbers reached 23.5%.

4.1.4.2. Talking to the teacher

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.2: “Speaking to your teacher about your homework assignment”	-	38.2%	20.6%	41.1%
No.28: “Ask the teacher in English to repeat what she/he said”	2.9%	23.6%	17.6%	55.9%
No.29: “Ask the teacher in English about words or structures she/he just used”	2.9%	26.4%	14.7%	55.9%
No.37: “Respond when the teacher asks me a question in English”	5.9%	23.5%	14.7%	55.9%

4.11. - Table 12: Post-intervention survey students' answers to category "Talking to the teacher"

Concerning the category Talking to the teacher, in all statements the percentage lying under willing increased, lowering the levels of unwillingness in all of them. Statements No.28: Ask the teacher in English to repeat what she/he said, and No.29: Ask the teacher about words or structures she/he just used experienced an increment of 2.1% of willingness, both reaching 55.9%, and decreasing their levels of unwillingness to 23.6% and

26.4% respectively. Additionally, both levels of hesitation remained equal to the pre-intervention survey.

In relation to statement No.2: Speaking to your teacher about your homework assignment, it perceived an increase of 5.8% in students' WTC, reaching 41.1% of students being willing to speak to their teacher, as well as 20.6% of students claiming to be hesitant. Hence, resulting in the decrease of 8.8% of students' unwillingness, reaching only 38.2%.

Finally, statement No.37: Respond when the teacher asks me a question in English portrayed the highest levels of increase in the category, since the number of students willing to answer to the teacher rose by 17.7%, reaching 55.9%. Thus, students who claimed to be unwilling, hesitant, or did not respond the statement were reduced to a 23.5%, 14.7%, and 5.9% respectively.

4.1.4.3. Talking in groups

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.1: “Speaking in a group about your summer vacation”	-	41.2%	20.6%	38.3%
No.26: “Take part in a discussion in a small group”	2.9%	44.1%	26.5%	26.5%
No.32: “Ask my group mates in English about forms/words related to the topic”	2.9%	29.4%	23.5%	44.1%
No.33: “Ask my group mates in English about ideas/arguments related to the topic”	2.9%	29.4%	20.6%	47%
No.41: “Tell my group mates in English about things I do in my free time”	5.9%	35.3%	26.5%	32.3%

4.12. - Table 13: Post-intervention survey students' answers to category "Talking in groups"

In the category Talking in groups, Table 13 shows there was an improvement in the students’ overall WTC, with statements No.1, No.32, No.33, and No.41 increasing their levels of willingness from the students’ responses. Conversely, only statement No.26 showed a decrease in their willingness.

Statement No.1: Speaking in a group about your summer vacation showed an increase of 9%, reaching 38.3% of willingness, and 20.6% of hesitation. Notably, the levels of unwillingness decreased to 41.2%.

Statement No.26: Take part in a discussion in a small group displayed a decrease in their willingness to 26.5% and an increase in their hesitation and unwillingness into 26.5%, and 44.1% respectively. Concerning statement No.32: Ask my group mates in English about forms/words related to the topic, it portrayed a rise in their levels of willingness and hesitation to 44.1%, and 23.5% respectively, whilst the levels of unwillingness were reduced to 29.4%.

Statement No.33: Ask my group mates in English about ideas/arguments related to the topic illustrated a rise of 8.8% in the students' willingness to communicate, reaching a 47%, whilst the levels of hesitation and unwillingness decreased to 20.6%, and 29.4% respectively. Lastly, statement No.41: Tell my group mates in English about things I do in my free time displayed an increase in both its levels of hesitation and willingness, reaching 26.5%, and 32.3%. Thus, its levels of unwillingness and no answer were reduced to 35.3%, and 5.9%.

4.1.4.4. Speaking in Class

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.24: “Present my arguments to the rest of my class”	2.9%	52.9%	29.4%	14.7%
No.25: “Give a presentation in front of the class”	2.9%	55.8%	20.6%	20.6%
No.36: “Contribute to a class debate”	5.9%	44.1%	26.5%	23.5%

4.*13.* **- Table 14**: Post-intervention survey students' answers to category "Speaking in class"

In the category Speaking in class, Table 14 portrays an overall increase towards the students’ willingness to speak in front of the whole class, with only statement No. 24 presenting a decrease in the students’ WTC. In relation with statement No.24: Present my arguments to the rest of my class, it showed a decrease in its levels of willingness of 11.8%, reaching only 14.7%. Nonetheless, its levels of unwillingness also suffered a decrease of 5.9%, reaching 52.9%. Thus, the levels of hesitation rose by 17.6%, reaching 29.4% of the class.

Conversely, statement No.25: Give a presentation in front of the class displayed an increase in the number of students who claimed to be willing to

communicate, reaching 20.6%, same as the number of students who demonstrated hesitation. Subsequently, the number of students who responded to the survey as unwilling to communicate was reduced to 55.8%.

Likewise, statement No.36: Contribute to a class debate portrayed similar results, since their levels of willingness and hesitation rose to 23.5%, and 26.5%, accordingly, whilst their levels of unwillingness and non-responses were limited to 44.1% and 5.9% respectively.

4.1.4.5. Interacting with English Speakers

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.3: "A foreigner student enters the room you are in, how willing would you be to have a conversation if he talked to you first?"	-	26.5%	17.6%	55.8%
No.22: "Take directions from an English speaker"	5.9%	35.3%	32.4%	26.5%

4.14. - Table 15: Post-intervention survey students' answers to category "Interacting with English speakers"

In the category of Interacting with English speakers, Table 15 shows that the levels of willingness to communicate in the students changed considerably. In the first statement: No.3: A foreigner students enters the room you are in, how willing would you be to have a conversation if he talked to you first, the students' levels of willingness increased by 8.7%, reaching 55.8%. Thus, the levels of unwillingness and hesitation decreased to 26.5%, and 17.6%, respectively. Notably, all the students answered this statement.

Notwithstanding, statement No.22: Take directions from an English speaker displayed a salient decrease of 17.3% in the students WTC with English speakers, reaching only 26.5%. However, the levels of unwillingness to communicate also suffered a decrease, reaching 35.3%. Hence, what suffered an increase was the students' hesitation to communicate with English speakers, since these levels increased in 17.7%, reaching 32.4%. Notably, the number of No Answers also increased to 5.9%.

4.1.4.6. Interacting in Communicative Activities

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.4: “How willing would you be to perform a role play?”	-	41.2%	17.6%	41.2%
No.5: “Describe the rules of your favorite game”	-	50%	8.8%	41.2%
No.6: “Play a game in English, for example Monopoly”	-	23.5%	23.5%	53%
No.43: “Participate in communication activities”	5.9%	23.5%	26.5%	44.1%

4.15. - Table 16: Post-intervention survey students' answers to category "Interacting in communicative activities"

As shown in Table 16, there was a noticeable increase in the student’s WTC in statements No.4 and No.43 and a decrease in No.5 and No.6. Concerning statement No.4: How willing would you be to perform a role play? the students’ willingness rose by 3% fluctuating from 38.2% to 41.2%. Besides, regarding their uncertainty, the percentage also increased by 2.9%, reaching 17.6%. However, the students’ unwillingness to communicate decreased in 5.9%, resulting in 41.2% of the sample.

Regarding statement No.5: Describe the rules of your favorite game, the students’ WTC decreased by 5.9% fluctuating from 47.1% to 41.2%. Also, their uncertainty towards the actions performed in the statement

dropped in 14.7%, reaching only 8.8%. Nevertheless, their unwillingness to communicate increased in a 20.6% fluctuating from 29.4% to 50%.

In relation to statement No.6: Play a game in English, for example Monopoly, there was a decrease of the students' WTC of 17.6%, fluctuating from 70.6% to 53%. Likewise, their unwillingness was reduced only by 0.1%, reaching 23.5%. Furthermore, the students' uncertainty increased in 17.6% towards playing a game in English, varying from 5.9% to 23.5%.

Finally, statement No.43: Participate in communication activities, portrayed an increase of 11.8% in both students' levels of willingness and hesitation, reaching 44.1%, and 26.5% respectively. This means that the levels of unwillingness suffered a decrease of 20.6%, reaching only, 23.5% of the students' total responses. Notably, the number of non-responses were also reduced to 5.9%.

4.1.4.7. Correcting Mistakes

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.34: “Correct a mistake that I noticed in what others are saying”	2.9%	29.4%	23.5%	44.1%
No.35: “Modify what I have said in response to an indication of an error”	2.9%	26.4%	8.8%	61.8%

4.16. - Table 17: Post-intervention survey students' answers to category "Correcting mistakes"

In the category Correcting mistakes, the table shows there was an increment in the students’ WTC in the statement No.35: Modify what I have said in response to an indication of an error. The statement displayed an increase of 3% in the students’ WTC, going from 58.8% to 61.8%. Additionally, the percentages of hesitation demonstrated a decrease of 3%, changing from 11.8% to 8.8%. Furthermore, the percentage of unwillingness was almost equal from the previous survey with a decrease of 0.1%, fluctuating from 26.5% to 26.4%.

In relation to statement No.34: Correct a mistake that I noticed in what others are saying, there was a decrease of 17.7% in the students’ WTC in that statement, varying from 61.8% to 44.1%. Moreover, the percentages of

unwillingness and no answer remained as in the Pre-intervention survey. The former with 29.4%, and the latter with 2.9%. Additionally, the portion of students being uncertain about the actions performed in the statement increased by 17.6%, reaching 23.5%.

4.1.4.8. Speaking without Preparation

Statement	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.38: “Speak without preparation in class”	5.9%	41.1%	20.6%	32.3%
No.42: “Give an improvised speech to my class in English”	5.9%	70.6%	14.7%	8.8%

4.17. - Table 18: Post-intervention survey students' answers to category "Speaking without preparation"

As Table 18 shows, for the category Speaking without preparation, the results evidenced a general decrease in the students’ levels of hesitation, and an increase in their unwillingness to communicate without previous preparation.

Regarding the first statement No.38: Speak without preparation in class, there was an increase of 8.8% in the students' WTC, achieving 32.3%. As well as their levels of unwillingness that were risen to 41.1%. Nevertheless, the students' hesitation and N.A levels were reduced to 20.6% and 5.9%, accordingly.

In terms of the second statement No.42: Give an improvised speech to my class in English, the students' unwillingness to communicate portrayed an increase of 13%, reaching 70.6%, whilst the levels of willingness, hesitation, and non-responses suffered a reduction of 9.4%, 3.5%, and 0.2%, respectively, reducing their numbers to 8.8%, 14.7%, and 5.9%, accordingly.

4.2. Analysis of upcoming problems

During the implementation of the action research plan for the present investigation, several situations were encountered, provoking the alteration of the course of the activities, or its development throughout the class.

The first upcoming situation was that the total amount of students in the grade chosen was of 43 students. However, not all of them were available to become part of the sample, so instead of working with the whole group, the participants were reduced to 34 students. This problem occurred due to the absence of 9 students the day the Pre-intervention survey was implemented. Therefore, in order to continue with the same sample, the Post-intervention survey was implemented only with the students that had already answered the survey once.

Secondly, the students' attitude and general motivation towards their learning process was affected by the years they spent at home due to the pandemic situation, hindering their general willingness to participate in classes. Besides, if the students' participation and Willingness to Communicate in English before the pandemic circumstances were arduous, they were hampered by the online classes. Hence, the return to on-site classes during the first semester of 2022 showed that 2 years of pandemic produced a decrease in the students' communication skills. For this reason,

the action plan was created with the aim of enhancing the students' WTC through the use of different strategies.

Additionally, due to online classes, students' academic performance dropped. This was possible to see in their grades at the start of the observation process, since 44% of the students received deficient grades. Nonetheless, the students' grades improved through the use of several cooperative activities during the action plan (see Appendix A).

Furthermore, due to the increase of respiratory viruses that affected students, the Ministry of Education decided to anticipate and extend the Winter holydays. This unexpected problem resulted in the necessity to remold the action plan and adjust it to the number of weeks left for the semester to finish. Thus, the activities already planned needed to be restructured to fit into the schedule.

Consequently, the idea to remold the students' WTC in classes was ascertained due to the aforementioned problems, in order to help students with their process of communication after the COVID19 pandemic.

As a consequence of all the issues previously mentioned, different approaches were implemented to increase the students' participation. Likewise, the methods and materials were adjusted to the students' context, and level of English observed. Thus, autonomy, flexibility, and creativity were demonstrated throughout the course of activities, as each of the complications were presented.

Generally speaking, when planning a lesson, it is always important to be prepared with alternatives and backup plans to be able to overcome any upcoming situation that it may occur before, during, and after a class. Thus, being able to adapt the materials and the classes depending on the circumstances is essential for succeeding as a teacher.

In conclusion, despite the situations encountered throughout the development of the action plan, the creative solutions provided for these complications permitted the successful implementation of the cooperative activities. Besides, the situations encountered could be used as experience to anticipate future problems when teaching English as a foreign language.

CHAPTER 5: FINDINGS AND CONCLUSIONS

In Chile, the main objective of the English subject is to develop the students' communicative competences contributing in different ways into their lives (Mineduc, n.d.). Nevertheless, teaching English as a foreign language in Chile and developing communication skills is a difficult task in the country since the majority of the students are unwilling to communicate in English.

Moreover, despite the students' unwillingness to communicate with others at the beginning of the practicum process of this action research, the results showed that there was a change in their perception of English. The students improved their disposition to communicate with others, and those changes were evidenced through the observation journal, and the variations illustrated in the results between the Pre- and Post-intervention survey to measure WTC.

Firstly, the observation journal showed that some students had problems comprehending the aim of working cooperatively and attempted to do their task individually. Contrary to what was stated by Smith (1996) and Johnson and Johnson (2002), since they said that members need to believe in their capabilities to make the cooperative learning efficient for all of them. However, during the development of each class the students' attitude towards working cooperatively and the use of the English language changed. Most of the students, despite being afraid to communicate in English, participated with their groups nonetheless, and showed their answers to the teacher and the rest of the class. Similarly, some students with low level of English strove to communicate with others even if they needed to use isolated words to communicate.

Nevertheless, since English is taught as a foreign language, it is plausible for problems to be detected during the observation process, such as students resorting to speak in their L1, instead of using the target language throughout the class. Besides, as previously stated by McKay (2003), the Chilean curriculum mainly focuses on receptive skills, thus the students are unfamiliar with the use of the speaking skill during class

activities. Therefore, they feel more comfortable speaking with their classmates in Spanish than in English, since “there is a little opportunity for the majority of Chileans to speak in English in a day-to-day basis” (British Council, 2015, p.62).

Furthermore, in accordance with Gardner (1985), low motivation and poor attitude are closely related to poor performance in English and low disposition to participate in classes. That can be demonstrated in the journal observations since during the cooperative activities some students were disrupting their classmates, or even distracting themselves to avoid working on the task. Also, authors such as MacIntyre et al. (1998), Peng (2012), Fu et al. (2012) and Peng and Woodrow (2010), stated that learners can be generally reluctant to attempt L2 communication because of different factors such as their beliefs, motivations, attitudes, cognitive, linguistic, and affective factors, and classroom environment

Likewise, those factors can explain the reason for the participants’ inability to focus on class longer than 20 minutes. Additionally, different factors need to be investigated deeper in order to comprehend the students’

attitudes towards the classes in general. Besides, having all of the students completely focused on a task during a 90-minute period is almost impossible to achieve, since they are dealing with puberty and different life situations. Nonetheless, most of the groups were working actively to achieve the aims of the lessons during the action plan.

Moreover, the students' change of attitude towards the English language and the increment of their levels of WTC during the 5-week time observation can be explained by Johnson and Johnson (2019) who established that the implementation of cooperative learning activities has great significance in the improvement of the students' WTC. Furthermore, most of the students enjoyed working in groups and participating in the cooperative activities employing more English during the action plan in agreement with the ideas stated by Smith (1996), Smith et al. (2005), Johnson et al. (2013) and Johnson and Johnson (2019).

In terms of the cooperative activities, authors such as MacIntyre and Charos (1996), Liu and Jackson (2008), Johnson and Johnson (2019), and Harper (2016) stated the importance of different strategies, contexts, and

activities to enhance WTC by implementing a Cooperative Learning approach with the students. This theory can be positively proven in this action research, through the results retrieved from the observation journal, showing that the students seemed to be steadily improving their English. This was noticeable since class by class the participants showed that by working cooperatively, they were able to remember the contents from the previous lesson, and they were able to apply the new concepts into the different contexts provided in the cooperative activities displayed. Likewise, grouping suggestions provided by Johnson and Johnson (2019) may result to be successful when working with large groups of students. Thus, contradicting Nazara (2011) who explained the necessity of using several kinds of materials, approaches, and devices to attain students' interest and conquer a successful speaking class.

Concerning the students' WTC, the surveys conducted before and after implementing the cooperative activities with the group presented various results. Firstly, it is important to mention that the students' WTC was generally low in both surveys. Considering the 8 categories displayed in chapter 4, only the categories of Talking to the teacher, Interacting in

communicative activities, and Correcting mistakes show higher levels of WTC in the students, with more than half of the sample being willing to communicate in these situations. However, the categories of Talking to the teacher, Talking in group, and Speaking in class displayed an increase in the students' WTC.

Notably, on the one hand, the categories of Interacting in communicative activities and Correcting mistakes decreased almost 20% despite being positively considered for the students. On the other hand, the categories of Talking in groups, and Speaking in class illustrated an increase of 12% maximum, and still carried more than 47% of the sample to be unwilling to perform the actions explained in these categories.

The findings encountered in both surveys showed that even when the students' WTC increased in some cases, they presented generally low levels of willingness to communicate in any context. This shows that regardless of the students' change of perception towards English as a language, speaking still acts as a strong disincentive for them. Thus, to prove the theories from Harper (2016), or Liu and Jackson (2008)

suggesting that CL through interactive activities can be useful to enhance WTC in EFL students, a longer implementation of cooperative learning through interactive speaking cooperative activities is needed, alongside with further research on the matter.

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APPENDIXES

Appendix A: Students' grades

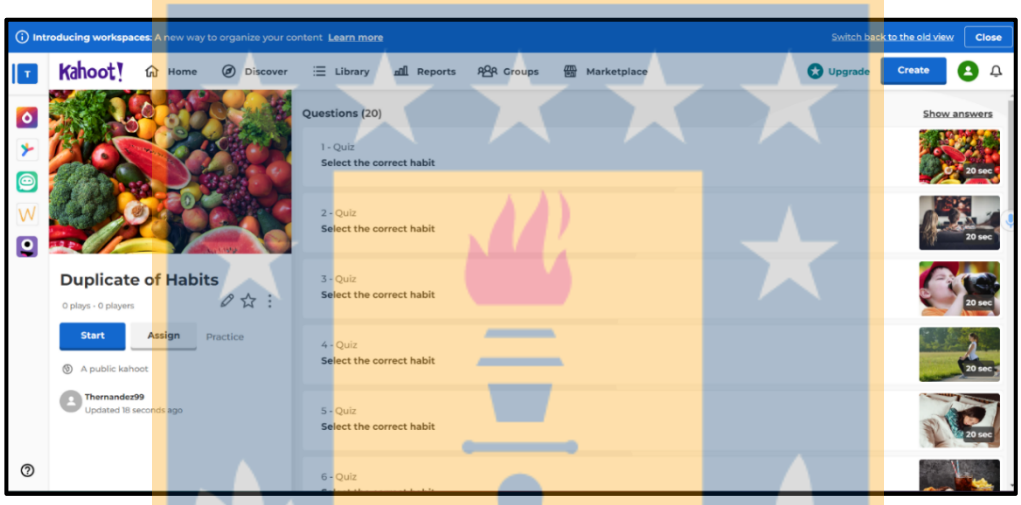
INFORME DE CALIFICACIONES IDIOMA EXTRANJERO: INGLÉS
PRIMER SEMESTRE

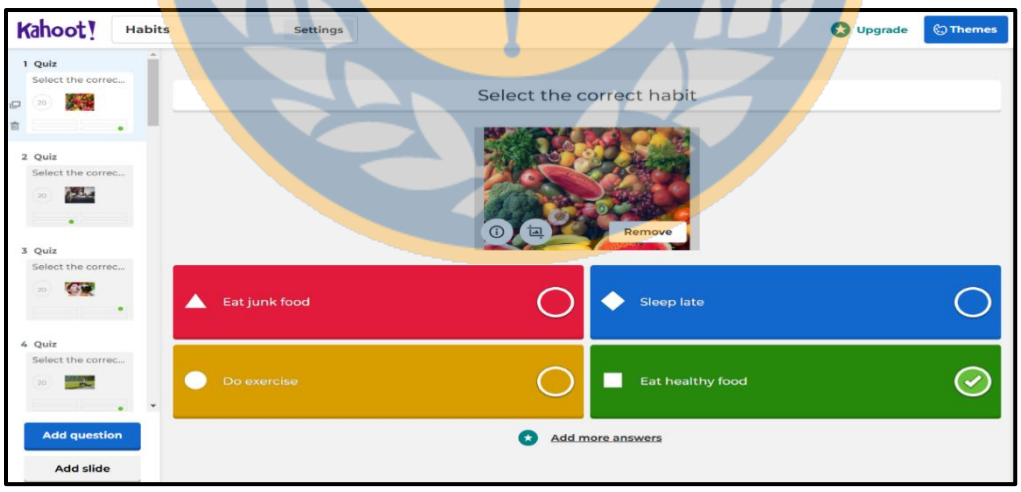
CURSO: 2° MEDIO B **PROFESOR ASIGNATURA:** [redacted]

N°	ESTUDIANTE	1	2	3	4	5	6	7	8	9	10	EX	P
1	[redacted]	3.1	2.9	5.9								--	4.0
2	[redacted]	6.3	4.8	6.7								--	5.9
3	[redacted]	3.4	3.3	7.0								--	4.6
4	[redacted]	5.0	4.6	6.3								--	5.3
6	[redacted]	6.3	5.8	7.0								--	6.4
7	[redacted]	2.6	2.3	5.9								--	3.6
8	[redacted]	4.7	4.0	5.5								--	4.7
9	[redacted]	6.5	5.7	6.9								--	6.4
10	[redacted]	6.9	7.0	7.0								--	7.0
11	[redacted]	4.7	5.8	6.9								--	5.8
12	[redacted]	5.3	5.1	7.0								--	5.8
13	[redacted]	3.8	4.0	6.6								--	4.8
14	[redacted]	4.1	4.0	6.2								--	4.8
15	[redacted]	6.1	6.6	7.0								--	6.6
16	[redacted]	6.7	6.4	6.9								--	6.7
17	[redacted]	3.2	5.0	5.6								--	4.6
18	[redacted]	6.8	6.4	6.8								--	6.7
19	[redacted]	4.5	4.3	6.0								--	4.9
20	[redacted]	6.2	6.0	7.0								--	6.4
21	[redacted]	3.3	3.4	5.5								--	4.1
23	[redacted]	2.0	2.5	4.8								--	3.1
24	[redacted]	7.0	6.8	7.0								--	6.9
25	[redacted]	3.3	5.5	6.3								--	5.0
27	[redacted]	3.0	2.3	5.2								--	3.5
28	[redacted]	6.2	5.1	5.6								--	5.6
29	[redacted]	5.6	5.7	7.0								--	6.1
30	[redacted]	4.8	7.0									--	5.9
31	[redacted]	3.6	3.3	6.3								--	4.4
32	[redacted]	2.6	3.0	6.6								--	4.1
33	[redacted]	3.1	3.7	6.3								--	4.4
34	[redacted]	1.5	3.0	7.0								--	3.8
36	[redacted]	3.0	4.1	6.1								--	4.4
37	[redacted]	7.0	6.6	6.8								--	6.8
38	[redacted]	2.6	4.6	5.9								--	4.4
39	[redacted]	3.5	4.3	6.4								--	4.7
40	[redacted]	4.0	4.7	7.0								--	5.2
41	[redacted]	6.0	5.5	7.0								--	6.2
42	[redacted]	6.8	6.3	7.0								--	6.7
43	[redacted]	2.8	4.0	6.3								--	4.4

Appendix B: Didactic material

First class





Second class

Set of words

You	should	Sleep	eight	hours	every	night.
Liam	should	do	exercise	every	week.	
I	should	Take	A	shower	every	day.
They	shouldn't	Eat	too	much	junk	food.
I	shouldn’t	Play	computer	games	all	day.

Third class

PPT

Problem cards

I have problems sleeping at night. What should I do?	I want to do exercise, but I don't have enough time. What should I do?	I want to stop eating junk food What should I do?
I spend too much time playing video games in my computer What should I do?	I want to go on a diet, but I like eating What should I do?	I waste too much time watching TV What should I do
I want to stop smoking What should I do?	I have a very stressful job and I need to relax What should I do?	I want to go out with my friends, but I am very sick. What should I do?

Advice cards

You shouldn't drink so much coffee.	You should divide your time better.	You should eat more healthy food.
You should limit your screen time.	You should plan your meals in advance to make them healthy.	You shouldn't watch a lot of TV every day.
You should buy chewing gum.	You should make sure to rest your body.	You should go to the doctor.
You shouldn't sleep late.	You should have more time.	You should eat more junk food.
You should play video games on your brother's computer.	You shouldn't eat food.	You should watch series on your computer.
You should smoke more.	You should change your job for a more stressful one.	You should invite your friends to your house.

