

MATERIALS TO FOSTER ORAL INTERACTION AND MOTIVATION

Teacher-Made Materials to Foster Oral Interaction and Extrinsic Motivation

Adriana Patricia Ramírez Garzón

Thesis Director: María Fernanda Téllez Téllez

Universidad Externado de Colombia

School of Education

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María Fernanda Téllez Téllez MA. Thesis Director

Julio Cesar Gómez Barón. Ph.D. Juror

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Abstract

This qualitative action research study describes the contribution of teacher-made worksheets focused on 10th graders' oral interaction and extrinsic motivation in a private school in Bogotá, Colombia. This study was conducted with ten students between 15 and 17 years old in English basic level. The instruments used to collect data were worksheets, field notes, and video recordings. In addition, to analyse data, I followed the grounded approach and methodological and theoretical triangulation. The findings showed that creating and implementing teacher-made materials (worksheets) boosted students' oral interaction and extrinsic motivation after solving diverse activities which included students' needs. Furthermore, students were involved in different oral interaction activities which allowed them to improve their social relationships when interacting with others. Finally, I realised that students increased their expectancy of success in life through the use of some inspirational quotes when they exchanged in diverse settings in the school.


Keywords: teacher-made materials, oral interaction, extrinsic motivation

Resumen

Este estudio de investigación acción cualitativa describe la contribución de la elaboración de guías de trabajo por parte de la profesora enfocadas en la interacción oral y en la motivación extrínseca de los estudiantes de décimo grado en un colegio privado de Bogotá, Colombia. Este estudio fue conducido con diez estudiantes entre los 15 y los 17 años de nivel básico de inglés. Los instrumentos empleados para recolectar la información fueron las guías de trabajo, notas de campo y la grabación de videos. Además, para analizar la información, se siguió el enfoque fundamentado y la triangulación metodológica y teórica. Los hallazgos mostraron que los materiales creados (guías de trabajo) impulsaron la interacción oral y la motivación extrínseca luego de solucionar las diversas actividades que incluyeron las necesidades de los estudiantes. Además, los estudiantes se involucraron en diferentes actividades orales que les permitieron mejorar sus relaciones sociales cuando interactuaron con otros. Finalmente, se observó que los estudiantes incrementaron sus expectativas de éxito en la vida a través del uso de algunas citas inspiratorias cuando ellos intercambiaron en diversos sitios en el colegio.

Palabras clave: elaboración de materiales por el profesor, interacción oral, motivación extrínseca

Resumen Analítico en Educación - RAE

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2. Descripción	
<p>This research study described the contribution of teacher-made worksheets in students' oral interaction and extrinsic motivation on 10th graders in a private school in Bogotá, Colombia. This qualitative action research study was carried out with ten students between 15 and 17 years old. The data gathering instruments were worksheets, field notes and video recordings. To analyse this information, I used the grounded approach theory. The findings revealed that the design and implementation of teacher-made materials (worksheets) improved students' oral interaction and extrinsic motivation after solving significant, relevant and meaningful activities. Moreover, students participated in oral interaction activities that allowed them to build social relationships at the moment of interacting each other. Finally, developed the artefacts in different school places,</p>	

encouraged students to realise the importance of achieve their academic goals through some inspirational quotes.

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4. Contenidos

The current study comprises five chapters. Chapter one portrays the research problem, statement of the problem, the general and specific objectives, the related studies, the setting and the rationale. In chapter two, the literature review and the three theoretical constructs are explained. Chapter three explains the methodological design which entails the approach, the type of study, the participants and the data gathering instruments. This chapter also illustrated the instructional design, including the pedagogical intervention, the instructional objectives, intervention as innovation, theory of the nature of language and language learning, the connection of the

pedagogical intervention with the research question and the instructional phases. Chapter four describes the data analysis procedure and the research categories and sub-categories. Finally, chapter five shows the conclusions, the pedagogical implications, and the limitations and suggested questions for further research studies.