Checklist

Consider the following aspects to check if you chose the appropriate advice. Write a tick (✓) in the space given. Remember to use a pencil.
Considera los siguientes aspectos para verificar si escogiste el consejo apropiado. Escribe la señal de cotejo (✓) en el espacio dado. Recuerda usar lápiz de mina.

The advice…	Yes	No
Is it clear? *(¿Es claro?)*		
Is it polite? *(¿Es educado?)*		
Is it practical? *(¿Es práctico?)*		
Can it be implemented immediately? *(¿Puede ser implementado inmediatamente?)*		
Does it bring positive results? *(¿Trae resultados positivos?)*		

Video

Video from Learn English by Pocket Passport (2021).

Fourth and fifth class

Dialogue

Instructions

1. You must work in groups of 5. The groups will be chosen randomly by your teacher.
2. You will work on this only during class time.
3. You must write a dialogue about healthy habits. Your problem will be chosen randomly.
4. You must give at least 5 pieces of advice using "**should"** or "**shouldn't".**
5. The dialogue must have at least 10 entries (2 entries per member).

Example

Problem: Drink alcohol

Dialogue:

Mark: Hello everyone, I have something to tell you. I have a problem, can you help me?

Dad: Of course, we can listen to you and give you some advice. First, tell me what happened?

Mark: I have drunk alcohol since last year at every party I go. At first, it was funny, and I really enjoyed it, but nowadays, my stomach and liver hurt a lot. ***What should I do?***

Dad: Oh boy, I appreciate your honesty. I think ***you shouldn't drink alcohol anymore.***

Mark: I know, but my friends don't think the same.

Sister: Maybe ***you should look for new friends.***

Mom: Becky! ***You shouldn't say that***. I think ***Mark should talk and explain his situation. They should understand their friend.***

Dad: Son, about your stomach and liver ache. I think ***you should go to the doctor*** as soon as possible.

Sister: yes, that's a problem ***you should take care of yourself.***

Mark: Thank you everyone, ***I should follow all of your advice.***

Problems

1. Smoke
2. Eat junk food
3. Sleep late
4. Watch a lot of TV
5. Drink a lot of soda
6. Eat a lot of chocolate
7. Eat a lot of candies
8. Play a lot of video games
9. Drink a lot of coffee
10. Play with fire
11. Don't do exercise
12. Bite nails
13. Stomach ache
14. Stressful job
15. Not enough sunlight

16. Be sick
17. Do drugs
18. Drink alcohol

Roles:

- Monitor (CONTROL GROUP WORK/ASK THE QUESTIONS)
- Secretary (WRITING)
- Guard/Police officer (NO CELL PHONES)
- Librarian (DICTIONARY KEEPER)
- Proofreader (CHECK GRAMMAR AND PUNCTUATION)

Rubric "Dialogue Should and Shouldn't"

Group members: _____ Score____/36
_____
_____
_____
_____

CATEGORY	4	3	2	1
Length	The dialogue has 10 or more entries.	The dialogue has 8-9 entries.	The dialogue has 5-7 entries.	The dialogue has less than 5 entries.
Content Accuracy	The dialogue contains at least 5 accurate facts about the topic. (should or shouldn\'t)	The dialogue contains 3-4 accurate facts about the topic.(should or shouldn\'t)	The dialogue contains 1-2 accurate facts about the topic.(should or should\'t)	The dialogue contains no accurate facts about the topic.(should or shouldn\'t)

Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
Ideas	Ideas were expressed in a clear and organized way. It was easy to figure out what the dialogue was about.	Ideas were expressed in a pretty clear manner, but the organization of the dialogue could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the dialogue was about.	The dialogue seemed to be a collection of unrelated sentences. It was very difficult to figure out what the dialogue was about.
Grammar	The group makes no errors in grammar or spelling.	The group makes 1-2 errors in grammar and/or spelling.	The group makes 3-4 errors in grammar and/or spelling	The group makes more than 4 errors in grammar and/or spelling.
Group behavior	The group follows all the instructions. They do not display any disruptive behavior during class.	The group usually follows the instructions. They usually display disruptive behaviors but do not affect the group work.	The group sometimes follows the instructions. They display disruptive behaviors that affect somewhat the group work.	The group does not follow instructions, and they are all the time displaying disruptive behaviors that affect their group work and their classmates' group work.
Group work	All the students cooperate in the task. The whole group worked cooperatively during the class.	Almost all of the students cooperate in the task. There were 4 students working cooperatively during the class.	The students somewhat cooperate during a part of the task. There were at least 3 students working cooperatively during the class.	The students do not cooperate to finish the dialogue. Just one or two students work cooperatively in the task during the class.
Use of Class time	Used time well during the class period. Focused on getting the dialogue done. Never distracted other groups.	Used time well during the class period. Usually focused on getting the dialogue done and never distracted other groups.	Used some of the time well during the class period. There was some focus on getting the dialogue done, but occasionally distracted other groups.	Did not use class time to focus on the dialogue, OR often distracted other groups.

Assigned Roles	All the students in the group were assigned with a role. All the members develop correctly their role during the class.	Almost all the students in the group were assigned with a role. There were 4 students developing correctly their role during class.	The students somewhat were assigned with a role. There were 3 students developing correctly their role during class.	Less than two students were assigned with a role. There were just 1 or 2 students developing correctly their role.

Appendix C: Needs Analysis Questionnaire

Needs Analysis Questionnaire
"About English and Me"

Dear students,

Please, pay attention to the following instructions:

- answer **all** the questions
- give **true** answers for you
- check you have answered **all** the questions
- **It's not necessary to** write your name
- read the questions with **attention**

Background Information

Are you learning English outside the school?
¿Estás aprendiendo inglés fuera del colegio?

Yes ☐ No ☐

Boy *Niño* ☐ Girl *Niña* ☐ Non-binary *No binario* ☐ Gender: *Género:*

A) Learners' attitudes towards English language learning

Why are you learning English (*¿Por qué estás aprendiendo inglés?* (Put a X in the answer that is **true** for you) *Coloca una X en la respuesta que es verdadera para ti.*	☺ Yes	No ☹
So I can travel to other countries (*Para poder viajar a otros países)*		
So I can learn about England/ USA (*Para poder aprender sobre Inglaterra/ Estados Unidos)*		
So I can understand English songs (*Para poder entender las canciones en inglés)*		
So I can understand English films (*Para poder entender peliculas en inglés)*		
So I can understand English books / magazines / newspapers (*Para poder entender libros/revistas/diarios en inglés)*		
So I can speak to foreign people / tourist (*Para poder hablar con extranjeros/ turistas)*		

So I can use internet better (*Para poder utilizer mejor el internet)*		
So I can pass English exams (*Para poder aprobar mis pruebas de inglés)*		
So I can find a job when I leave school (*Para poder encontrar un trabajo cuando termine mi enseñanza media)*		
Because English is an important world language (*Porque el inglés es un idioma global importante)*		
Because I enjoy learning English (*Porque disfruto aprendiendo inglés)*		
I don't know why I am learning English (*No sé por qué estoy aprendiendo inglés)*		

B) Learners' language needs/wants

B1. Favorite English language skills

Do you like (*¿A ti te gusta…)* (Put a X in the answer that is **true** for you)	☺ Yes	☹ No	No answer 😐
Reading? (*Leer?)*			
Speaking? (*Hablar?)*			
Listening? (*Escuchar?)*			
Writing? (*Escribir?)*			

B2. Difficulties/Needs for further practice

I would like to practice more in: (*Me gustaría practicar más en:)* (Put a X in the answer that is **true** for you)	☺ Yes	☹ No	No answer 😐
Reading? (*Escribir)*			
Speaking? (*Hablar)*			
Listening? (*Escuchar)*			
Writing? (*Escribir)*			
Vocabulary? (*Vocabulario)*			
Grammar? (*Gramatica)*			
Spelling? (*Deletrear)*			
Pronunciation? (*Pronunciación)*			

C) Learning preferences/styles

C1. Ways of learning

I would like to practice more in: (*Me gustaría practicar más:)* (Put a X in the answer that is **true** for you)	☺ Yes	☹ No	No answer 😐

Studying grammar rules (*Estudiar las reglas gramaticales)*			
Doing written exercises / practices (*Hacer ejercicios escritos)*			
Writing short passages (*Escribir párrafos cortos)*			
Reading texts / stories (*Leer textos/ historias)*			
Listening to CDs (*Escuchar CDs/ Escuchar audios, música)*			
Watching videos *(Ver videos)*			
Doing oral exercises / practices (*Hacer ejercicios orales)*			
Discussing in the classroom (*Discutir/Debatir en la clase)*			
Making projects *(Hacer proyectos)*			
Doing homework (*Hacer tarea)*			
Reading aloud in class (*Leer env oz alta en clases)*			
Working alone (*Trabajar solo/a)*			
Working in pairs (*Trabajar en pares)*			
Working in groups (*Trabajar en grupo)*			
Working as a whole class (*Trabajar en conjunto como clase)*			
Using computers (Usar computadores)			
Using the internet (Usar internet)			
Playing games (Jugar juegos)			

C2. Learning Strategies

a. Vocabulary learning

I would like to practice more: (*Me gustaría practicar más mi vocabulario:)* (Put a X in the answer that is **true** for you)	☺ Yes	☹ No	😐 No answer
By hearing new words? (Escuchando nuevas palabras)			
By seeing new words? (Viendo nuevas palabras)			
By copying new words? (Copiando nuevas palabras)			
By translating new words? (Traduciendo nuevas palabras)			

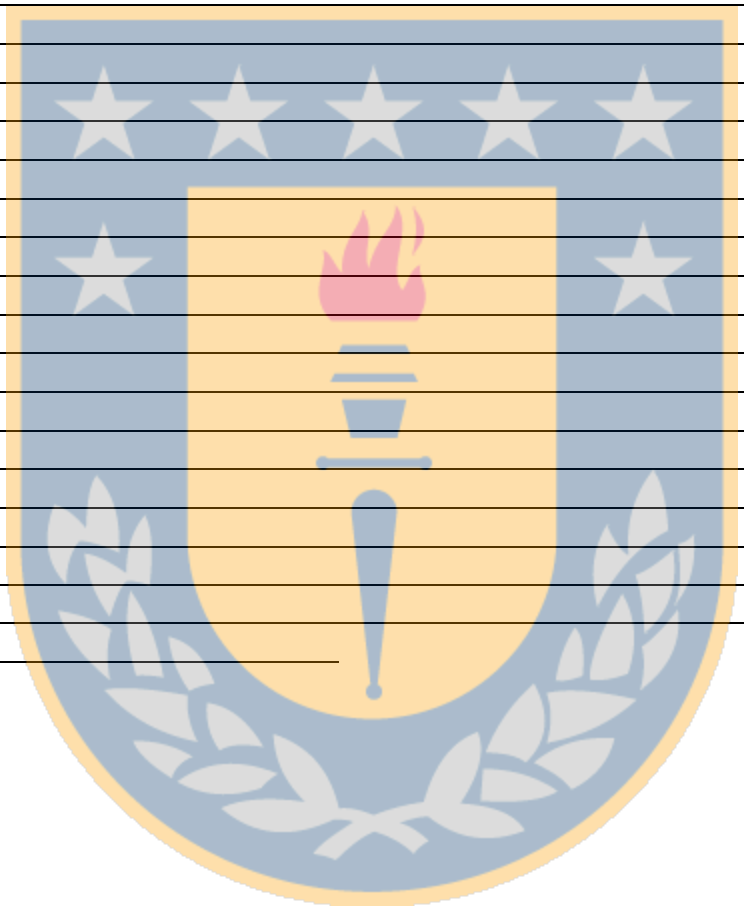
b. Grammar Learning

I would like to practice more in: (*Me gustaría practicar más gramatica:)* (Put a X in the answer that is **true** for you)	☺ Yes	No ☹	No answer 😐
By studying grammar rules? (Estudiando las reglas gramaticales)			
By doing written exercises at school? (Haciendo ejercicios en el colegio)			
By doing written exercises at home? (Haciendo ejercicios en mi casa)			
By doing oral practice in class? (Practicando ejercicios orales en clases)			

C3. Favorite topics

What are your favorite topics? Cuáles son tus temas favoritos (Put a X in the answer that is **true** for you)	☺ Yes	No ☹
Culture/Habits (Cultura/Habitos)		
Geography (Geografia)		
Advertising / Shopping (Publicidad/Compras)		
Food / Diet / Cooking (Comida/Dieta/Cocina)		
Technology (Tecnologia)		
Environment / Nature (Medio Ambiente/Naturaleza)		
Music (Musica)		
Family/friends/people /relationship (Familia/Amigos/Personas/Relaciones)		
Free time / hobbies (Tiempo libre/Pasatiempos)		
Travelling (Viajes)		
Jobs (Trabajos)		
Health (Salud)		
Famous people / celebrities (Personas famosas/Celebridades)		
Drama / Cinema (Teatro/Cine)		
Entertainment (Entretenimiento)		
Internet (Internet)		
Literature / Stories (Literatura/Historias)		
Sports (Deportes)		
Art / Painting (Arte/Pinturas)		
Science (Ciencia)		
Festivals / Celebrations (Festivales/Celebraciones)		
Other topics you like? (¿Hay otro tema que te guste? ¿Cuál?)		

Here you can write about your favorite topics, like what is your favorite singer/band, your favorite song, your favorite movie/series, your favorite character from a series/book, favorite food, and your hobbies in general:
(*Aquí puedes escribir sobre tus temas favoritos, como cuál es tu cantante/banda favorita, cuál es tu canción favorita, tu película/serie favorita, tu personaje favorito de alguna serie/libro, comida favorita, tus pasatiempos en general.)*



Appendix D: Survey to measure WTC

Measuring *Willingness to Communicate*

Directions: **This questionnaire is composed of statements concerning your feelings about communication with other people, in English. Please indicate in the space provided the frequency of time you choose to speak English in each classroom situation. If you are almost never willing to speak English, write 1. If you are willing sometimes, write 2 or 3. If you are willing most of the time, write 4 or 5.**

Instrucciones: Este cuestionario está compuesto de situaciones relacionadas a tu sentimientos en cuanto a la comunicación con otras personas, en inglés. Por favor indicar en el espacio dispuesto la frecuencia de tiempo que eliges para hablar en inglés en cada situación de clases. Si tu no estas casi nunca dispuesto a hablar en inglés, escribe 1. Si estás dispuesto en algunas ocasiones, escribe 2 o 3. Si estás dispuesto la mayoría del tiempo, escribe 4 o 5.

1: Almost never willing *(Casi nunca dispuesto)*	**2: Sometimes willing** *(Algunas veces dispuesto)*	**3: Willing half of the time** *(La mitad del tiempo dispuesto)*	**4: Usually willing** *(Normalmente dispuesto)*	**5: Almost always willing** *(Casi siempre dispuesto)*

_____**Speaking in a group about your summer vacation.**
Hablar en un grupo sobre tus vacaciones de verano.

_____**Speaking to your teacher about your homework assignment.**
Hablar con tu profesora sobre tu tarea.

_____ **A foreigner student enters the room you are in, how willing would you be to have a conversation if he talked to you first?**
Un estudiante extranjero entra a la sala en la que te encuentras, ¿qué tan dispuesto estarías a tener una conversación si el estudiante te hablara primero?

_____ **How willing would you be to perform a role play?**
Qué tan dispuesto estarías a realizar un juego de roles.

_____ **Describe the rules of your favourite game.**
Describir las reglas de tu juego favorito

_____ **Play a game in English, for example Monopoly.**
Jugar un juego en inglés, por ejemplo Monopoly.

_____**Read a novel.**
Leer una novela.

_____**Read an article in a paper.**
Leer un artículo en un diario.

_____ **Read messages from a foreigner English friend on an online game**.
Leer mensajes de un amigo extranjero en un juego en línea.

Read personal letters or notes written to you in which the writer has deliberately used simple words
Leer cartas personales, o notas escritas para ti, en las cuales, el autor ha utilizado a propósito palabras simples en inglés.

_____**Read an advertisement on an English website to find a good item you can buy, for example Amazon**
Leer un anuncio en una página de habla inglesa para encontrar un artículo que puedas comprar, como por ejemplo Amazon.

_____**Read reviews for popular movies, in English**
Leer reseñas de películas populares, en inglés.

_____**Write a report on your favourite animal and its habits.**
Escribir un reporte sobre tu animal favorito y sus hábitats.

_____**Write a story.**
Escribir una historia.

_____**Write a letter to a friend.**
Escribir una carta a un amigo.

_____**Write a newspaper article.**
Escribir un artículo de un diario.

_____**Write the answers to a 'fun' quiz from a magazine.**
Escribir las respuestas de un test divertido de una revista.

_____**Write down a list of things you should do tomorrow.**
Escribir una lista de cosas que deberías hacer mañana
.

_____**Listen to instructions and complete a task.**
Escuchar instrucciones y completar una tarea.

_____**Follow a recipe with the instructions in English.**
Seguir una receta que tiene las instrucciones en inglés.

_____**Fill out an application form in English.**
Rellenar un formulario en inglés.

_____**Take directions from an English speaker.**
Recibir direcciones de una persona de habla inglesa.

_____**Understand an English movie.**
Entender una película en inglés.

_____**Present my arguments to the rest of my class.**
Presentar mis argumentos al resto de la clase.

_____**Give a presentation in front of the class.**
Dar una presentación en frente de la clase.

_____**Take part in a discussion in a small group.**
Ser parte de una discusión en grupos pequeños.

_____**Take part in a discussion in pairs.**
Ser parte de una discusión en pares.

_____**Ask the teacher in English to repeat what she/he said.**
Preguntarle a la profesora en inglés para que repita lo que dijo.

_____**Ask the teacher in English about words or structures she/he just used.**
Preguntarle a la profesora en inglés sobre palabras o estructuras que acaba de utilizar.

_____**Ask my peer in English about forms/words related to the topic.**
Preguntarle a mi compañero/a en inglés sobre palabras o estructuras relacionadas con el tema.

_____**Ask my peer in English about ideas/arguments related to the topic.**

Preguntarle a mi compañero/a sobre ideas/argumentos relacionados al tema.

_____**Ask my group mates in English about forms/words related to the topic.**
Preguntarle a mis compañeros de grupo en inglés sobre palabras o estructuras relacionadas con el tema.

_____**Ask my group mates in English about ideas/arguments related to the topic.**
Preguntarle a mis compañeros de grupo en inglés sobre ideas/argumentos relacionados al tema.

_____**Correct a mistake that I noticed in what others are saying.**
Corregir un error que note en lo que otros están diciendo.

_____**Modify what I have said in response to an indication of an error.**
Modificar lo que he dicho en respuesta a una indicación de un error.

_____**Contribute to a class debate.**
Contribuir a un debate en clases.

_____**Respond when the teacher asks me a question in English.**
Responder cuando el profesor me hace una pregunta en inglés.

_____**Speak without preparation in class.**
Hablar sin preparación en clases.

_____**Give my peer sitting next to me directions to a certain place in English.**
Dar a mi compañero/a de puesto direcciones a un lugar determinado en inglés.

_____**Do a role-play in English at my desk, with my peer.**
Hacer un juego de roles en inglés en mi escritorio con mi compañero/a.

_____**Tell my group mates in English about things I do in my free time.**
Hablar con mis compañeros de grupo en inglés sobre las cosas que hago en mi tiempo libre.

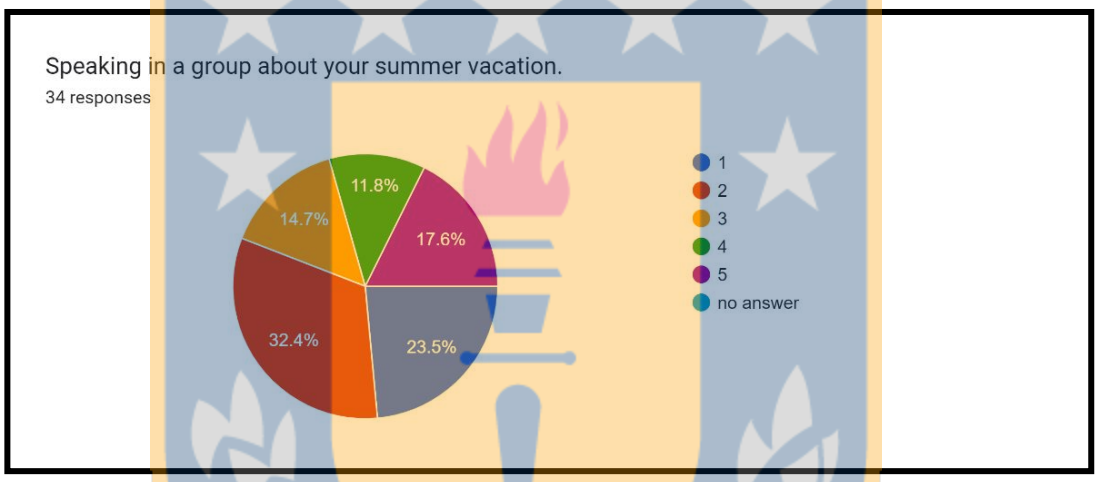
_____**Give an improvised speech to my class in English.**
Dar un discurso improvisado a mi clase en inglés.

_____**Participate in communication activities.**
Participar en actividades comunicativas.

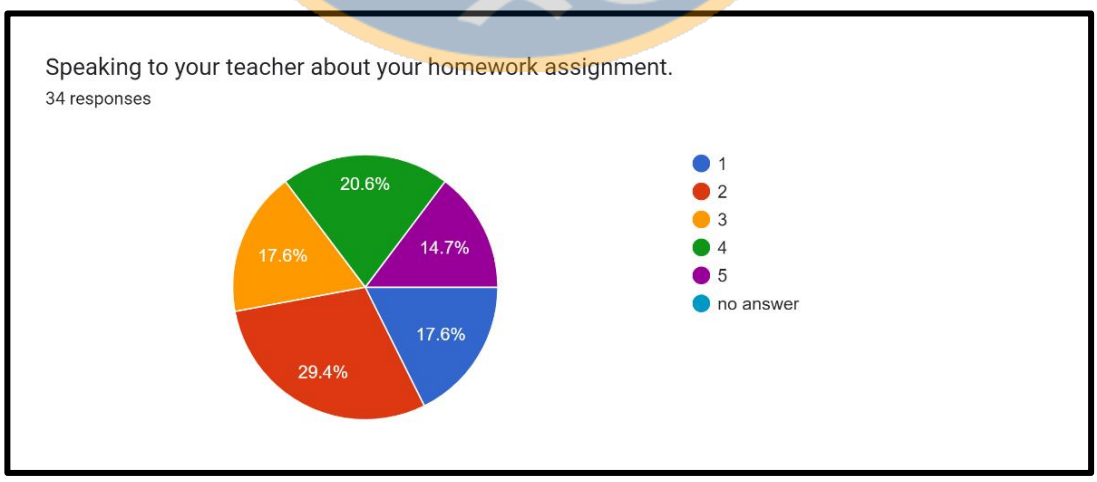
Survey adapted from MacIntyre, P. D., Baker, S. C., Clément, R. & Conrod, S. (2001). and Mystkowska-Wiertelak, A. & Pawlak, M. (2016).

Appendix E: Graphic results from Pre-intervention survey of WTC

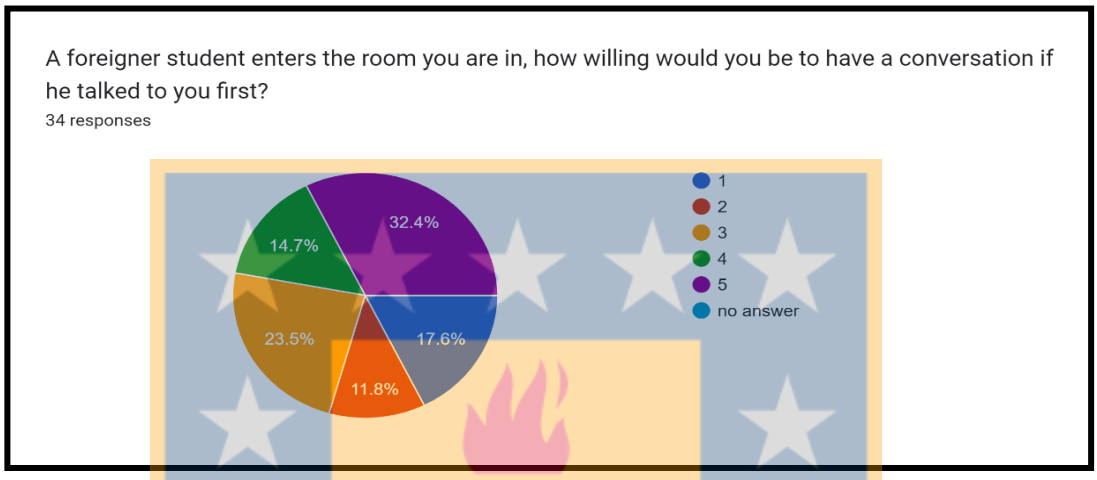
Statement No.1: "Speaking in a group about your summer vacation"



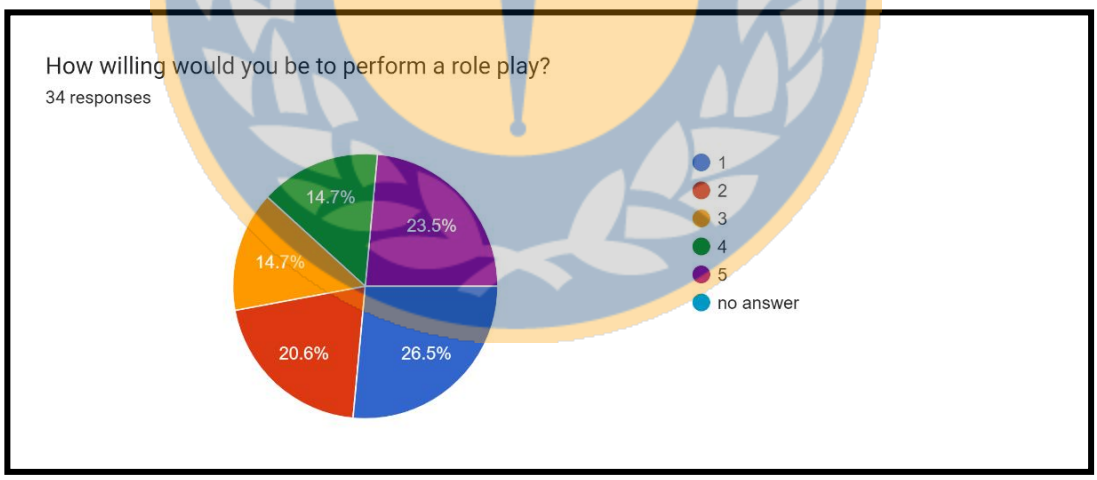
Statement No.2: "Speaking to your teacher about your homework assignment"



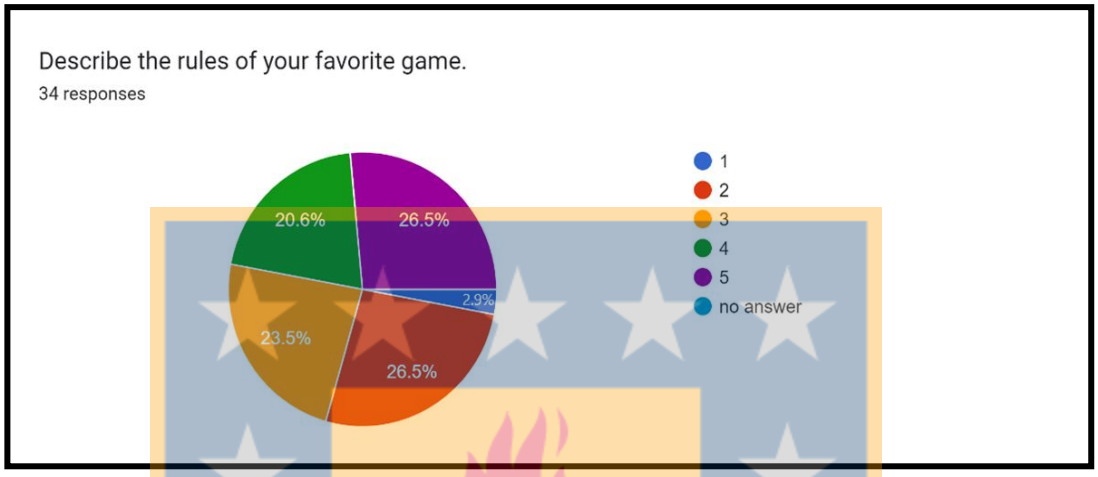
Statement No.3: "A foreigner student enters the room you are in, how willing would you be to have a conversation if he talked to you first?"



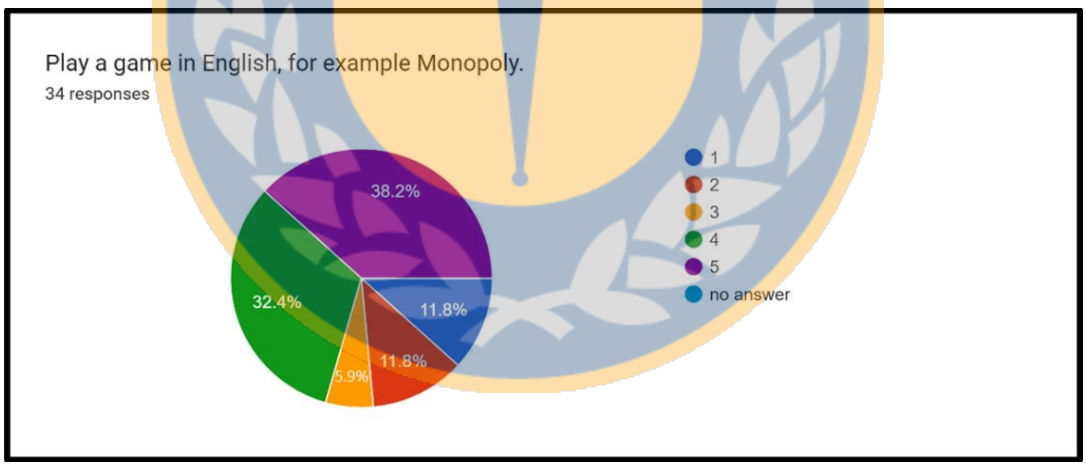
Statement No.4: "How willing would you be to perform a role play?"



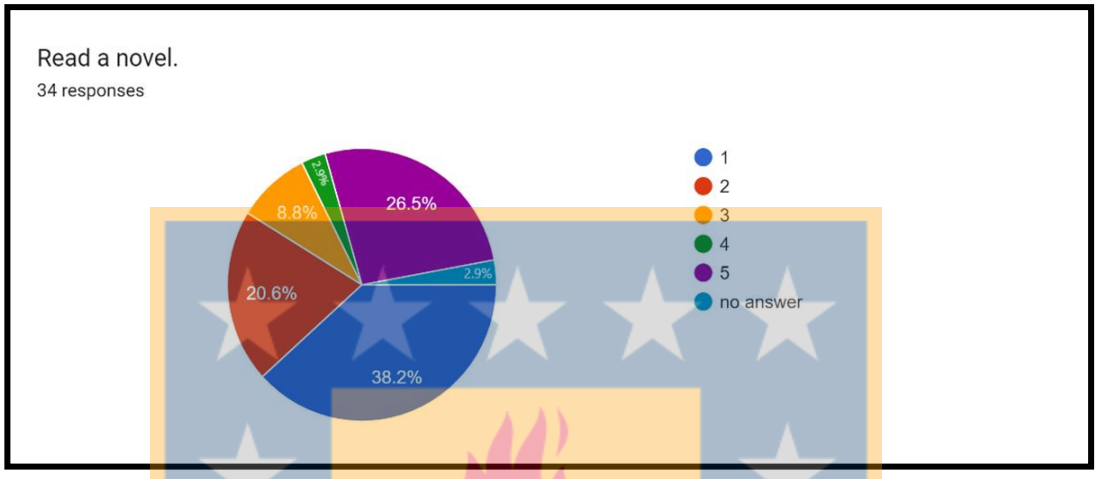
Statement No.5: “Describe the rules of your favorite game”



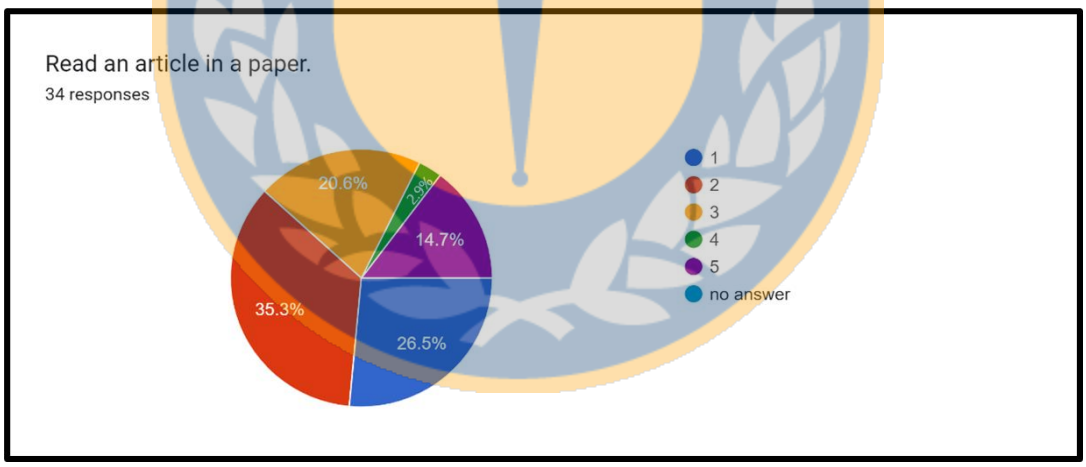
Statement No.6: “Play a game in English, for example Monopoly”



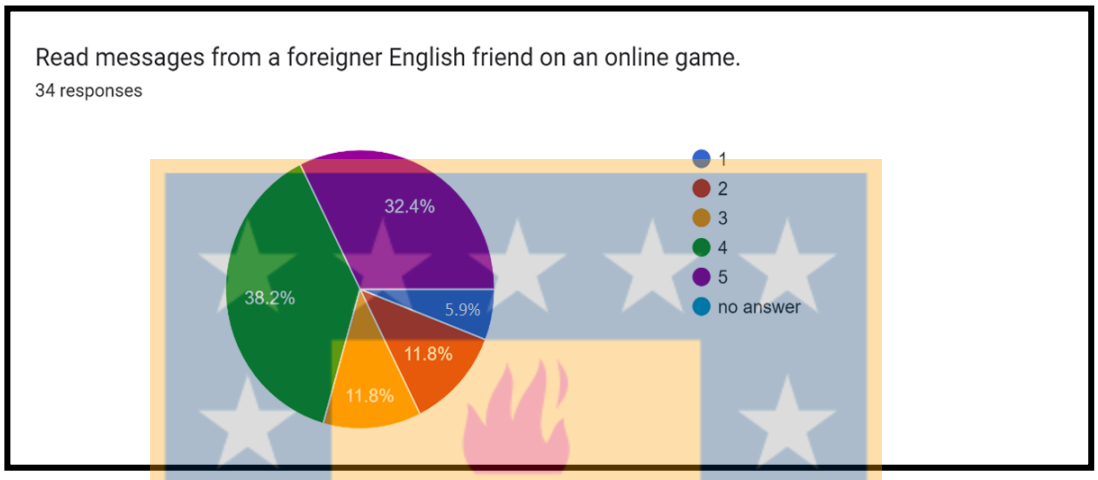
Statement No.7: “Read a novel”



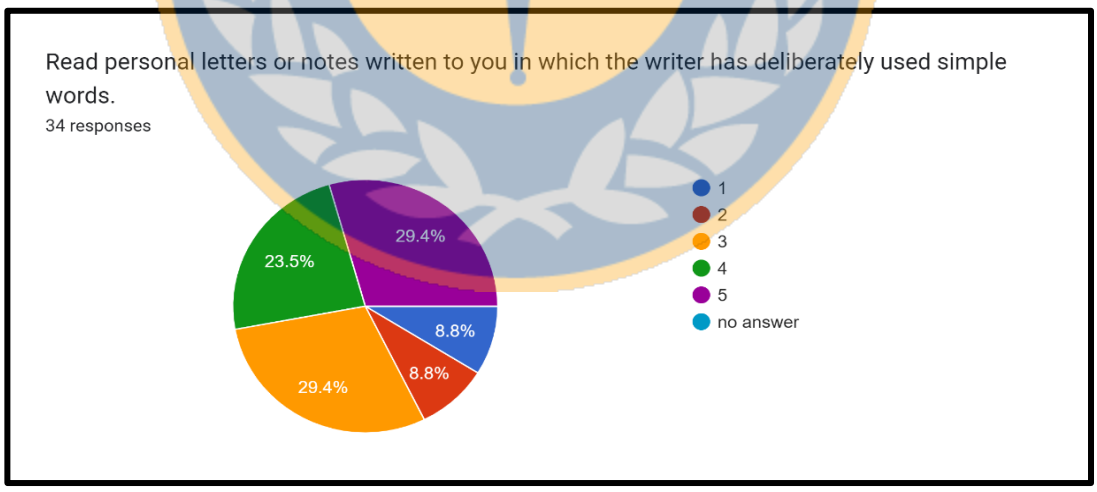
Statement No.8: “Read an article in a paper”



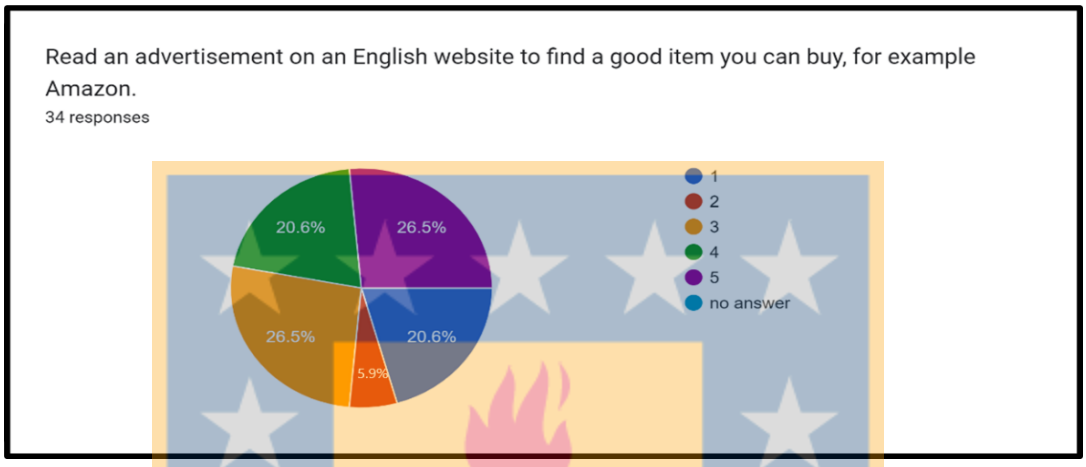
Statement No.9: “Read messages from a foreigner English friend on an online game”



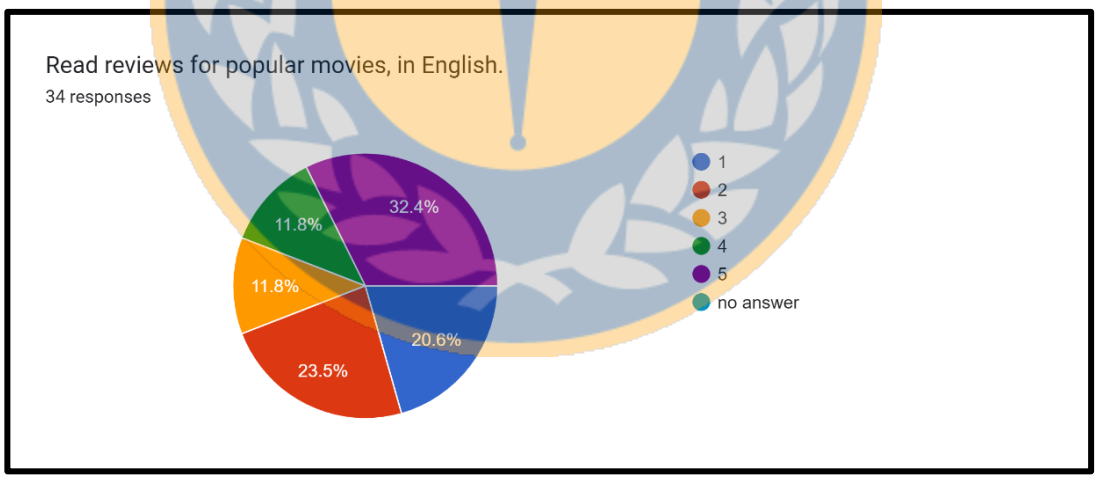
Statement No.10: “Read personal letters or notes written to you in which the writer has deliberately used simple words”



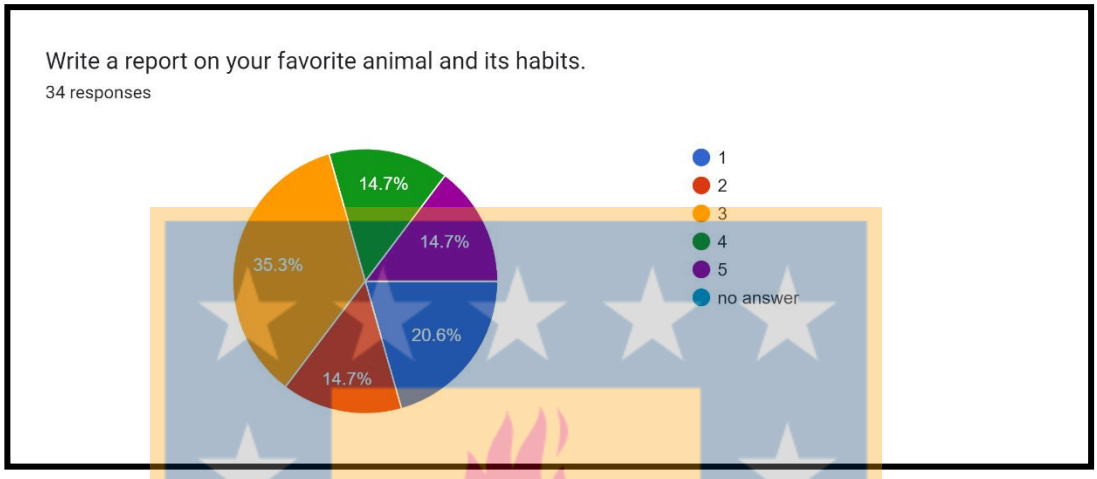
Statement No.11: “Read an advertisement on an English website to find a good item you can buy, for example Amazon”



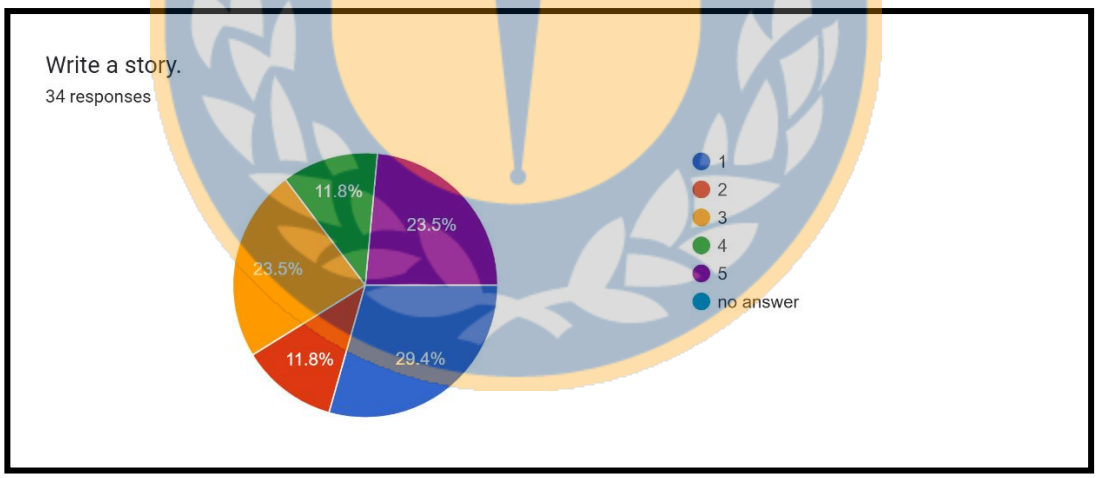
Statement No.12: “Read reviews for popular movies, in English”



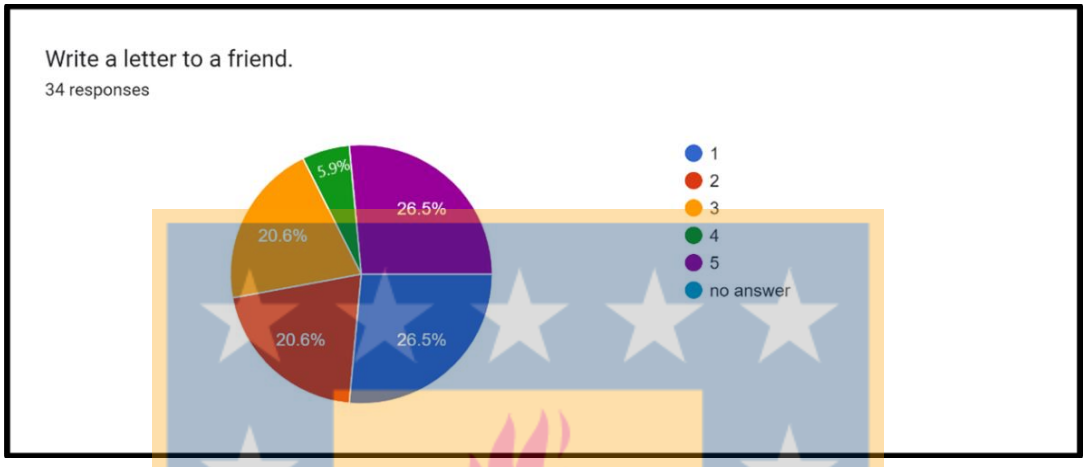
Statement No.13: “Write a report on your favorite animal and its habits”



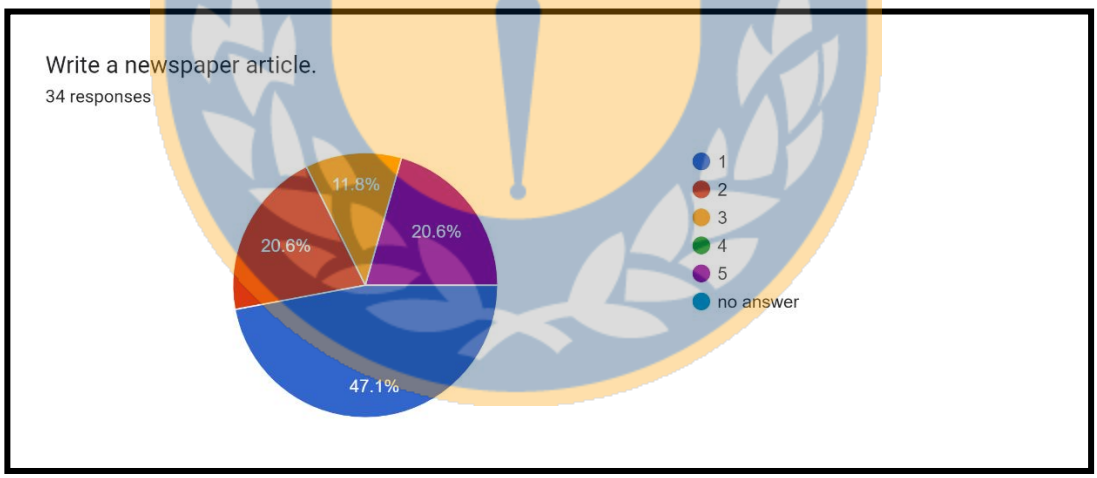
Statement No.14: “Write a story”



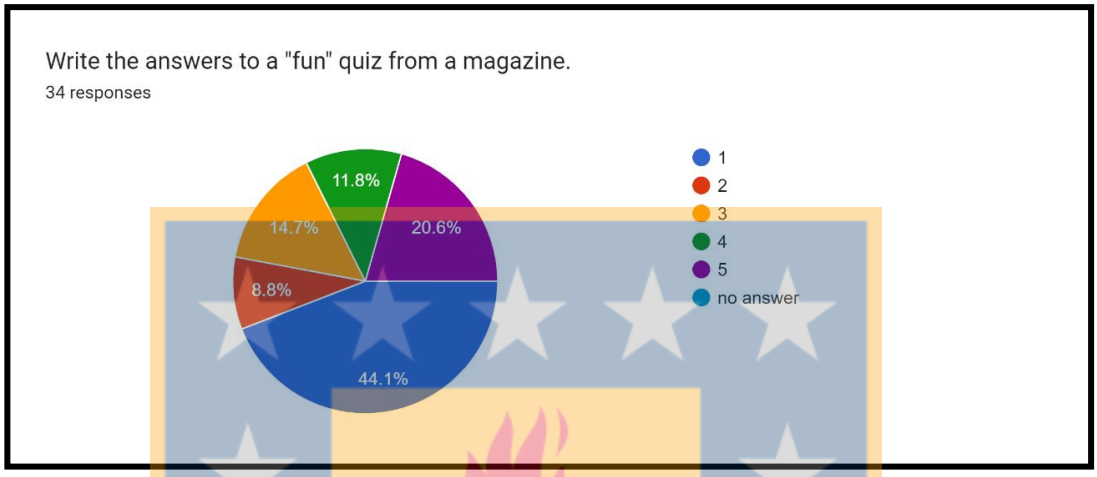
Statement No.15: “Write a letter to a friend”



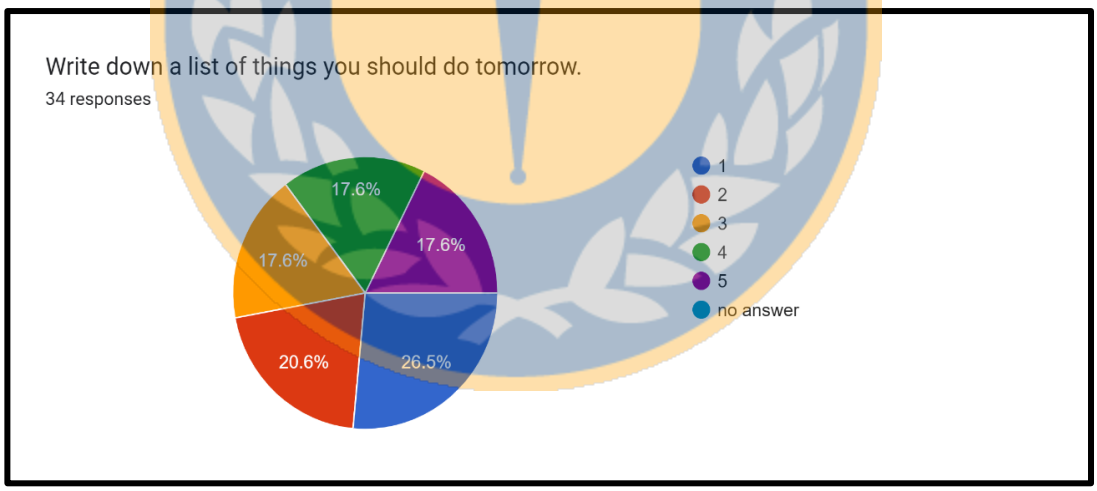
Statement No.16: “Write a newspaper article”