5. Metodología

The teacher-researcher conducted this study within a qualitative approach to interpret data gathering. The type of study was action research. Bearing in mind a needs assessment (survey), the teacher designed and implemented six worksheets to 10 participants between 15 and 17 years old on 10th grade in a private school. Data were gathered through three instruments: artefacts (worksheets), field notes and video recordings. The grounded approach helped the teacher-researcher analyse the theory and all reflections emerged from the data. This data was transcribed and then analysed through the methodological triangulation approach. After that, it was necessary to reduce the data by using the colour coding technique to identify common patterns and generate categories and sub-categories to answer the research question.

6. Conclusiones

The conclusions, firstly, showed that designing and implementing teacher-made materials (worksheets) improved students' oral interaction and extrinsic motivation when students completed their assignments. In addition, students participated in oral interaction activities that helped them to work together fostering students-students and teacher-students interaction. Finally, the students' extrinsic motivation boosted their self-confidence and self-esteem. Students communicated their ideas without fear or hesitation when interacting with others.

Elaborado por:	Adriana Patricia Ramírez Garzón
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Revisado por:	María Fernanda Téllez Téllez
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Introduction

The successful process of learning English as a foreign language (EFL) requires effort, commitment, and support from school teachers. Some students attending basic level English classes in a private school in Bogotá, Colombia, demonstrated that they had some listening, writing and reading skills, although they made mistakes. Conversely, others faced obstacles when speaking English due to high levels of anxiety or reluctance to speak and make mistakes in front of others, since they had not had many opportunities to develop their oral skills in school. On this basis, I decided to design and develop teacher-made materials (six worksheets) to foster students' oral interaction and increase their extrinsic motivation, with the aim of helping 10th graders manage their weaknesses.

One reason for conducting a research study on developing students' oral interaction and extrinsic motivation was the National Bilingual Programme (2004-2019) which intends to have competitive citizens who are able to interact in the wider world context. According to this programme, the Colombian government has been working on the implementation of projects and policies to improve citizens' English learning. This programme has as an objective for Colombian citizens to communicate proficiently in English by the year 2019 (MEN, 2004/2017, [Power Point Slides]). Thus to achieve this purpose, students are required to become involved in diverse activities that enhance their learning of the English language to develop their communicative skills in a gradual way. Another programme proposed by the National Ministry of Education in Colombia (Ministerio de Educación Nacional, MEN) to support English learning in citizens is called "Colombia Very Well!" (2015-2025) which aims to "promote the improvement of educational standards" for Colombian citizens by 2025 (MEN, 2013/2017, [Power Point Slides]).

Hence, schools should work, day by day, to improve the quality of Colombian education through the development of institutional policies and the Institutional Education Project (PEI hereafter for its acronym in Spanish) to develop students' English skills by helping them express their ideas and interact with others to a high standard and in an accurate manner.

Finally, this document is organised into five chapters. The first chapter entails the statement of the problem, the research question with the corresponding general and specific objectives, the related studies, the setting, and the rationale. The second chapter presents the literature review of the three theoretical constructs. The third one explains the methodological design which includes the research and instructional designs. The fourth chapter portrays the data analysis procedure, and the research categories and subcategories. The fifth one reveals the conclusions and the pedagogical implications of the research study.

Chapter I

Research Problem

Statement of the Problem

This research study responded to the necessity for promoting opportunities for students, in a private school, to express their thoughts, ideas, and opinions, in a relaxing atmosphere when participating in oral activities. As a teacher-researcher, I noticed that students were reluctant to work when the study guidelines, books and reader books used did not enable them to perform specific oral activities, identified through a needs assessment: survey (See Appendix A), class observations, and three loop-writing activities kept in a reflective journal to gather information of their performance in English classes. The evidence showed that most of the students were not motivated by oral activities because they felt they were not achieving their goals or expectations in the English classes. Furthermore, the materials, topics and pictures were not meeting their needs and interests as students.

Bearing in mind that my role as a teacher-researcher is to look for better ways to help students cope with their difficulties, it is also important to help them express themselves on a daily basis to achieve better oral interaction and raise their extrinsic motivation to speak with others in a foreign language. It is worth mentioning that I found Kumaravadivelu's words (2006) particularly helpful when he highlighted that "experiential studies have revealed that negotiated interaction plays a facilitative, not a casual, role in helping L2 learners develop necessary language knowledge/ability" (p. 34). Consequently, I decided to design and implement six teacher-made materials to engage students in motivating activities, inside and outside the classroom, to promote their oral interaction and facilitate communication without making them feel anxious or stressed at the point of interacting with their peers and teacher.