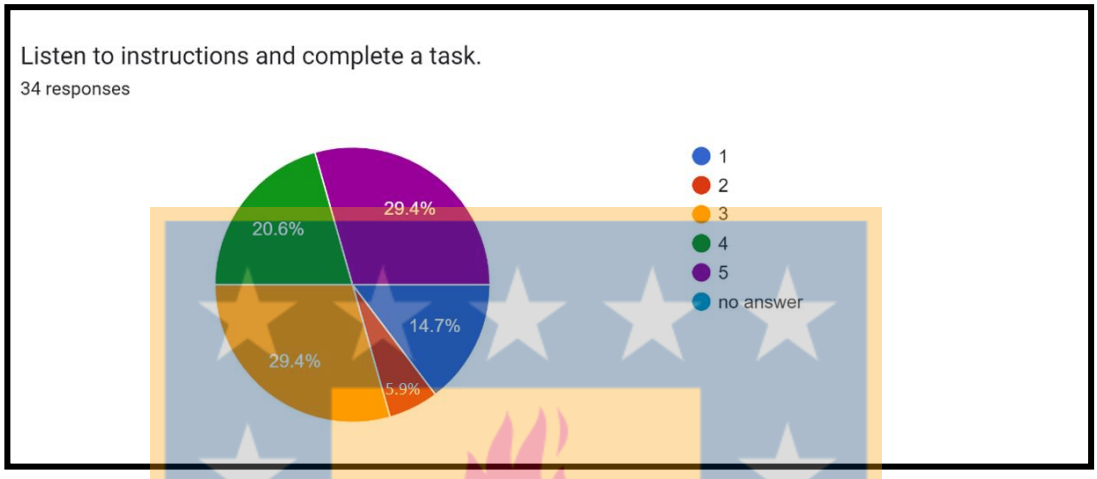
Statement No.17: “Write the answers to a "fun" quiz from a magazine”



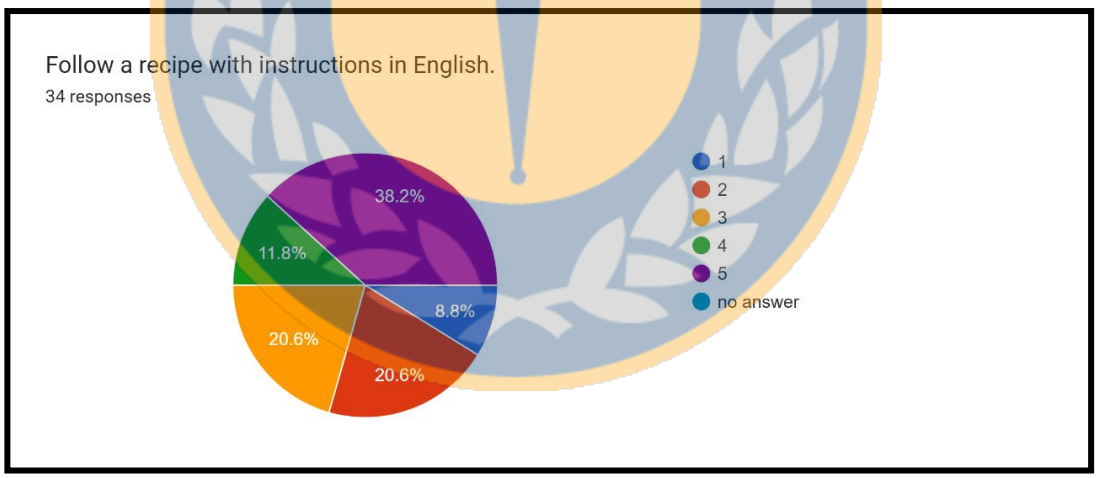
Statement No.18: “Write down a list of things you should do tomorrow”



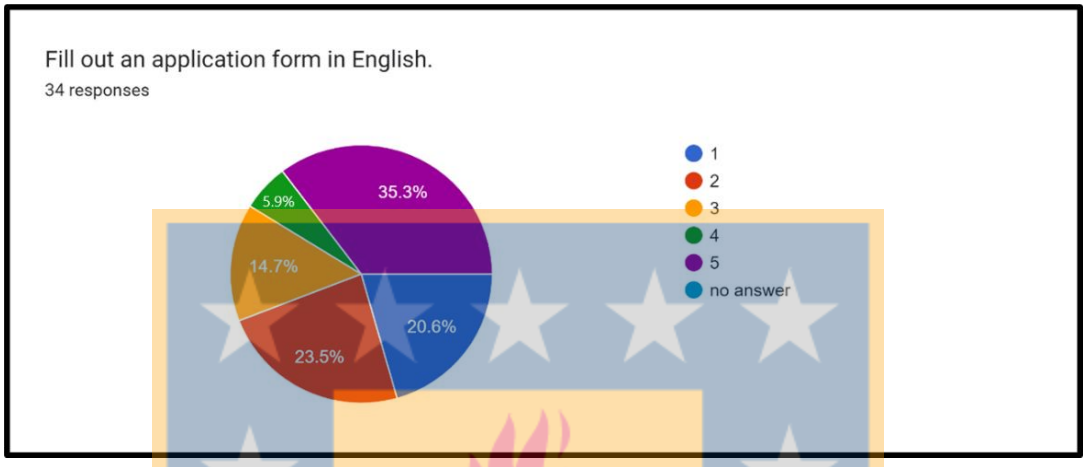
Statement No.19: “Listen to instructions and complete a task”



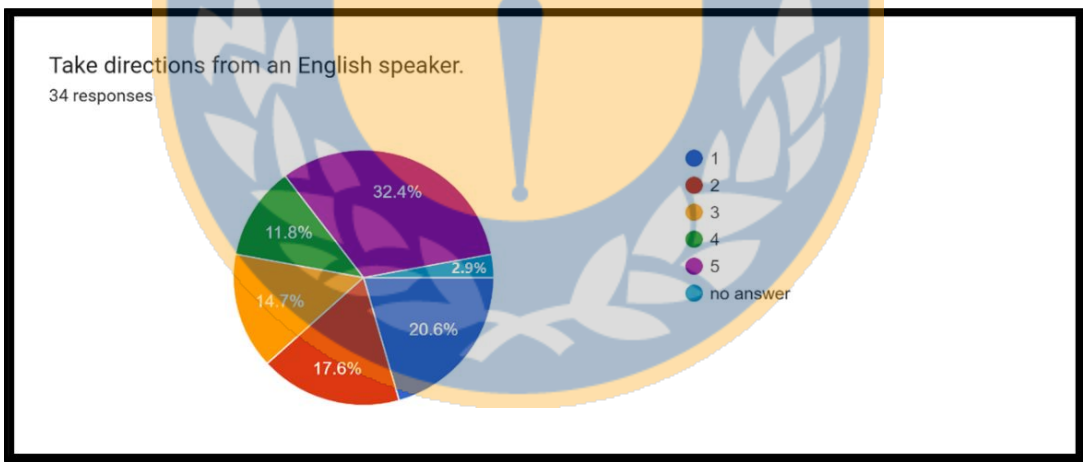
Statement No.20: “Follow a recipe with instructions in English”



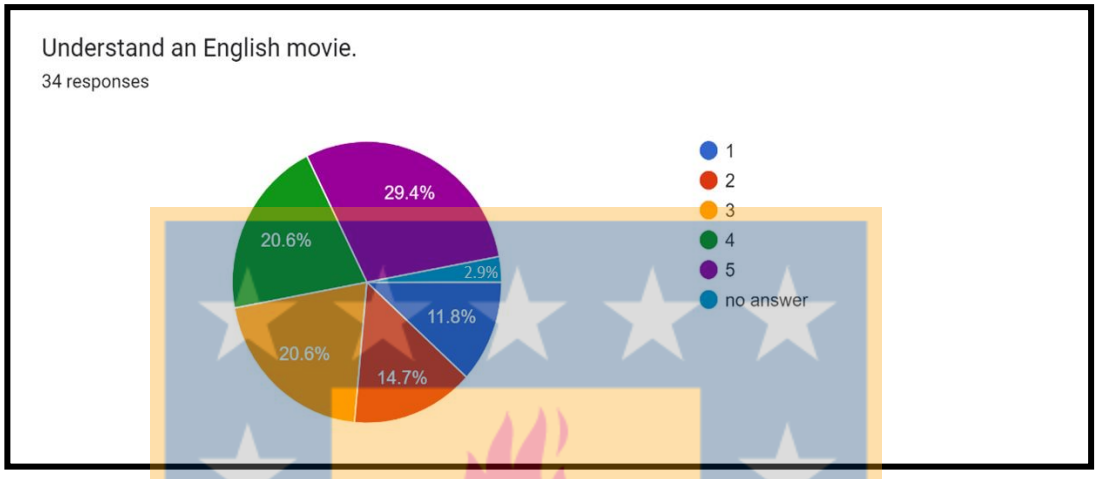
Statement No.21: “Fill out an application form in English”



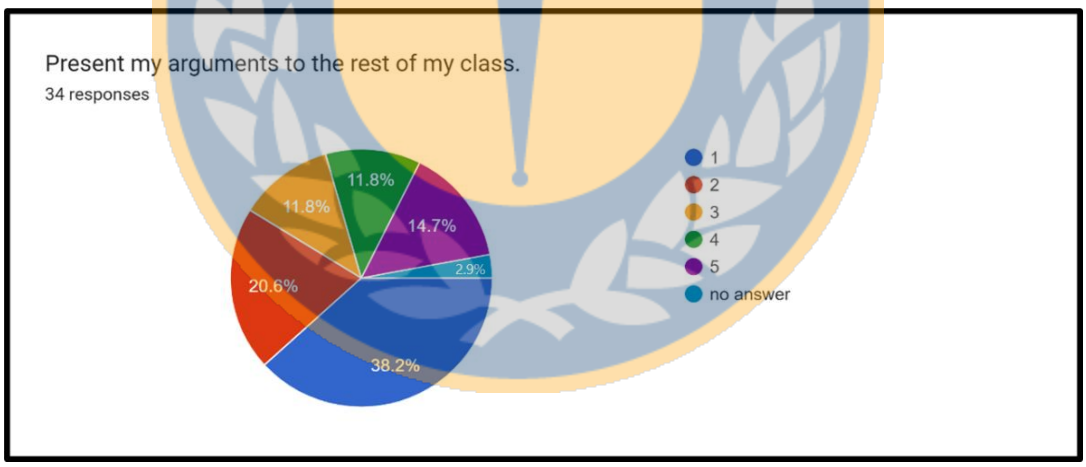
Statement No.22: “Take directions from an English speaker”



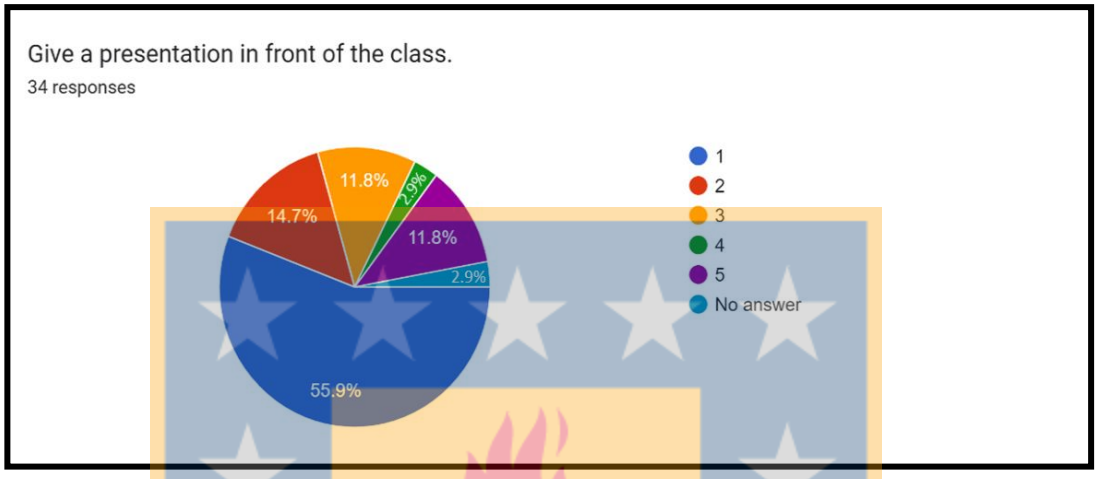
Statement No.23: “Understand an English movie”



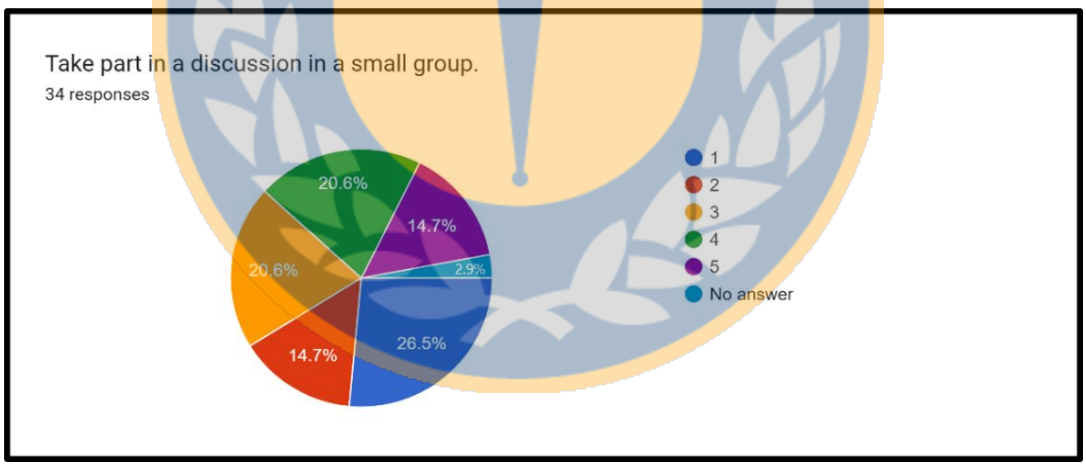
Statement No.24: “Present my arguments to the rest of my class”



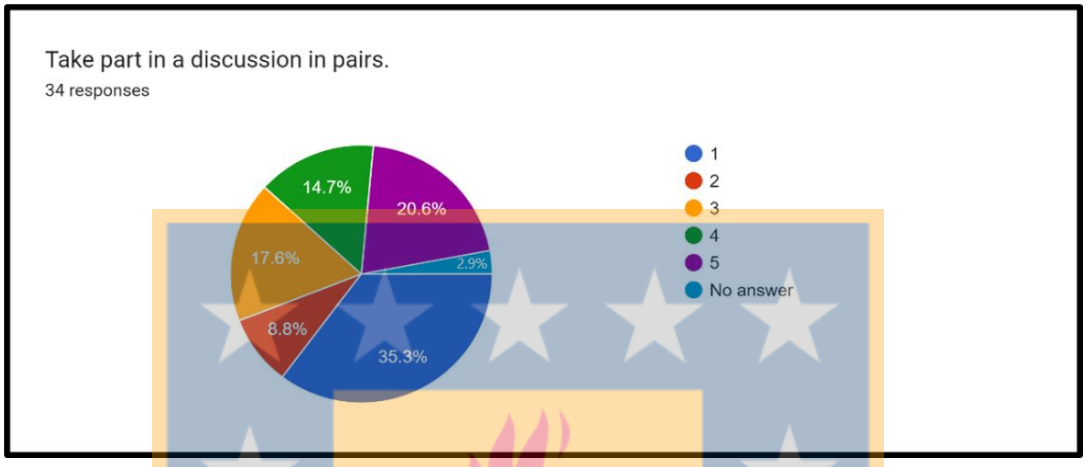
Statement No.25: "Give a presentation in front of the class"



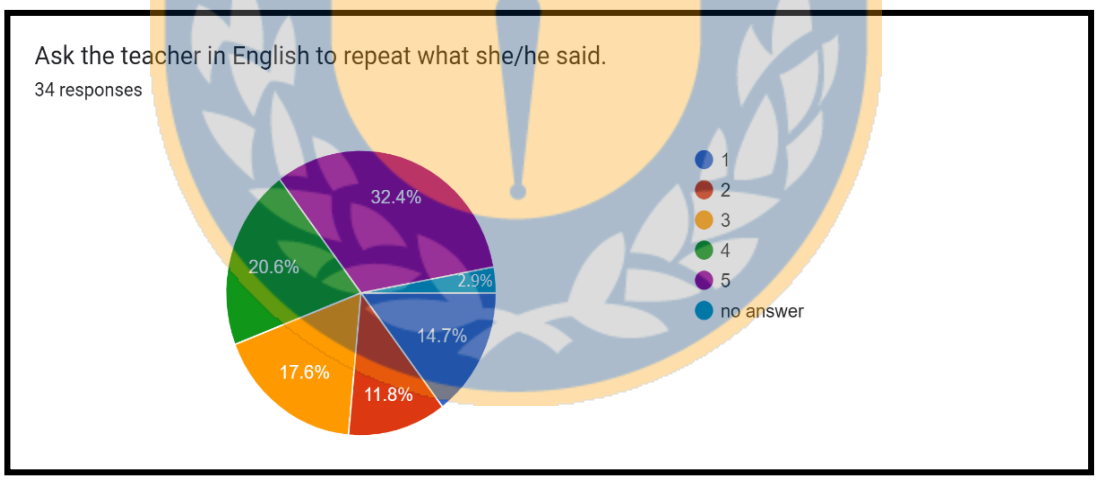
Statement No.26: "Take part in a discussion in a small group"



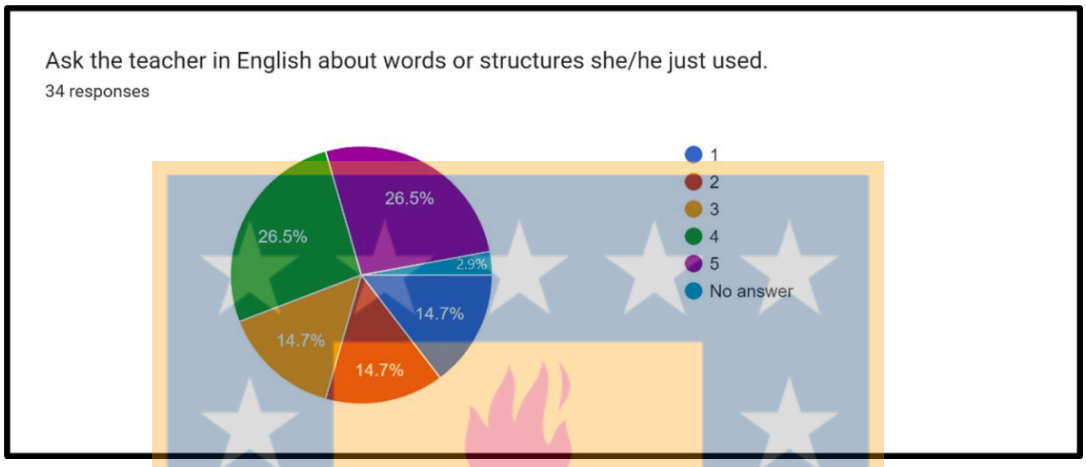
Statement No.27: "Take part in a discussion in pairs"



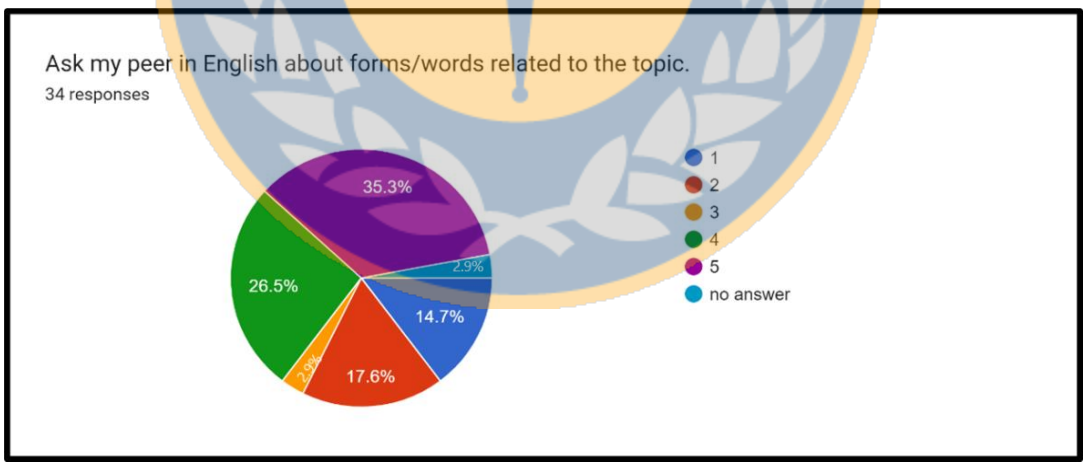
Statement No.28: "Ask the teacher in English to repeat what she/he said"



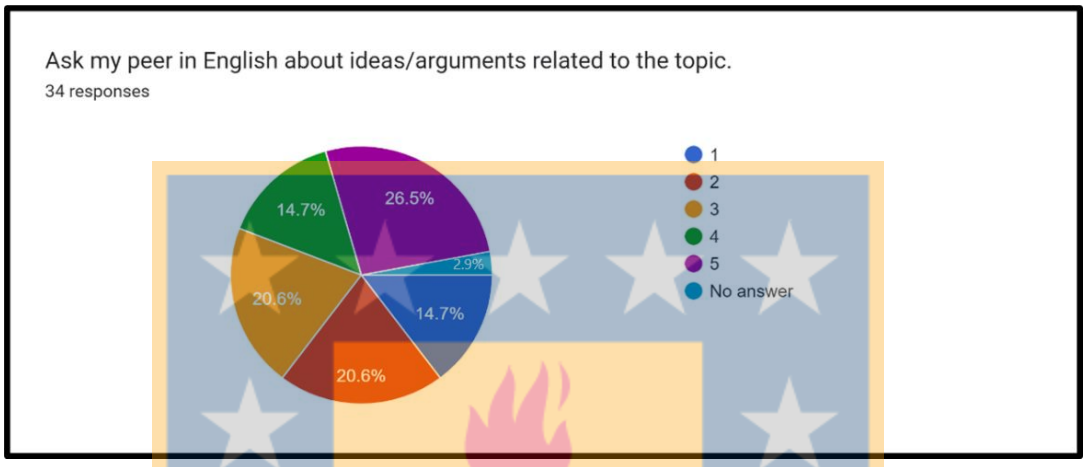
Statement No.29: "Ask the teacher in English about words or structures she/he just used"



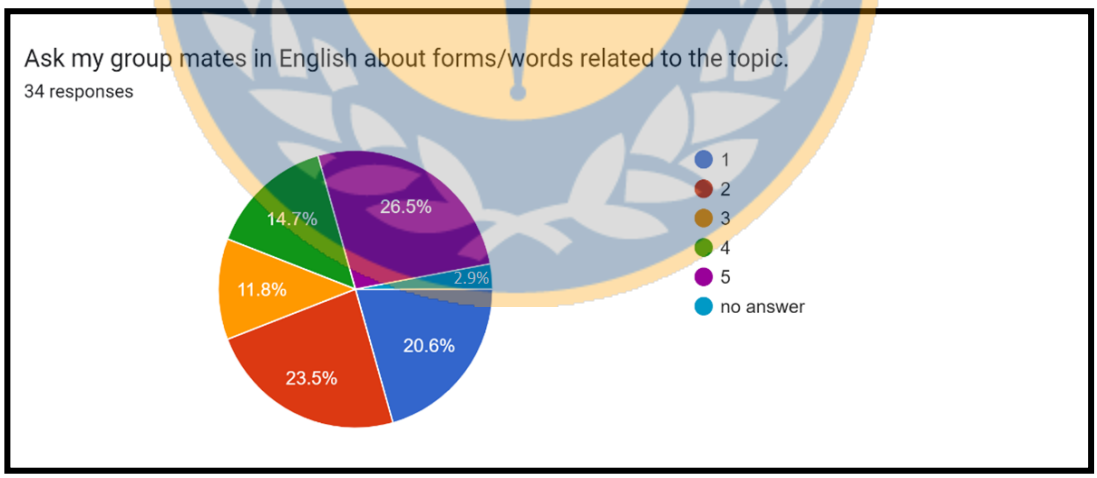
Statement No.30: "Ask my peer in English about forms/words related to the topic"



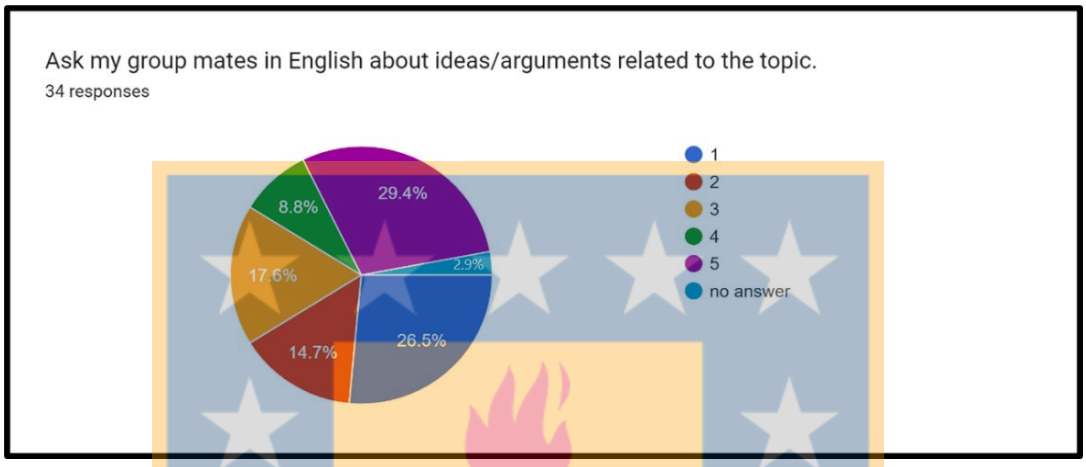
Statement No.31: "Ask my peer in English about ideas/arguments related to the topic"



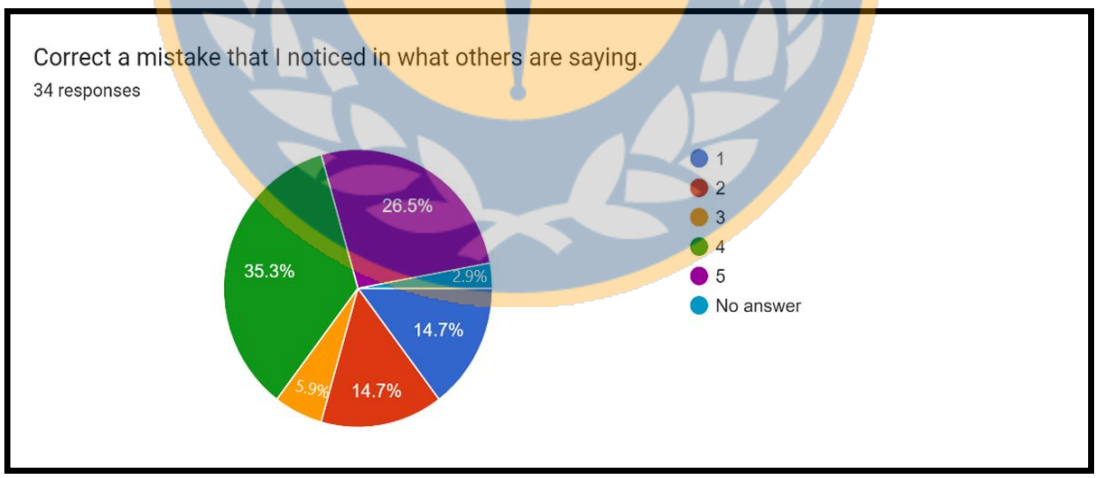
Statement No.32: "Ask my group mates in English about forms/words related to the topic"



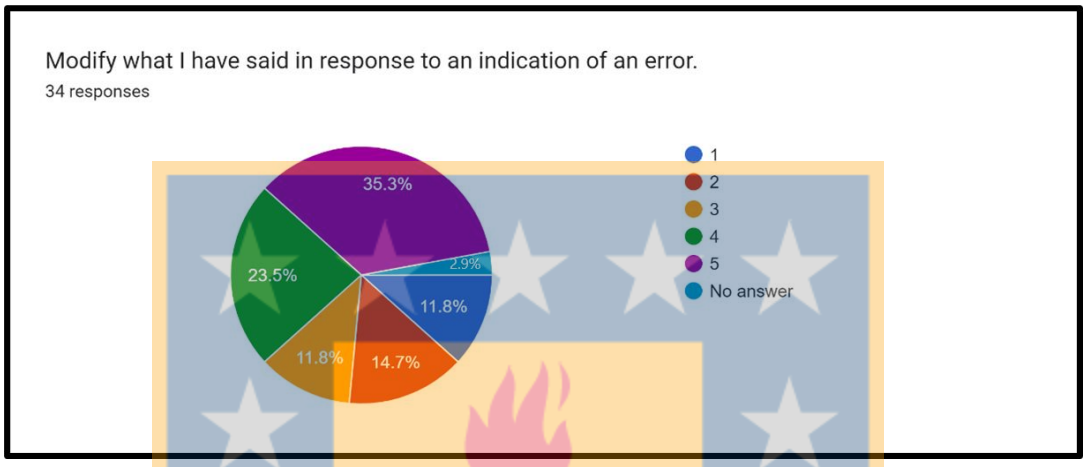
Statement No.33: "Ask my group mates in English about ideas/arguments related to the topic"



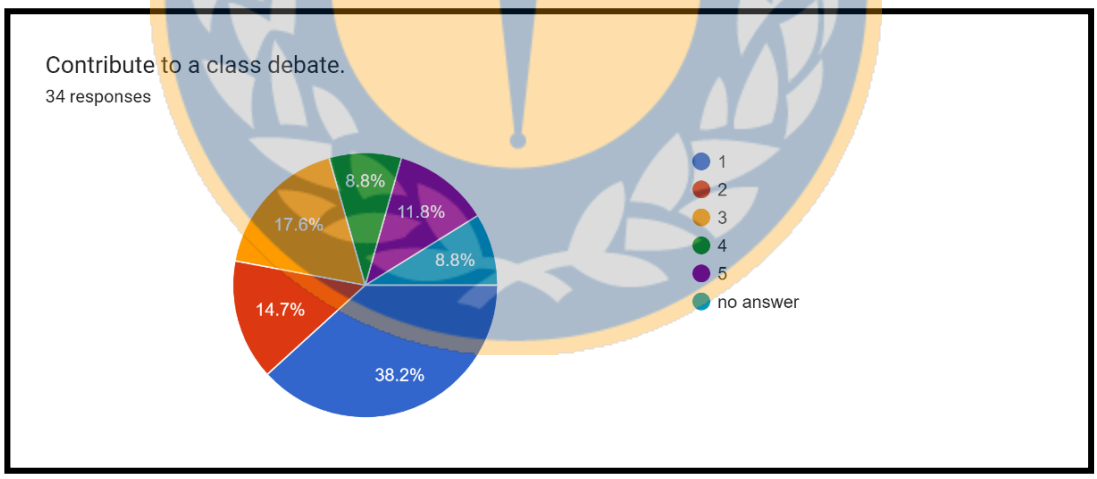
Statement No.34: "Correct a mistake that I noticed in what others are saying"



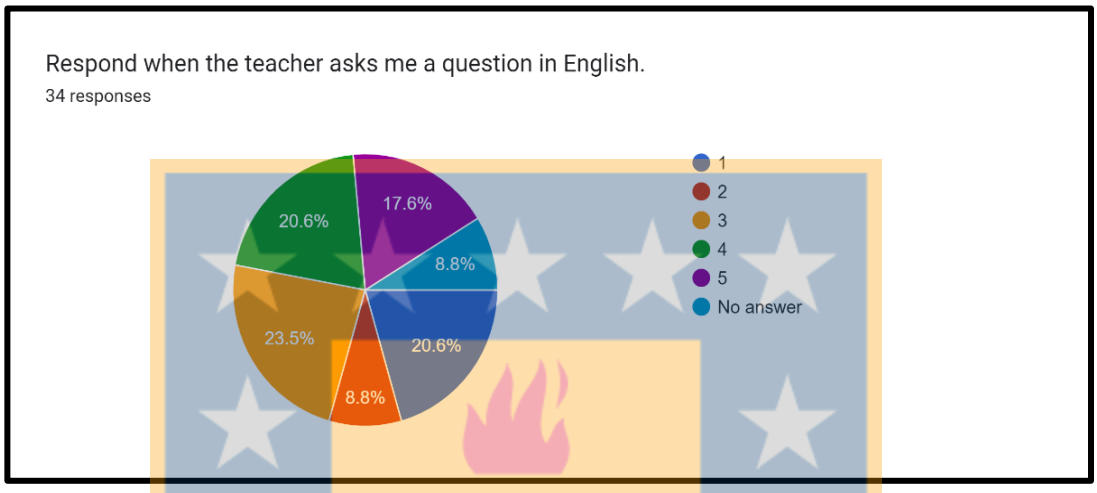
Statement No.35: "Modify what I have said in response to an indication of an error"



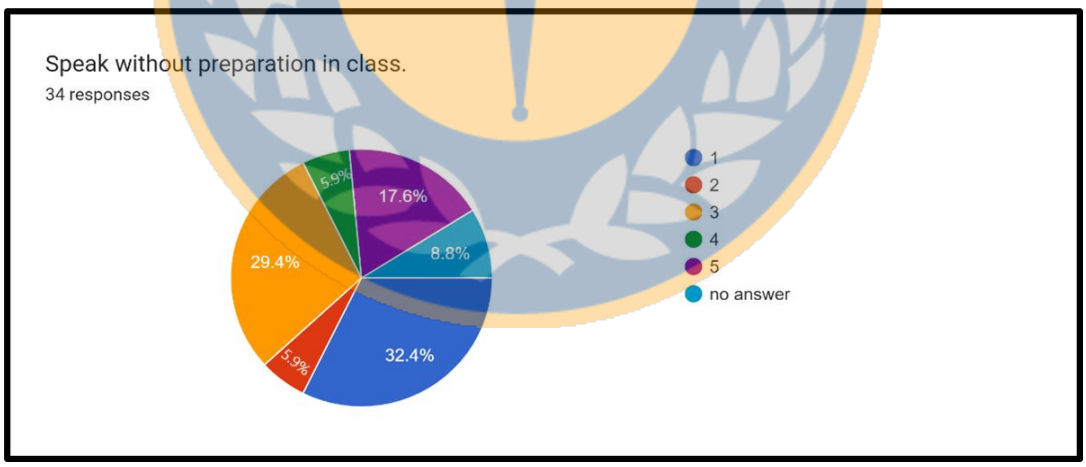
Statement No.36: "Contribute to a class debate"



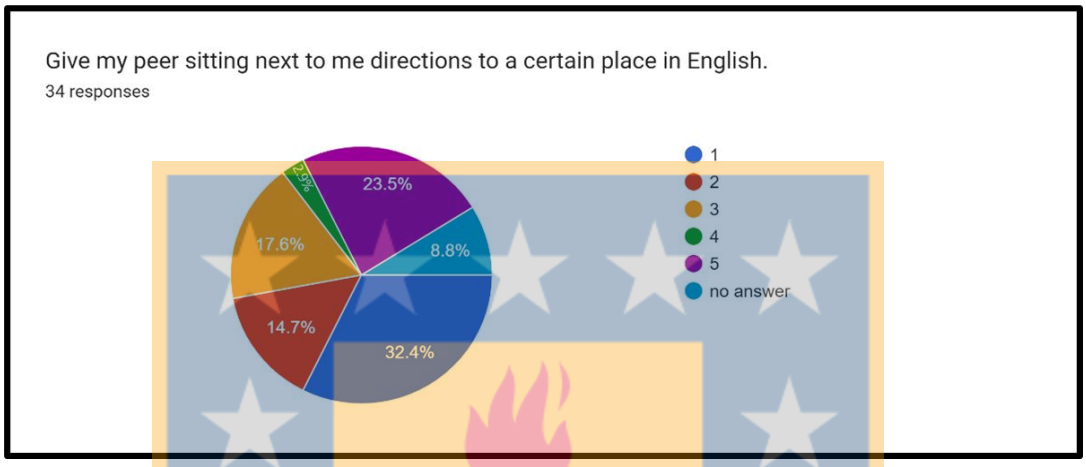
Statement No.37: "Respond when the teacher asks me a question in English"



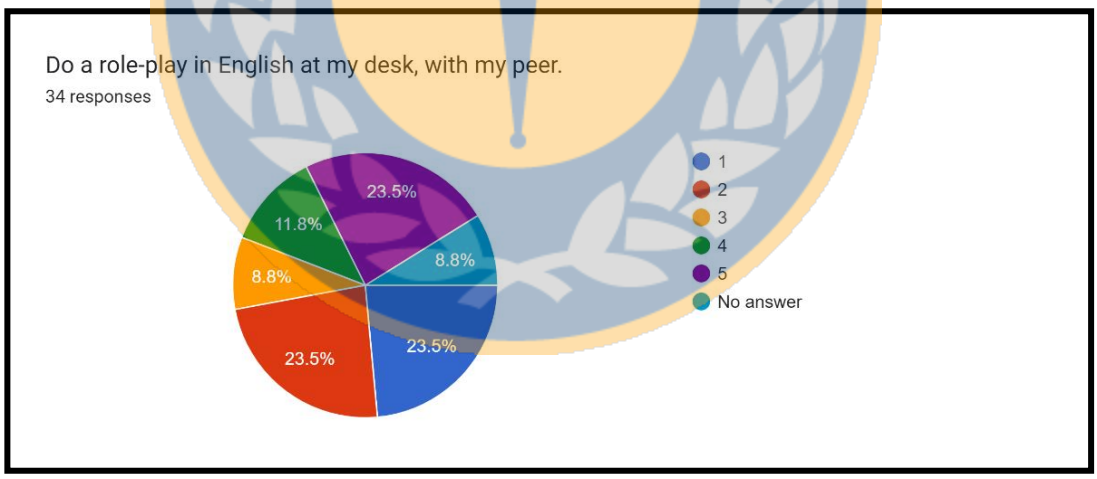
Statement No.38: "Speak without preparation in class"



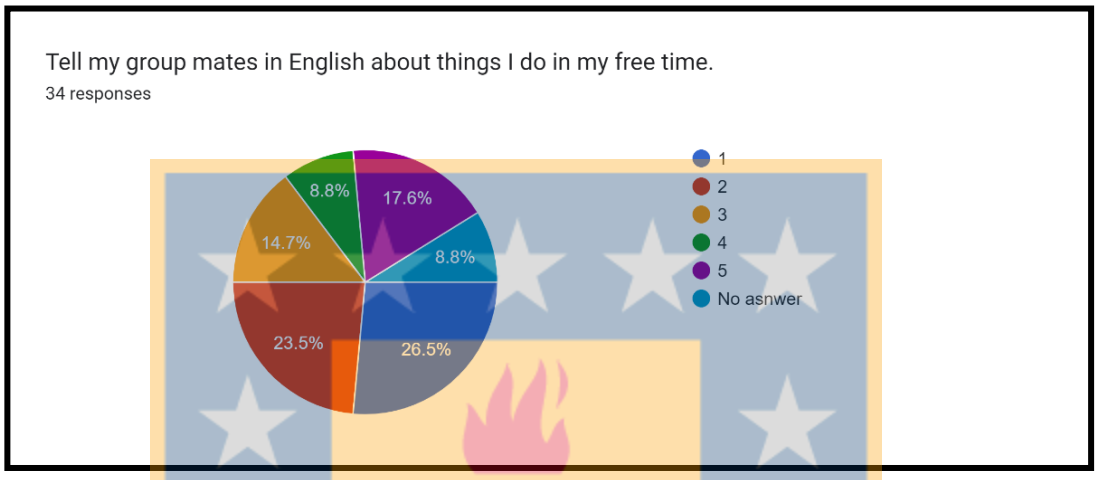
Statement No.39: "Give my peer sitting next to me directions to a certain place in English"



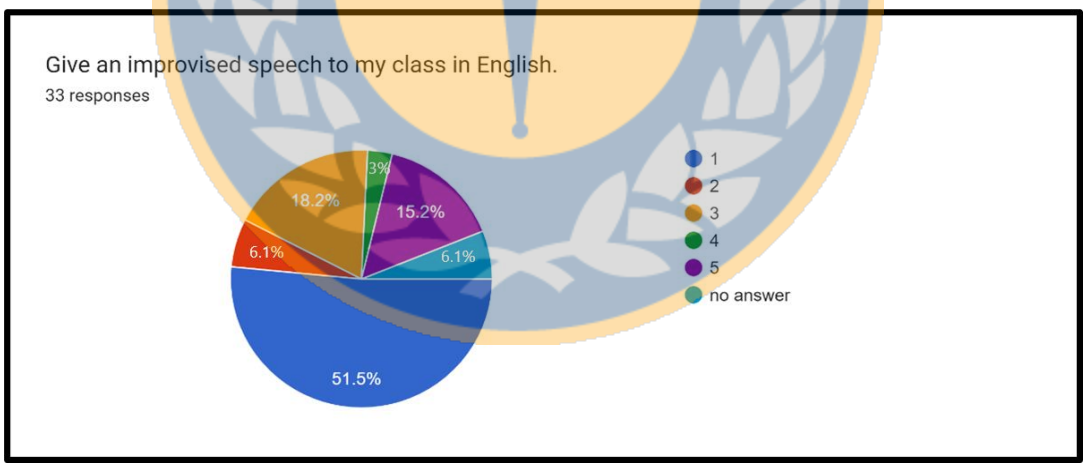
Statement No.40: "Do a role-play in English at my desk, with my peer"



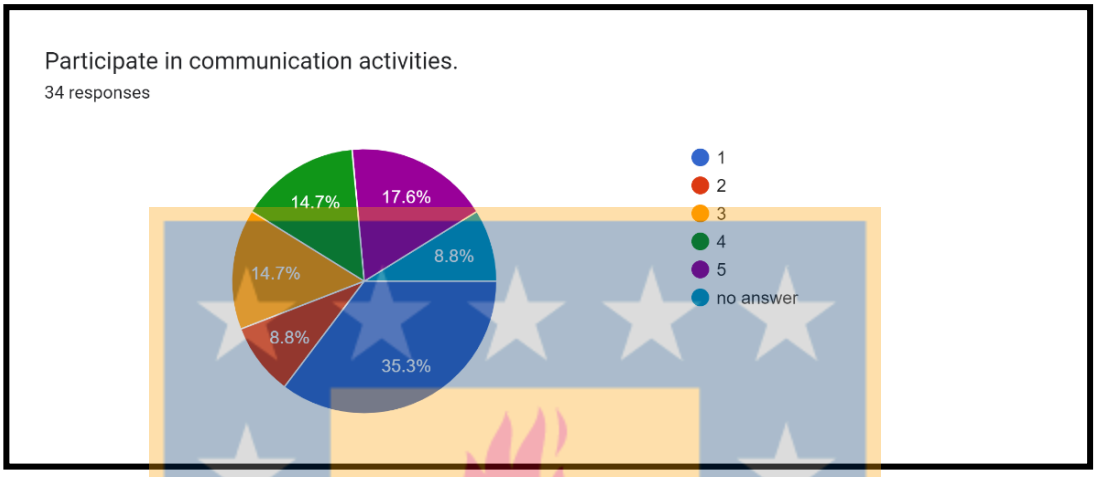
Statement No.41: "Tell my group mates in English about things I do in my free time"



Statement No.42: "Give an improvised speech to my class in English"

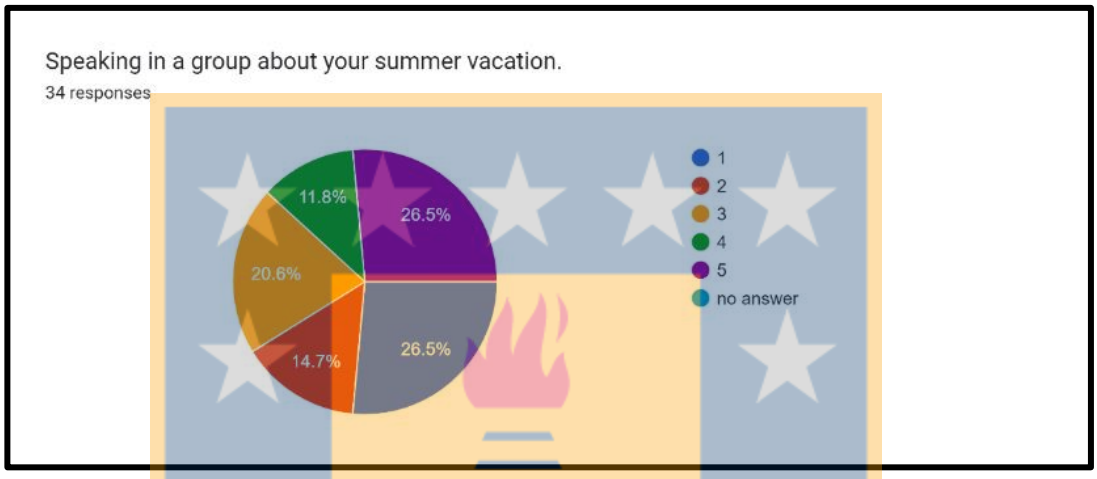


Statement No.43: “Participate in communication activities”

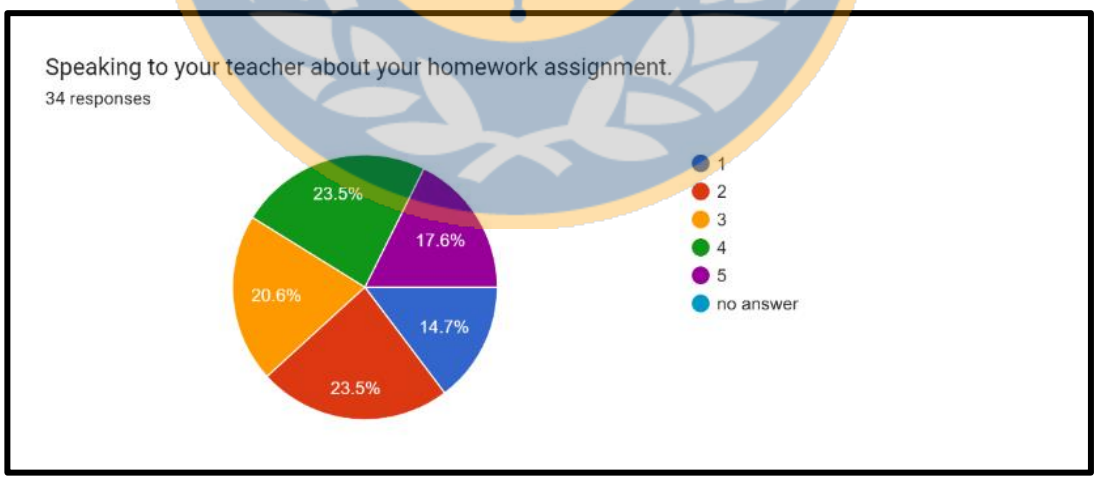


Appendix F: Graphic results from Post-intervention survey of WTC

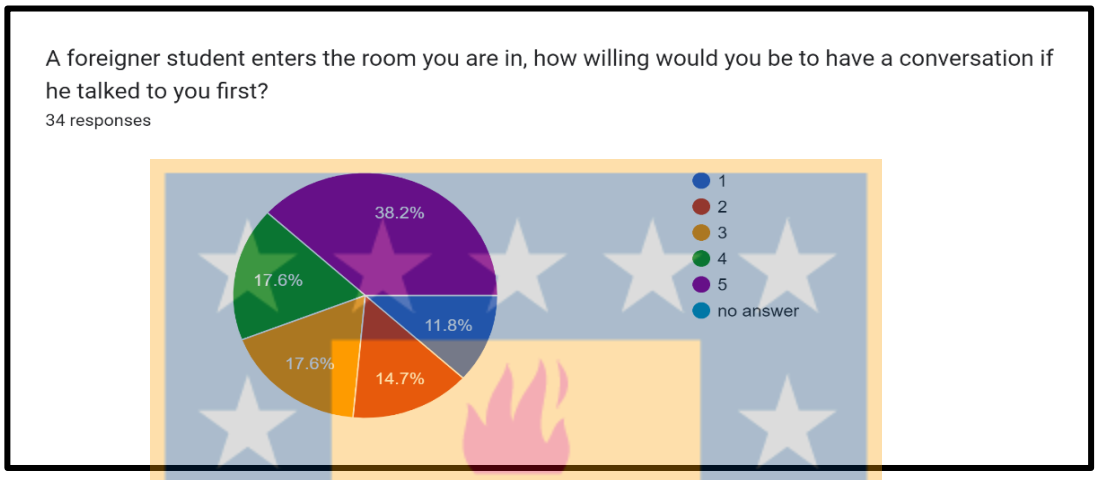
Statement No.1: “Speaking in a group about your summer vacation”



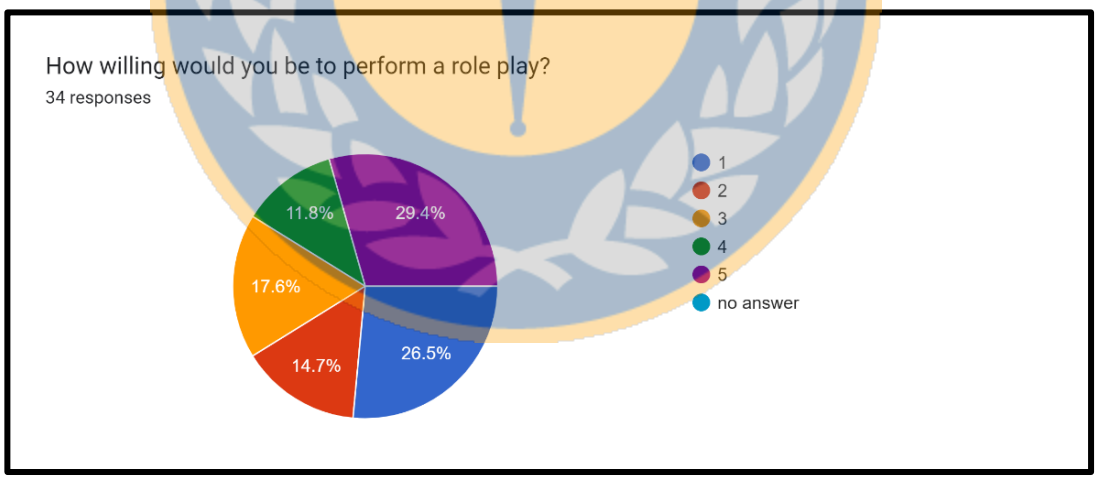
Statement No.2: “Speaking to your teacher about your homework assignment”



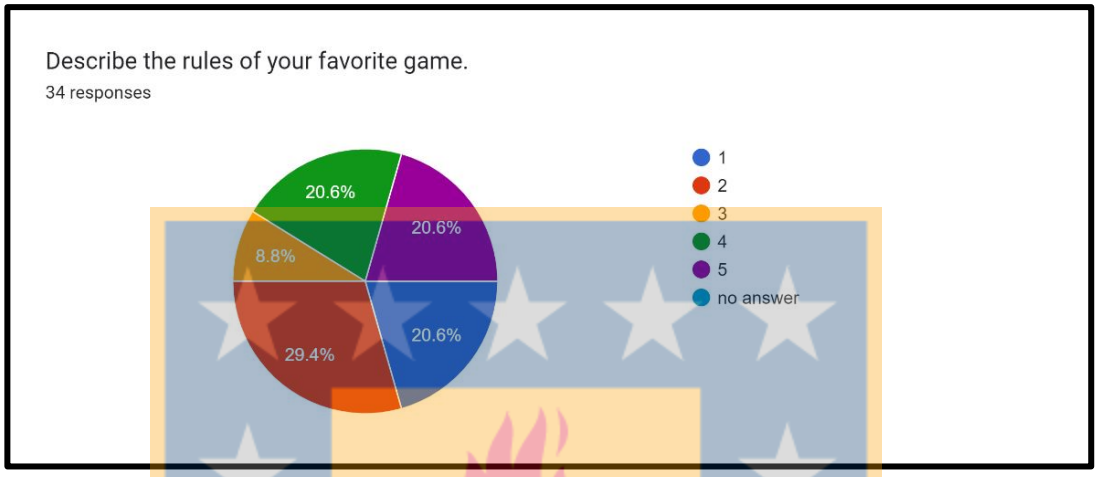
Statement No.3: "A foreigner student enters the room you are in, how willing would you be to have a conversation if he talked to you first?"



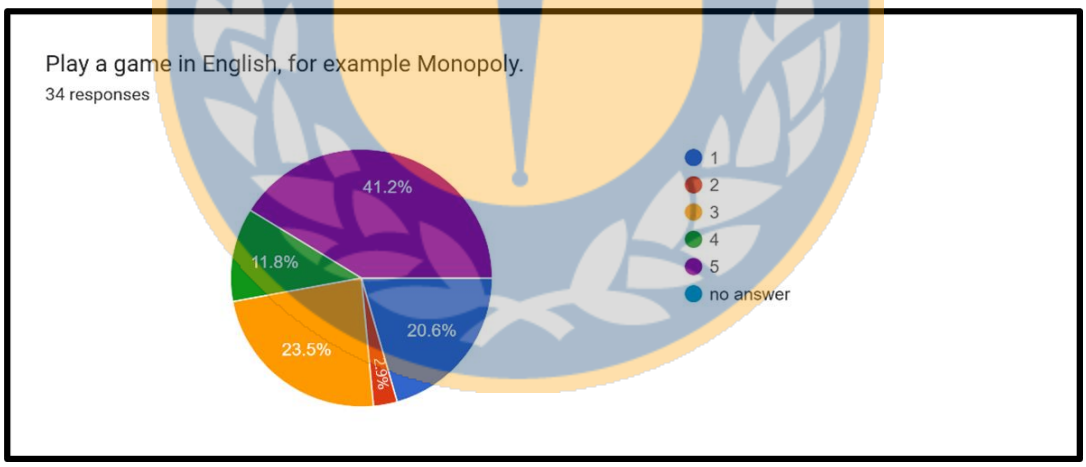
Statement No.4: "How willing would you be to perform a role play?"



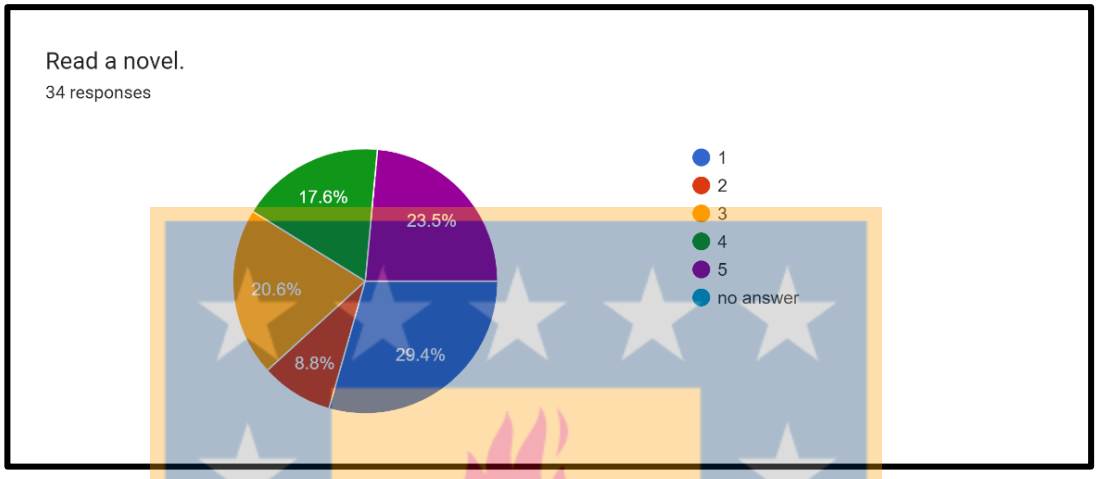
Statement No.5: “Describe the rules of your favorite game”



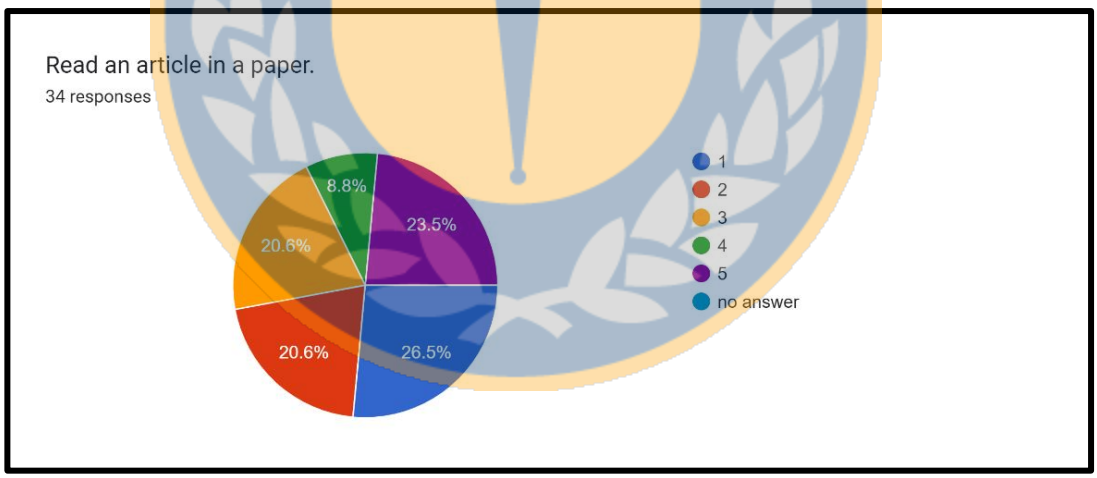
Statement No.6: “Play a game in English, for example Monopoly”



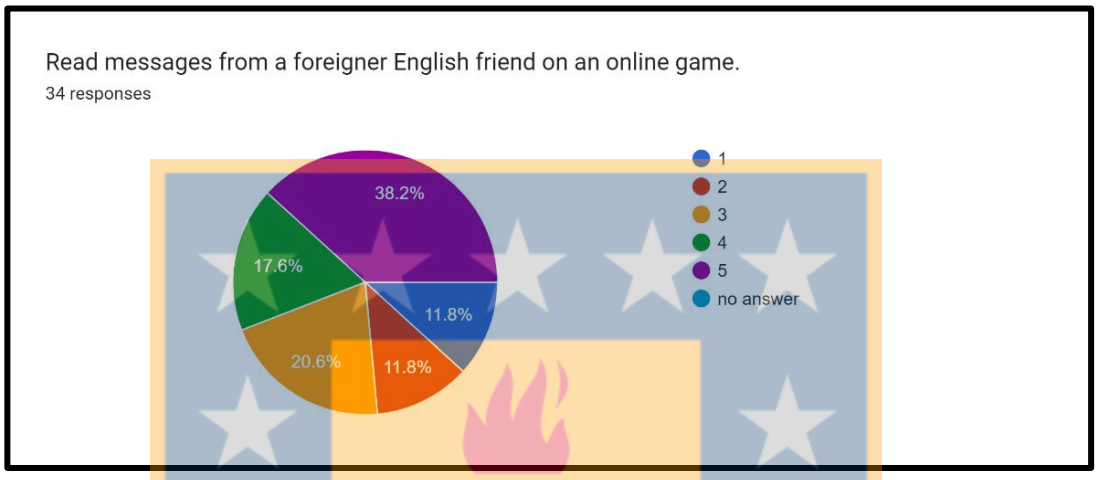
Statement No.7: “Read a novel”



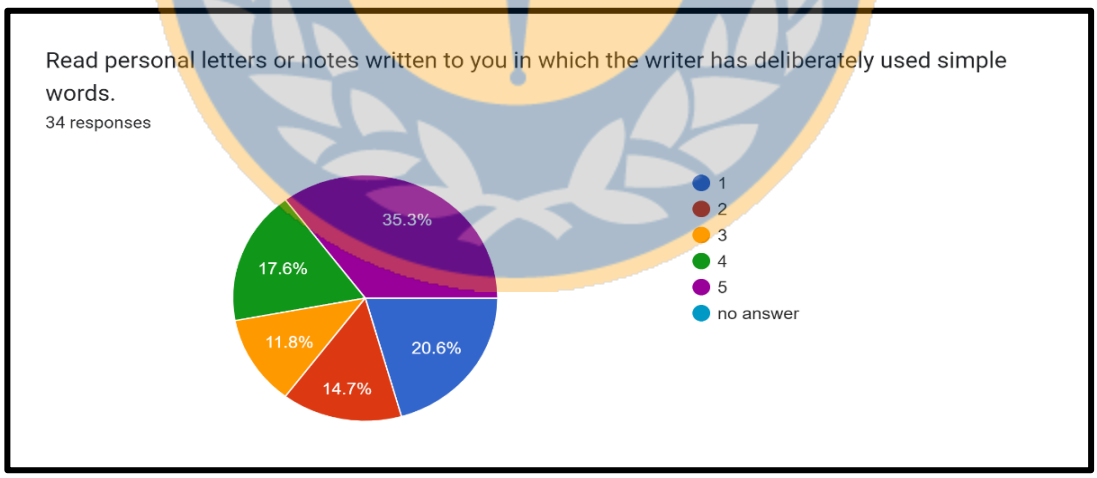
Statement No.8: “Read an article in a paper”



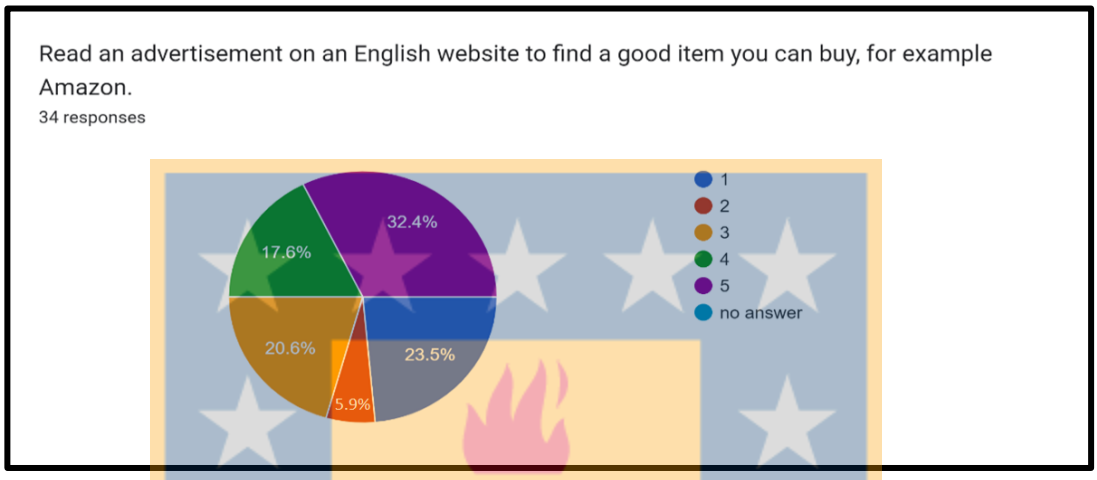
Statement No.9: “Read messages from a foreigner English friend on an online game”



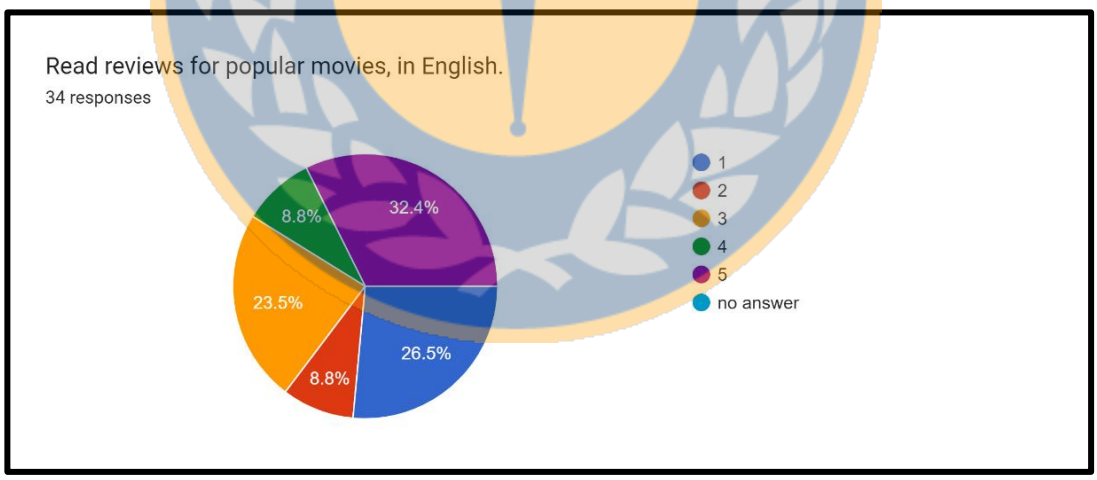
Statement No.10: “Read personal letters or notes written to you in which the writer has deliberately used simple words”



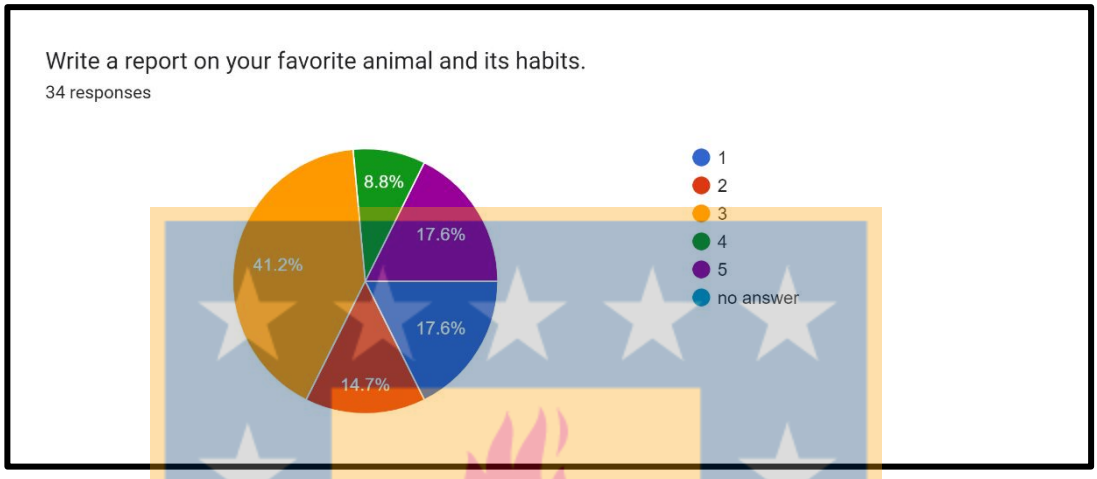
Statement No.11: "Read an advertisement on an English website to find a good item you can buy, for example Amazon"



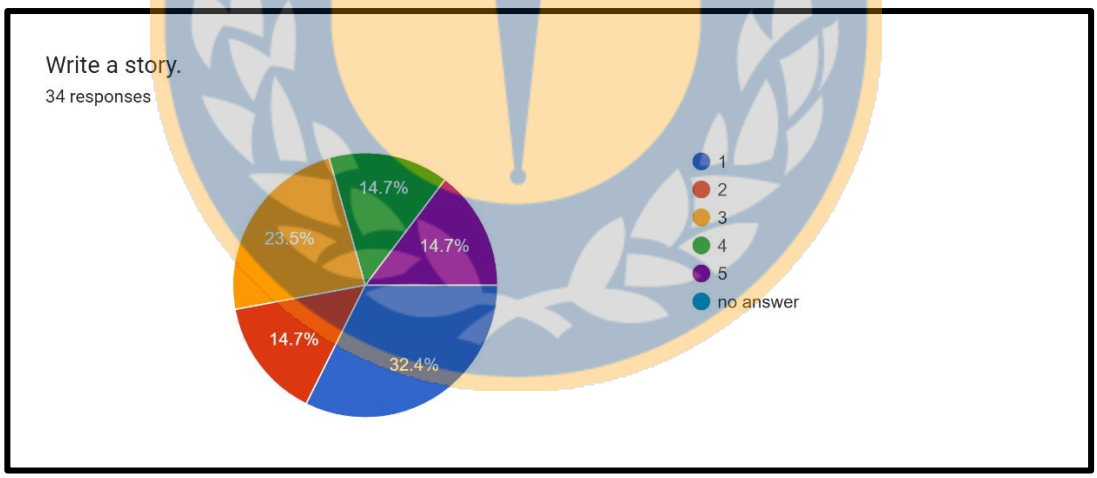
Statement No.12: "Read reviews for popular movies, in English"



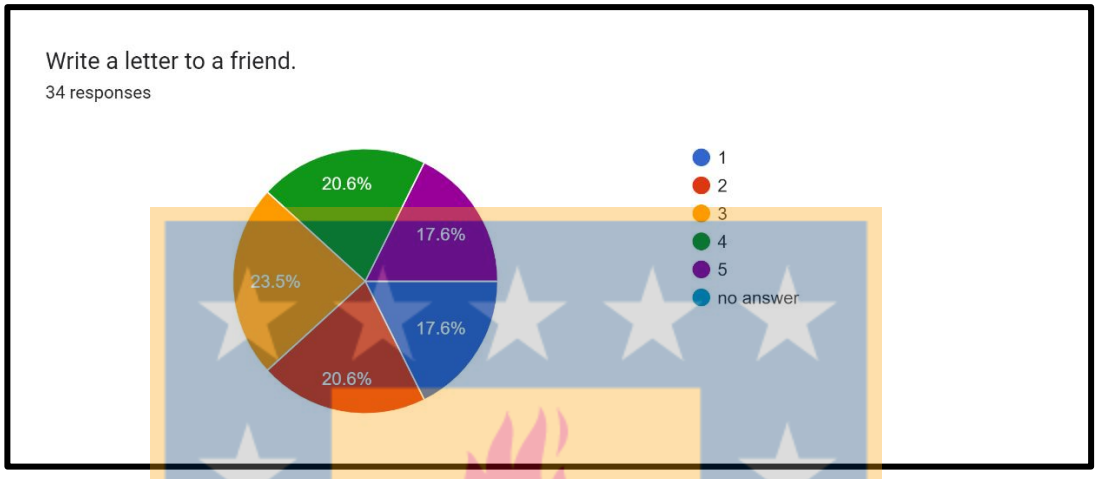
Statement No.13: “Write a report on your favorite animal and its habits”



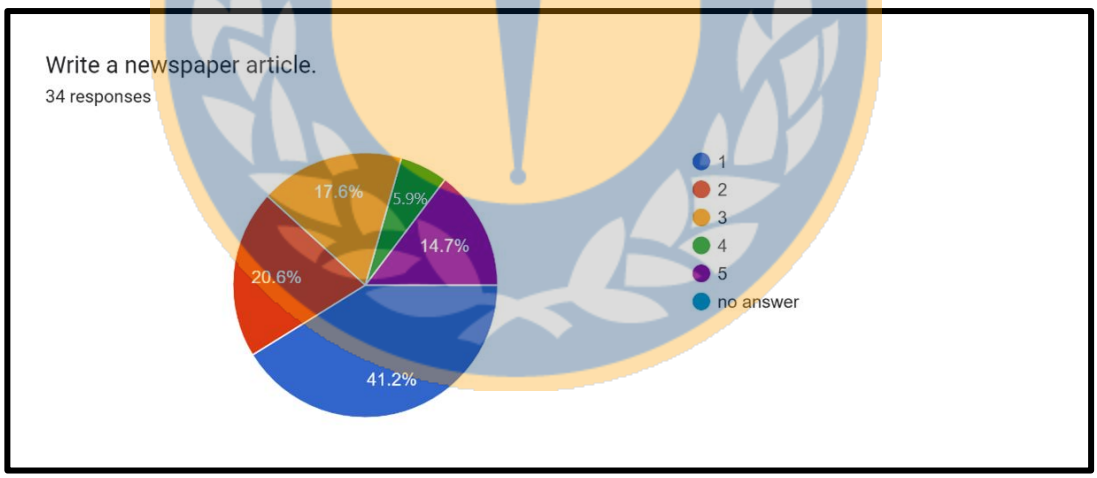
Statement No.14: “Write a story”



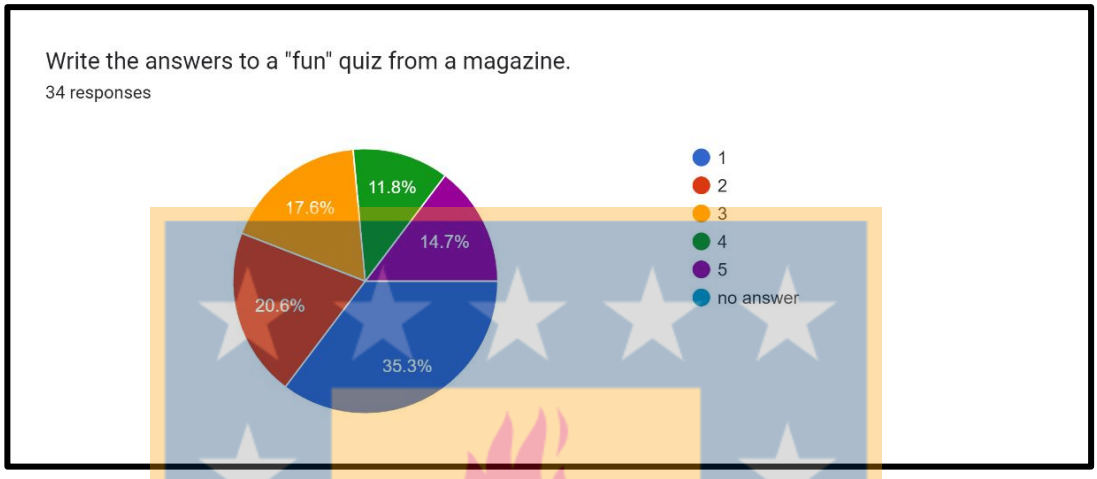
Statement No.15: “Write a letter to a friend”



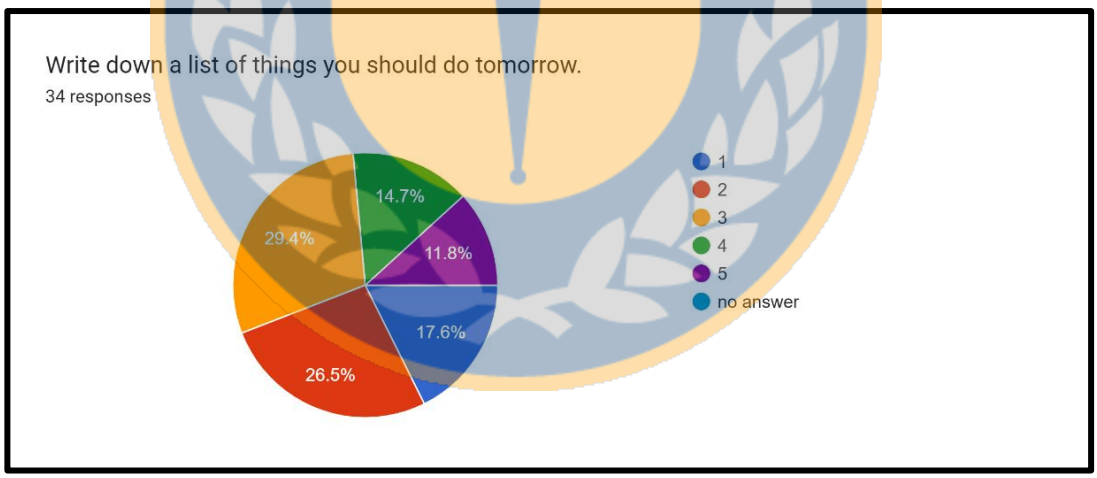
Statement No.16: “Write a newspaper article”



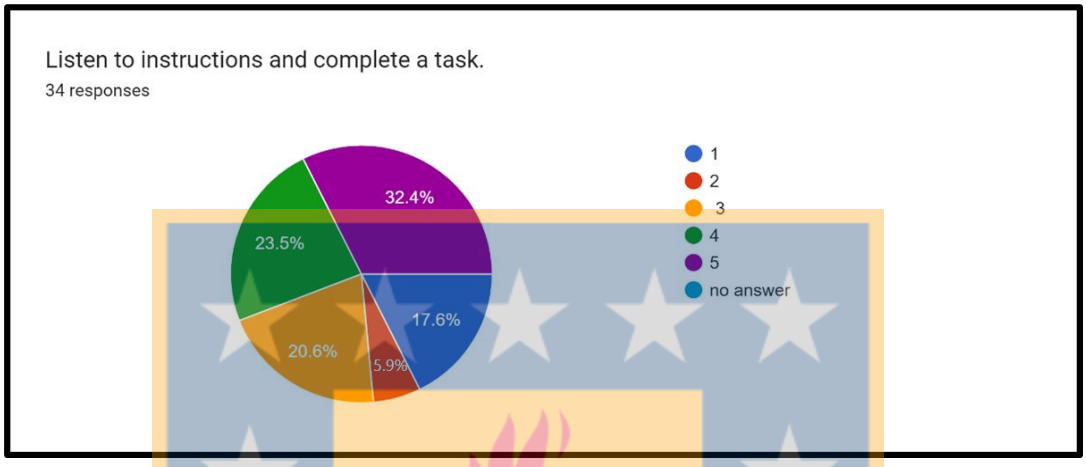
Statement No.17: “Write the answers to a "fun" quiz from a magazine”



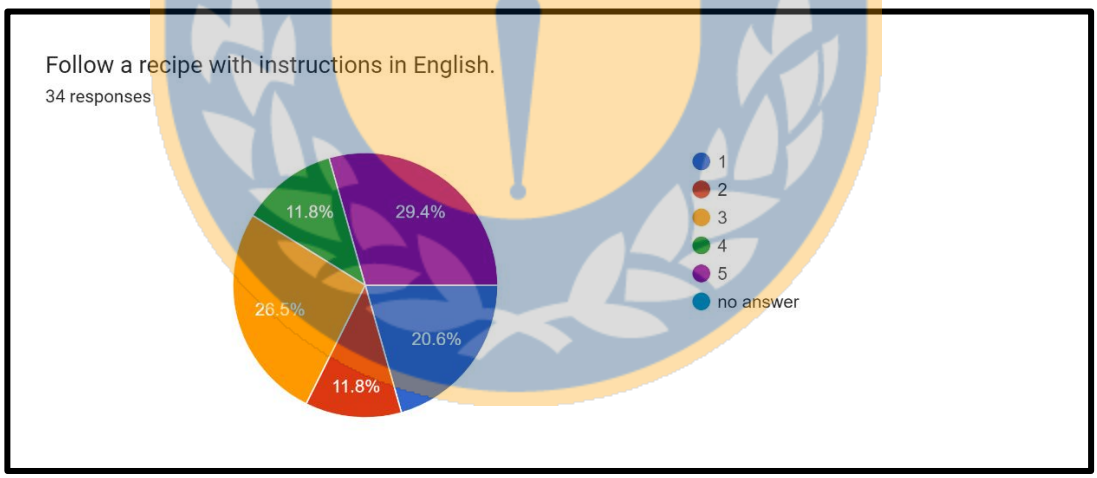
Statement No.18: “Write down a list of things you should do tomorrow”



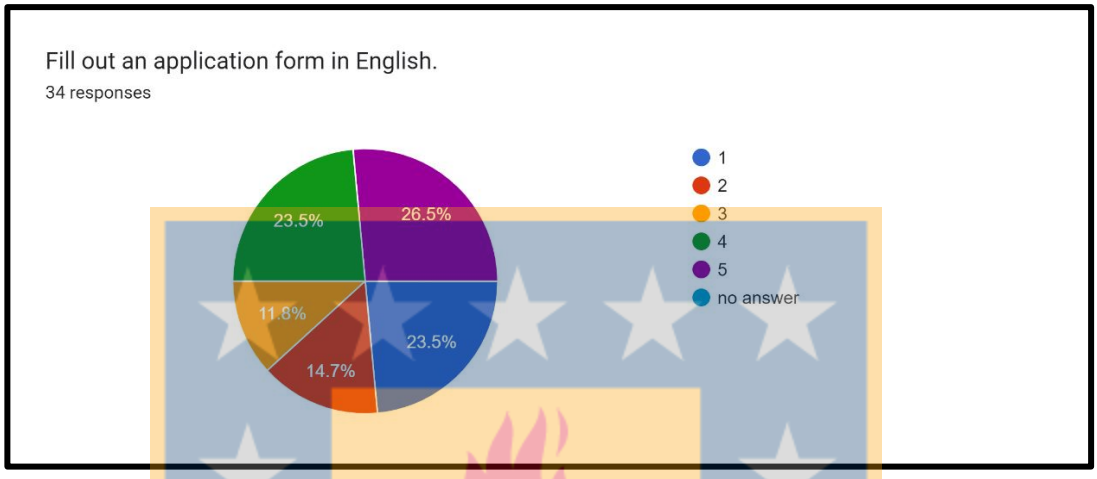
Statement No.19: “Listen to instructions and complete a task”



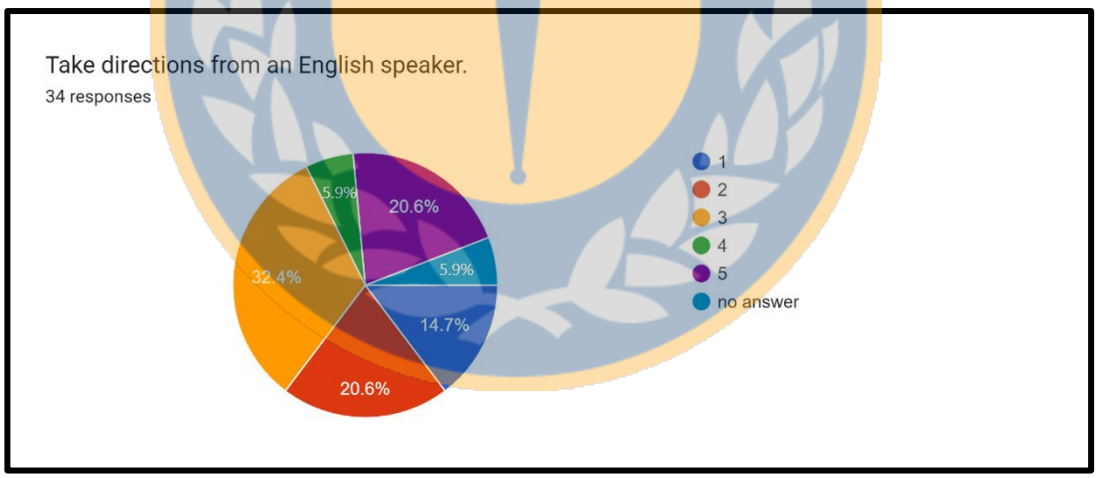
Statement No.20: “Follow a recipe with instructions in English”



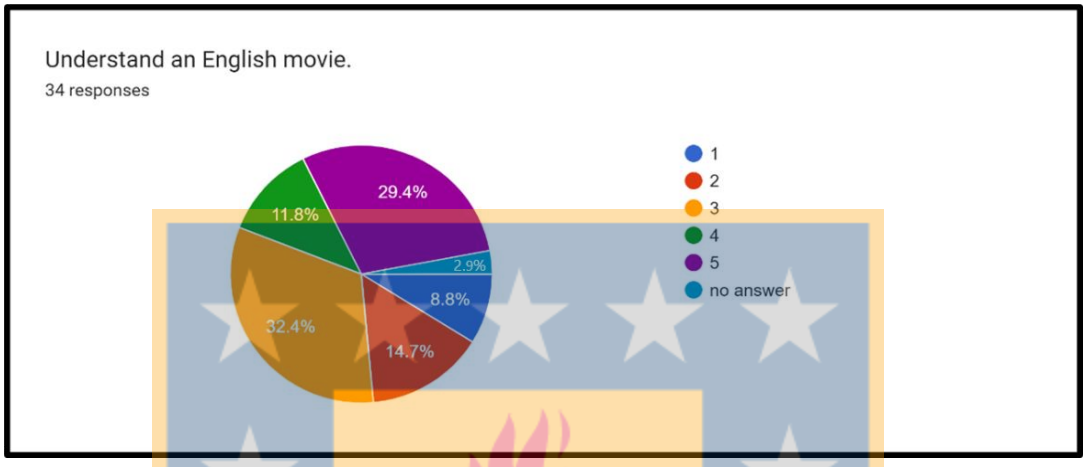
Statement No.21: “Fill out an application form in English”



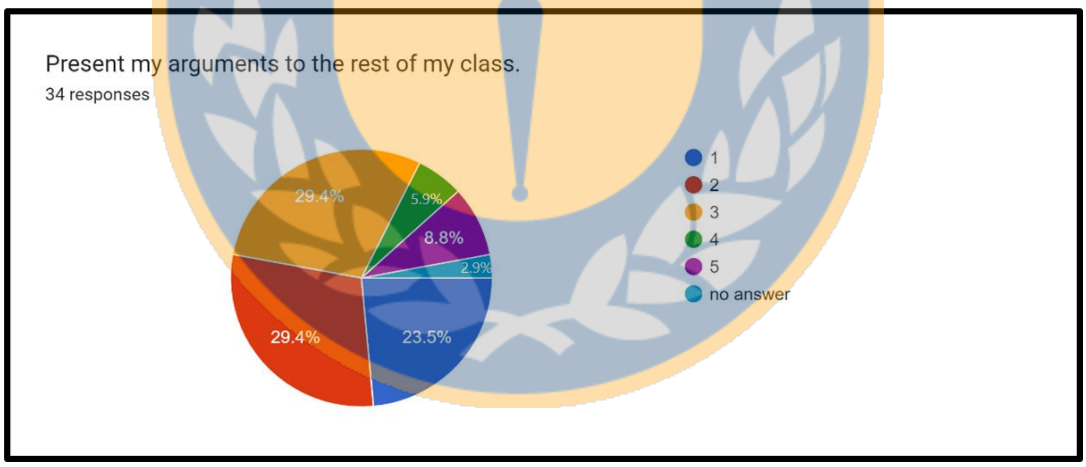
Statement No.22: “Take directions from an English speaker”



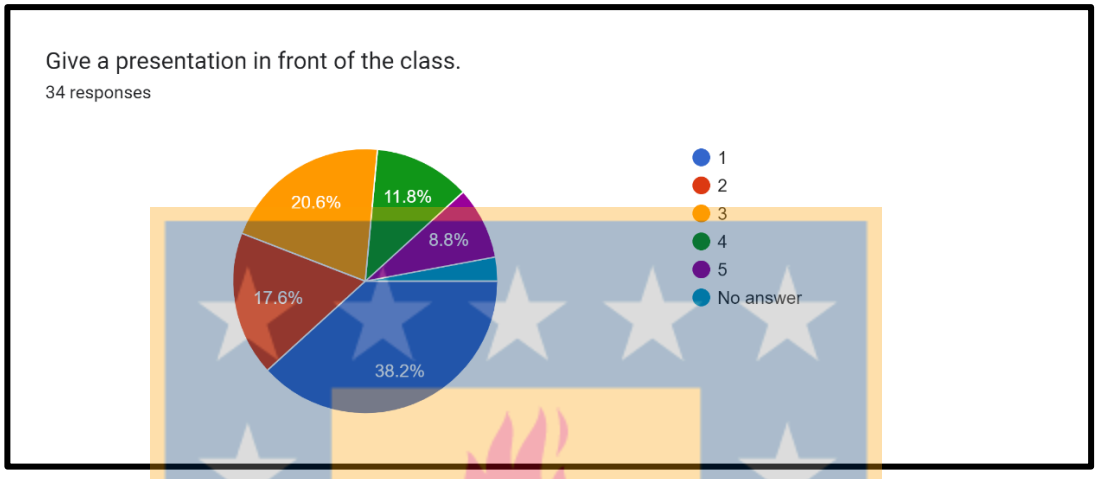
Statement No.23: “Understand an English movie”



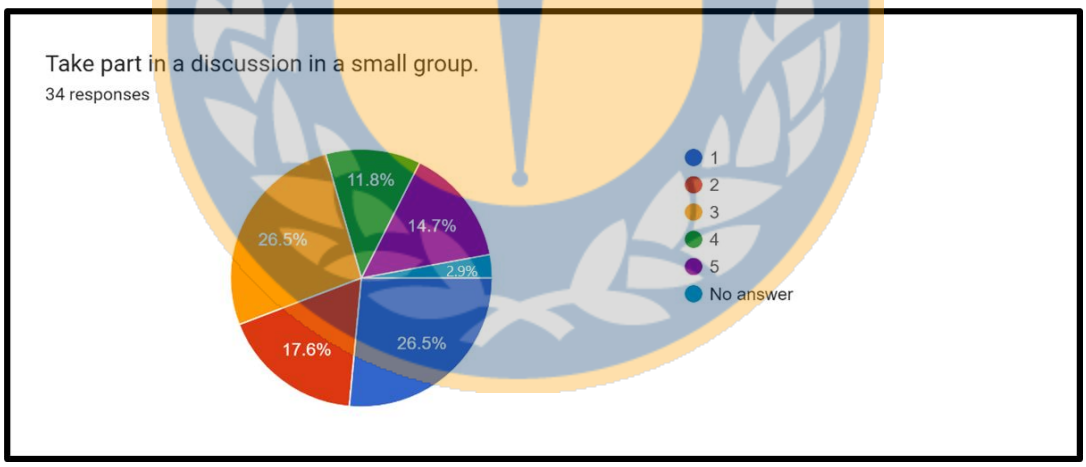
Statement No.24: “Present my arguments to the rest of my class”



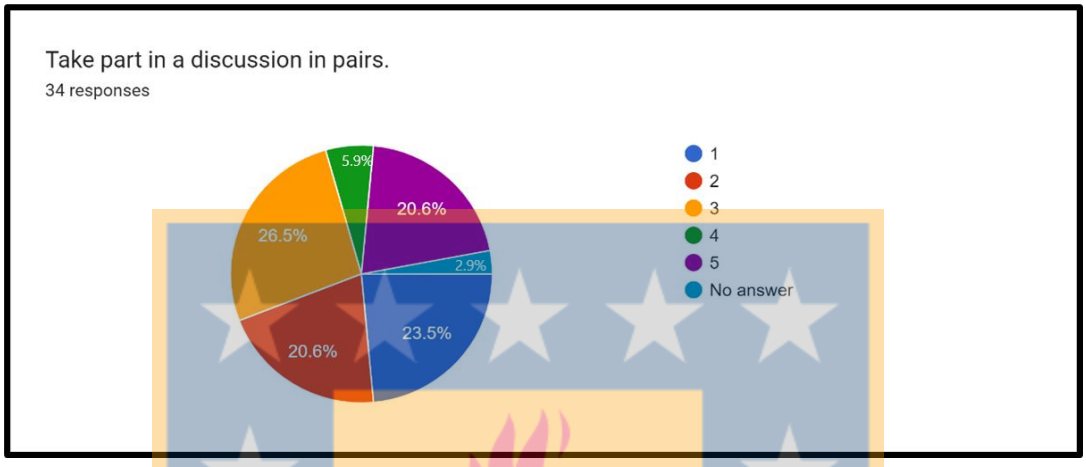
Statement No.25: “Give a presentation in front of the class”



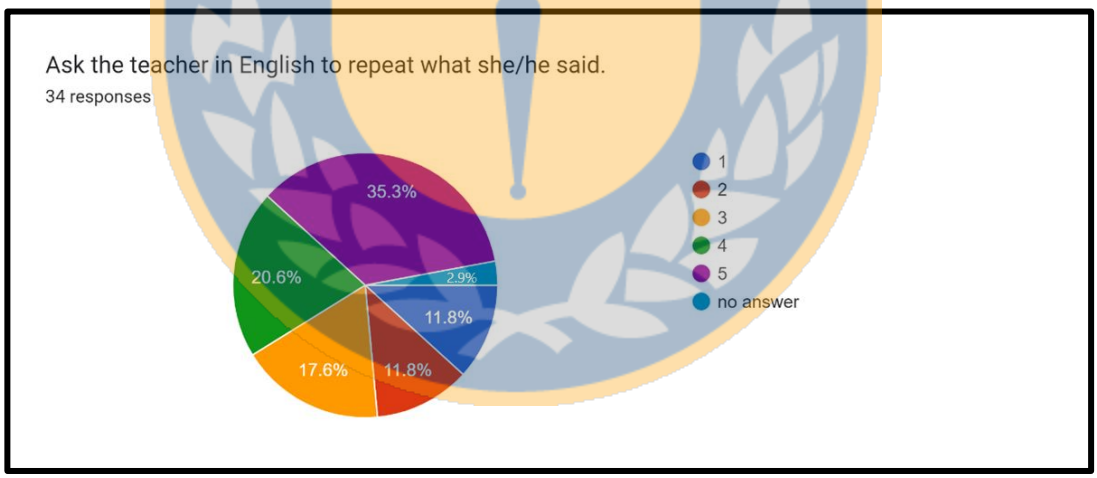
Statement No.26: “Take part in a discussion in a small group”



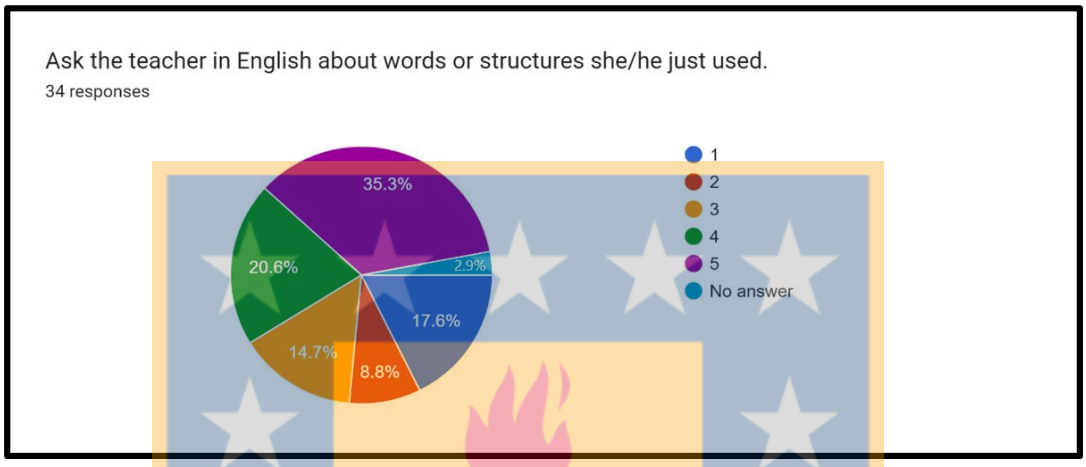
Statement No.27: "Take part in a discussion in pairs"



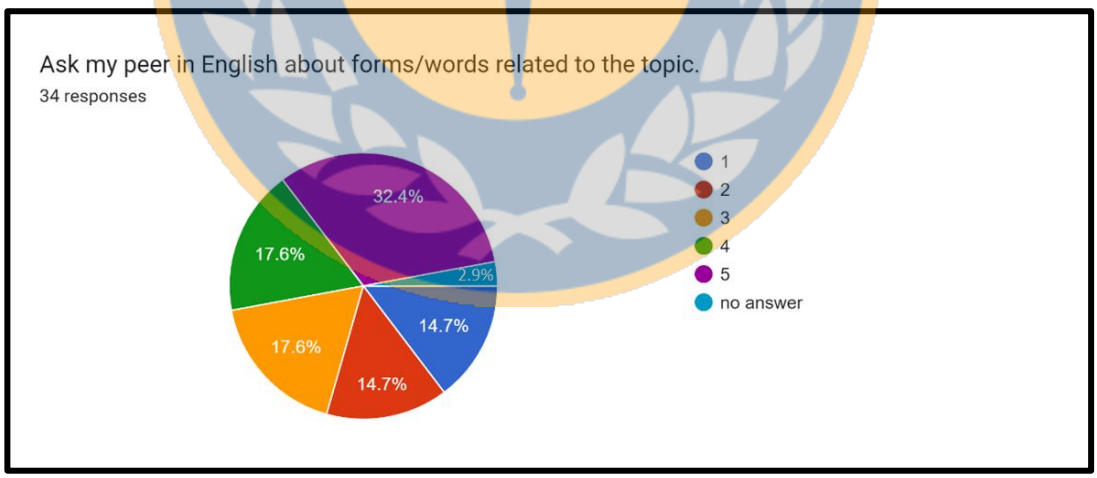
Statement No.28: "Ask the teacher in English to repeat what she/he said"



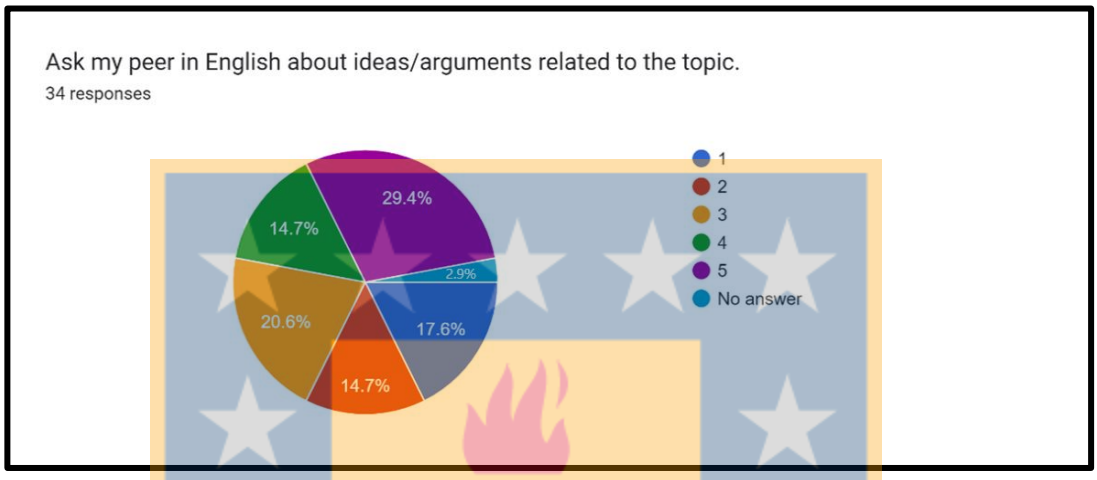
Statement No.29: "Ask the teacher in English about words or structures she/he just used"



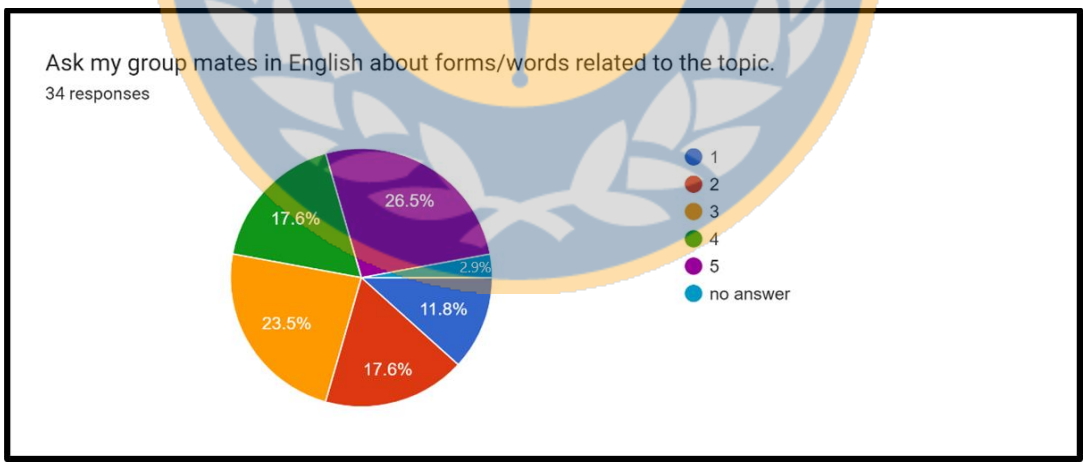
Statement No.30: "Ask my peer in English about forms/words related to the topic"



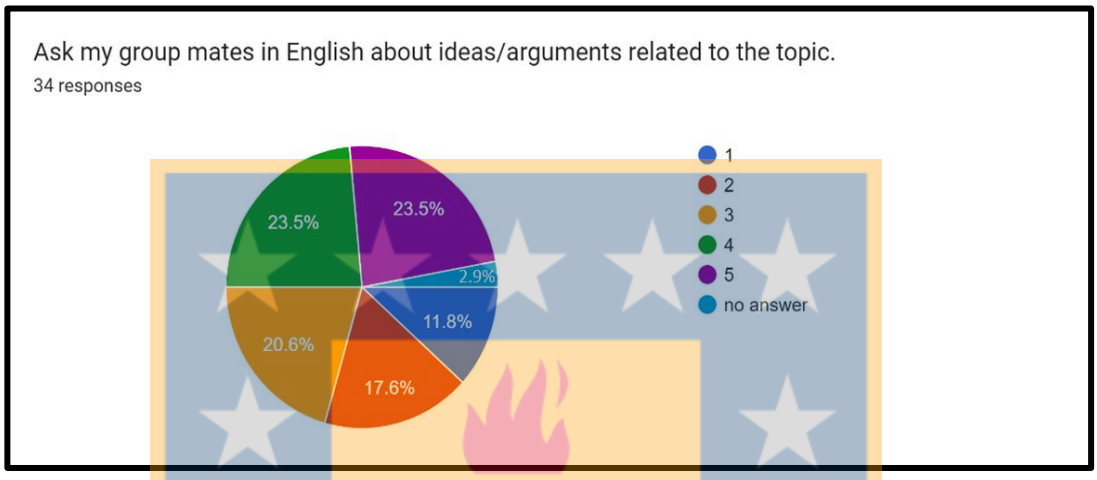
Statement No.31: "Ask my peer in English about ideas/arguments related to the topic"



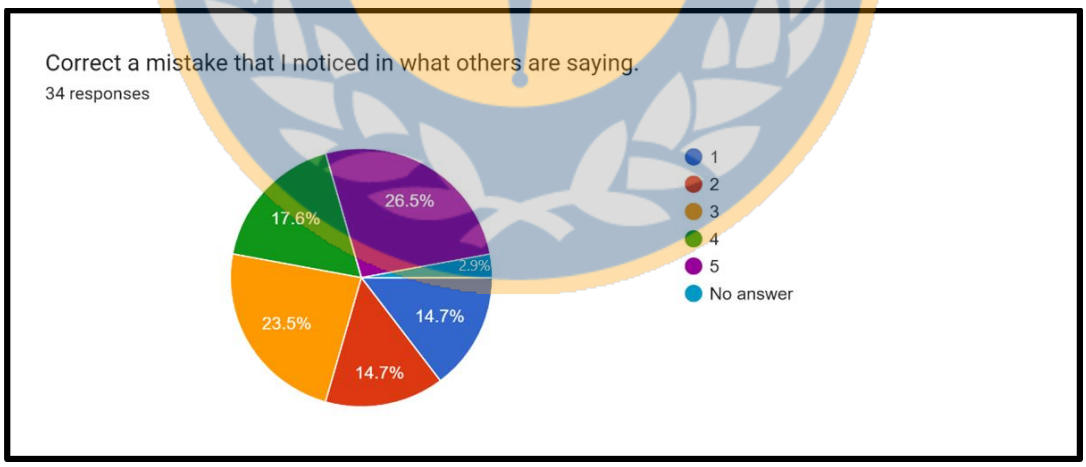
Statement No.32: "Ask my group mates in English about forms/words related to the topic"



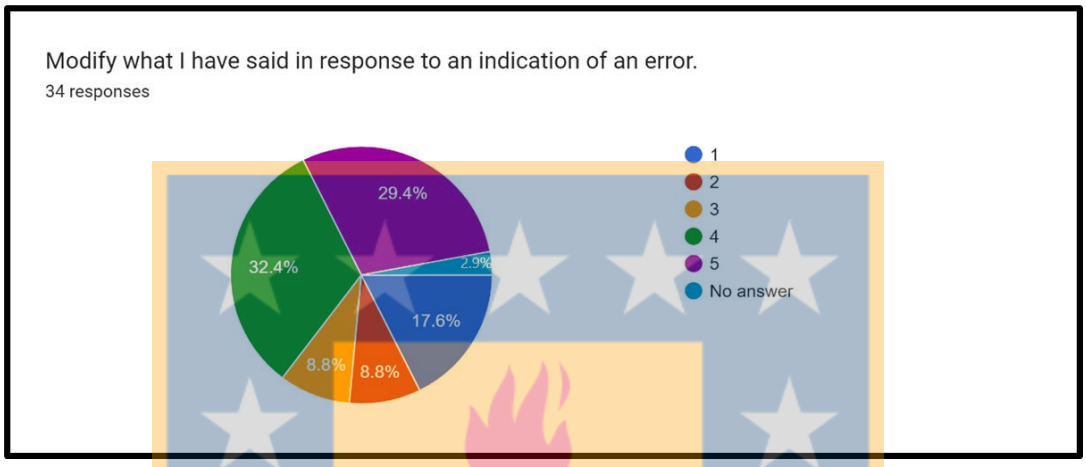
Statement No.33: "Ask my group mates in English about ideas/arguments related to the topic"



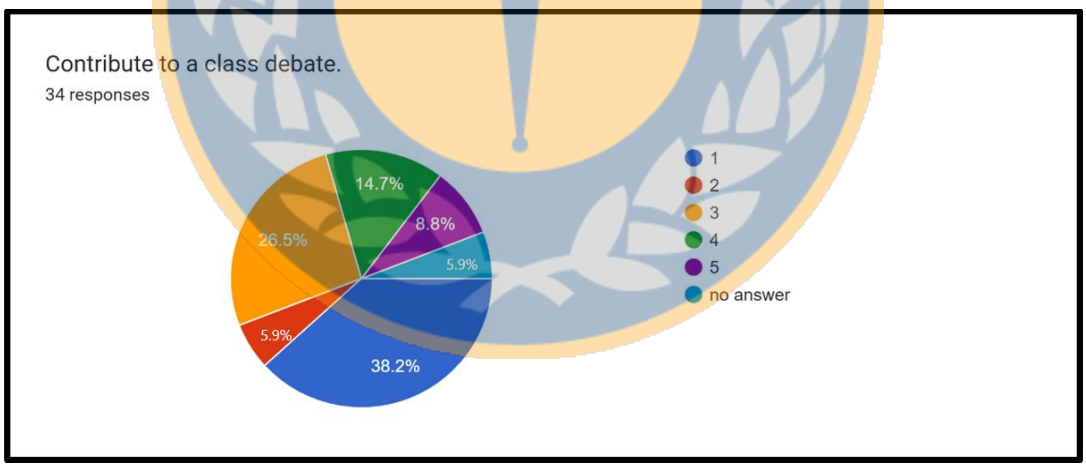
Statement No.34: "Correct a mistake that I noticed in what others are saying"



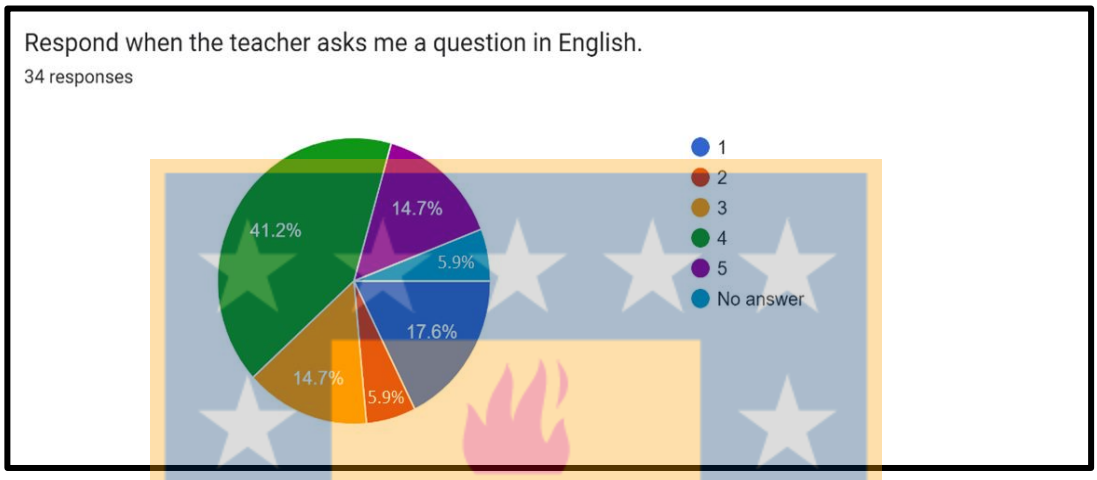
Statement No.35: "Modify what I have said in response to an indication of an error"



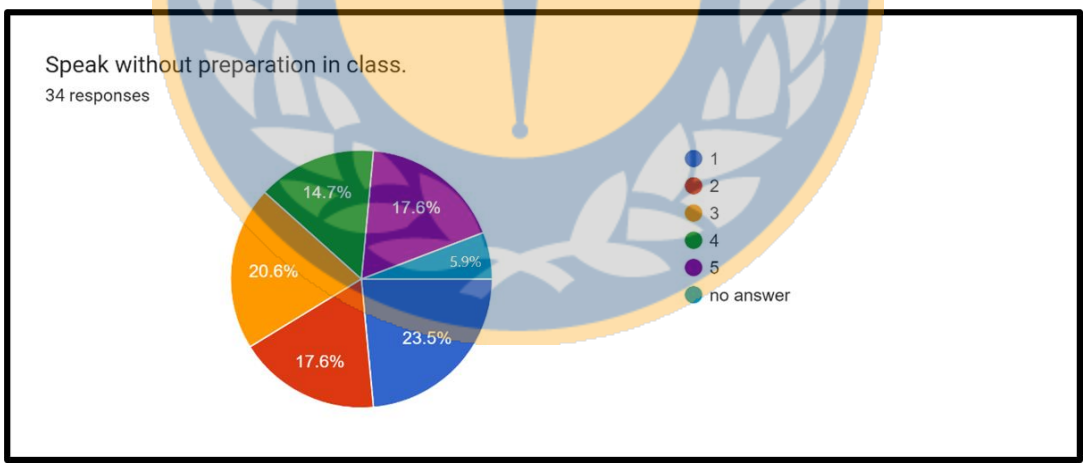
Statement No.36: "Contribute to a class debate"



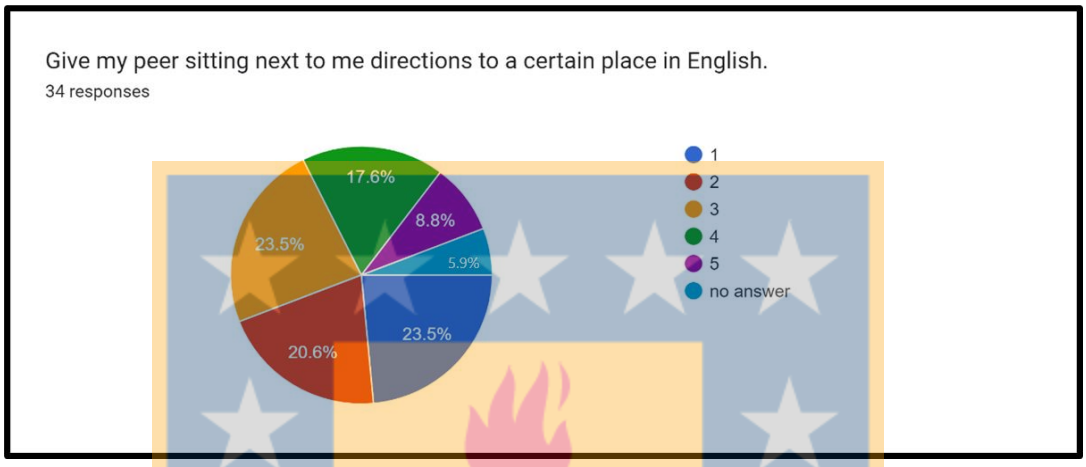
Statement No.37: "Respond when the teacher asks me a question in English"



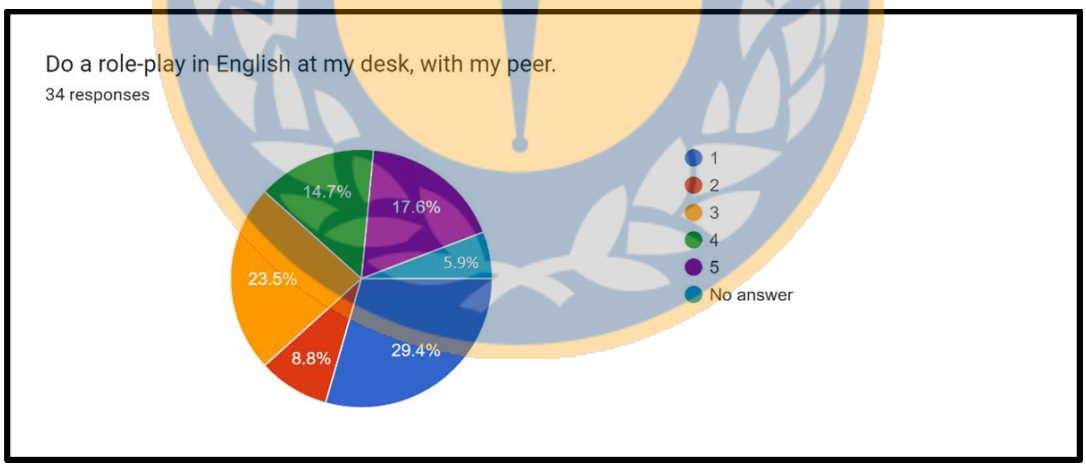
Statement No.38: "Speak without preparation in class"



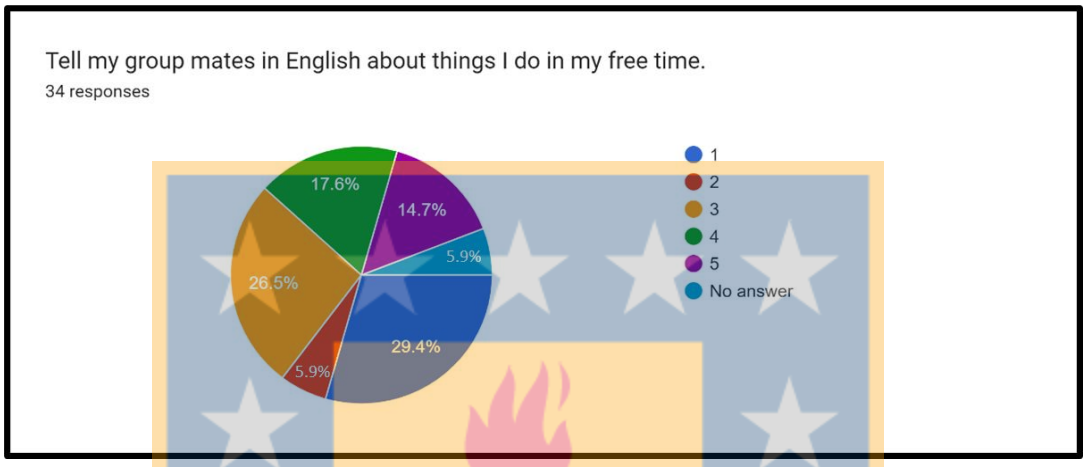
Statement No.39: "Give my peer sitting next to me directions to a certain place in English"



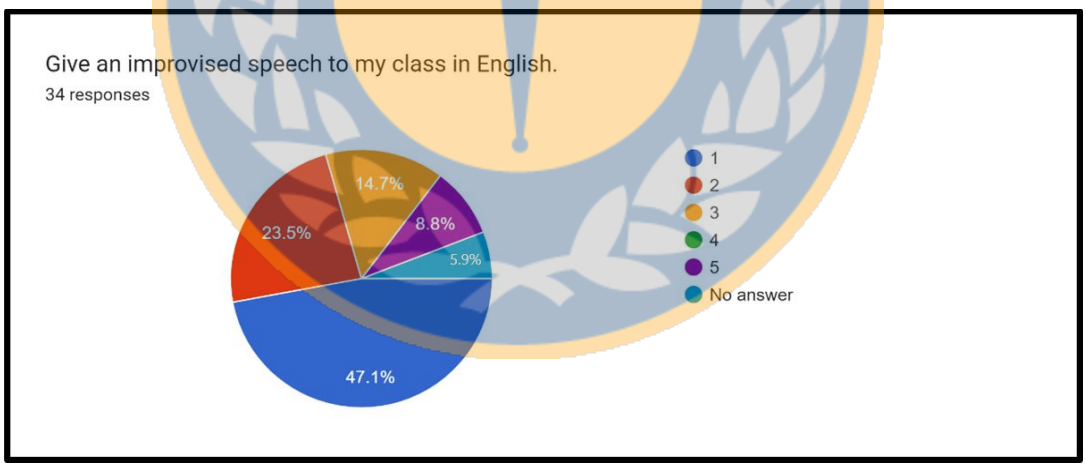
Statement No.40: "Do a role-play in English at my desk, with my peer"



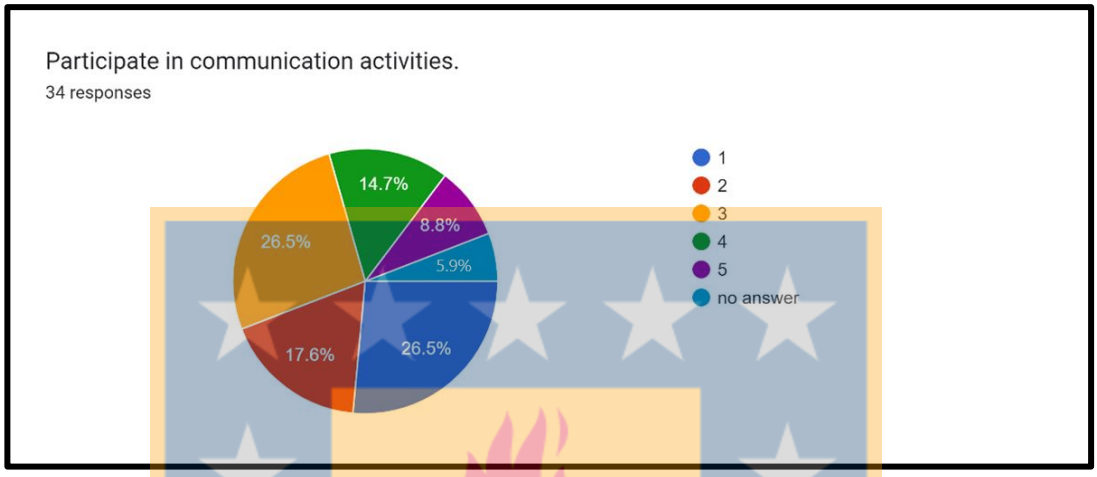
Statement No.41: "Tell my group mates in English about things I do in my free time"



Statement No.42: "Give an improvised speech to my class in English"



Statement No.43: “Participate in communication activities”



Appendix G: Final results from Pre-intervention and Post-intervention survey of WTC

Statement	Pre survey to measure WTC				Post survey to measure WTC			
	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)	N.A	Unwilling (1-2)	Hesitant (3)	Willing (4-5)
No.1: "Speaking in a group about your summer vacation"	-	55.9%	14.7%	29.4%	-	41.2%	20.6%	38.3%
No.2: "Speaking to your teacher about your homework assignment"	-	47%	17.6%	35.3%	-	38.2%	20.6%	41.1%
No.3: "A foreigner student enters the room you are in, how willing would you be to have a conversation if he talked to you first?"	-	29.4%	23.5%	47.1%	-	26.5%	17.6%	55.8%
No.4: "How willing would you be to perform a role play?"	-	47.1%	14.7%	38.2%	-	41.2%	17.6%	41.2%
No.5: "Describe the rules of your	-	29.4%	23.5%	47.1%	-	50%	8.8%	41.2%

favorite game”								
No.6: “Play a game in English, for example Monopoly”	-	23.6%	5.9%	70.6%	-	23.5%	23.5%	53%
No.7: “Read a novel”	2.9 %	58.8%	8.8%	29.4%	-	38.3%	20.6%	41.1%
No.8: “Read an article in a paper”	-	61.8%	20.6%	17.6%	-	47.1%	20.6%	32.3%
No.9: “Read messages from a foreigner English friend on an online game”	-	17.7%	11.8%	70.6%	-	23.6%	20.6%	55.8%
No.10: “Read personal letters or notes written to you in which the writer has deliberately used simple words”	-	17.6%	29.4%	52.9%	-	35.3%	11.8%	52.9%
No.11: “Read an advertisement on an English website to find a good item you can buy, for example Amazon”	-	26.5%	26.5%	47.1%	-	29.4%	20.6%	50%
No.12: “Read reviews for popular movies, in English”	-	44.1%	11.8%	44.2%	-	35.3%	23.5%	41.2%
No.13: “Write a report on	-	35.3%	35.3%	29.4%	-	32.3%	41.2%	26.4%

your favorite animal and its habits”								
No.14: “Write a story”	-	41.2%	23.5%	35.3%	-	47.1%	23.5%	29.4%
No.15: “Write a letter to a friend”	-	47.1%	20.6%	32.4%	-	38.2%	23.5%	38.2%
No.16: “Write a newspaper article”	-	67.7%	11.8%	20.6%	-	61.8%	17.6%	20.6%
No.17: “Write the answers to a "fun" quiz from a magazine”	-	52.9%	14.7%	32.4%	-	55.9%	17.6%	26.5%
No.18: “Write down a list of things you should do tomorrow”	-	47.1%	17.6%	35.2%	-	44.1%	29.4%	26.5%
No.19: “Listen to instructions and complete a task”	-	20.6%	29.4%	50%	-	23.5%	20.6%	55.9%
No.20: “Follow a recipe with instructions in English”	-	29.4%	20.6%	50%	-	32.4%	26.5%	41.2%
No.21: “Fill out an application form in English”	-	44.1%	14.7%	41.2%	-	38.2%	11.8%	50%
No.22: “Take directions from an English speaker”	2.9 %	38.2%	14.7%	44.2%	5.9 %	35.3%	32.4%	26.5%
No.23: “Understand	2.9 %	26.5%	20.6%	50%	2.9 %	23.5%	32.4%	41.2%

an English movie"								
No.24: "Present my arguments to the rest of my class"	2.9 %	58.8%	11.8%	26.5%	2.9 %	52.9%	29.4%	14.7%
No.25: "Give a presentation in front of the class"	2.9 %	70.6%	11.8%	14.7%	2.9 %	55.8%	20.6%	20.6%
No.26: "Take part in a discussion in a small group"	2.9 %	41.2%	20.6%	35.3%	2.9 %	44.1%	26.5%	26.5%
No.27: "Take part in a discussion in pairs"	2.9 %	44.1%	17.6%	35.3%	2.9 %	44.1%	26.5%	26.5%
No.28: "Ask the teacher in English to repeat what she/he said"	2.9 %	26.5%	17.6%	53%	2.9 %	23.6%	17.6%	55.9%
No.29: "Ask the teacher in English about words or structures she/he just used"	2.9 %	29.4%	14.7%	53%	2.9 %	26.4%	14.7%	55.9%
No.30: "Ask my peer in English about forms/words related to the topic"	2.9 %	32.3%	2.9%	61.8%	2.9 %	29.4%	17.6%	50%
No.31: "Ask my peer in English about ideas/arguments related to the topic"	2.9 %	35.3%	20.6%	41.2%	2.9 %	32.3%	20.6%	44.1%
No.32: "Ask my group	2.9 %	44.1%	11.8%	41.2%	2.9 %	29.4%	23.5%	44.1%

mates in English about forms/words related to the topic”								
No.33: “Ask my group mates in English about ideas/arguments related to the topic”	2.9 %	41.2%	17.6%	38.2%	2.9 %	29.4%	20.6%	47%
No.34: “Correct a mistake that I noticed in what others are saying”	2.9 %	29.4%	5.9%	61.8%	2.9 %	29.4%	23.5%	44.1%
No.35: “Modify what I have said in response to an indication of an error”	2.9 %	26.5%	11.8%	58.8%	2.9 %	26.4%	8.8%	61.8%
No.36: “Contribute to a class debate”	8.8 %	52.9%	17.6%	20.6%	5.9 %	44.1%	26.5%	23.5%
No.37: “Respond when the teacher asks me a question in English”	8.8 %	29.4%	23.5%	38.2%	5.9 %	23.5%	14.7%	55.9%
No.38: “Speak without preparation in class”	8.8 %	38.3%	29.4%	23.5%	5.9 %	41.1%	20.6%	32.3%
No.39: “Give my peer sitting next to me directions to a certain place in English”	8.8 %	47.1%	17.6%	26.4%	5.9 %	44.1%	23.5%	26.4%

No.40: “Do a role-play in English at my desk, with my peer”	8.8 %	47%	8.8%	35.3%	5.9 %	38.2%	23.5%	32.3%
No.41: “Tell my group mates in English about things I do in my free time”	8.8 %	50%	14.7%	26.4%	5.9 %	35.3%	26.5%	32.3%
No.42: “Give an improvised speech to my class in English”	6.1 %	57.6%	18.2%	18.2%	5.9 %	70.6%	14.7%	8.8%
No.43: “Participate in communication activities”	8.8 %	44.1%	14.7%	32.3%	5.9 %	23.5%	26.5%	44.1%