Research Question

What is the contribution of teacher-made worksheets on 10th graders' oral interaction and extrinsic motivation in a private school?

Research Objectives

General objective: To describe the contribution of teacher-made worksheets on 10th graders oral interaction and extrinsic motivation in a private school.

Specific objectives: (a) to assess the impact of teacher-made worksheets in students; (b) to analyse students' oral interaction in terms of questioning process; (c) to describe extrinsic motivation in students when interacting in an oral way.

Related Studies

In this section, I will describe six related studies focused on the constructs developed in this research study: materials development, oral interaction and extrinsic motivation.

Regarding materials development and oral interaction, a qualitative action research study related to materials development centred on oral activities through photographs to help students develop their speaking skills, conducted by Báez (2013) enhanced interaction in the EFL classroom. This research study was carried out with ninth graders in a public school in Bogotá, Colombia. The instruments used to gather data were a survey, field notes, interviews and photographs. The researcher used the grounded approach for the analysis of the data collected. The findings revealed that the use of photographs encouraged students' participation and enhanced their speaking skills in class. This research contributed to my study in that it offered ideas for implementing oral activities through using authentic materials, such as photographs, to interact in the classroom.

Likewise, Campaña (2014) through a qualitative action research analysed students' performance and enhanced their interaction through materials focused on cooperative learning activities and cultural issues. This research study was carried out in a public school located in Bogotá, Colombia. The participants were 20 eleventh graders; and the instruments used to gather data were surveys, field notes, students' artefacts, and videotape recordings. The methodology used for analysing the data collected was the grounded approach. The findings suggested that students interacted more when they worked in team activities. In addition, the contextualised materials developed by the researcher promoted students' motivation when speaking about cultural issues. Likewise, the materials were attractive for students because they enhanced their knowledge and captured their interest in other cultures. Accordingly, this research study was relevant to mine because it encouraged the development of oral interaction through the implementation of cooperative learning activities dealing with motivating cultural issues.

Regarding materials development and extrinsic motivation, another qualitative action research that is related to this study was conducted by Gutiérrez (2017) on exploring Collaborative Learning in A1 (CEFR) students to foster their self-direction and motivation to learn. This research study was carried out in a public school near Bogotá with 15 tenth graders. The instruments used to gather data were interviews, students' learning diaries and a teacher's journal. The findings revealed that most students developed self-directed behaviours and were motivated when practising the target language. Self-direction, confidence and high levels of awareness were fostered in students to improve their academic learning achievements. This study was linked to mine because the researcher used contextualised materials to boost students' attitudes, motivation, and self-confidence towards learning.

Moreover, in their action research study, Duarte and Escobar (2008) explored how by using adapted materials enabled 15 students of intermediate English level at Universidad Nacional de Colombia, Bogotá, to increase their motivation. The researchers collected data using three questionnaires implemented during the intervention. The findings showed that adapted and implemented didactic units to analyse students' perceptions towards the materials can have a significant and decisive influence on students' motivation in the process of learning English as a foreign language. The contribution of this research study was relevant to me because adapting and implementing materials boosted students' motivation for learning English. Also, it showed me how students felt regarding the promotion of spontaneous communication through appealing activities which in turn fostered my own abilities to create materials and include inspirational quotes in the worksheets.

Regarding oral interaction and extrinsic motivation, a qualitative case study conducted by Buitrago and Ayala (2008) with 33 tenth graders, between 15 to 19 years old, focused on oral strategies to explore meaningful activities in a public school in Bogotá, Colombia. The instruments used to collect information were surveys, classroom observation, field notes and audio and video recordings. The findings suggested that it is not possible to obtain perfect classroom conditions for all the students. In addition, the evidence showed that oral interaction helped students express their ideas asking and answer questions regarding motivating activities using videotapes that students liked. This study helped me to encourage students to participate in oral activities.

Another research study related to speaking and extrinsic motivation was a qualitative study conducted by Báez and Chacón (2013) that fostered teaching techniques to enhance students' extrinsic motivation when speaking. Although this study was not focused on oral interaction

directly, it promoted students' speaking skills. The study was carried out in a public school in Tunja with pre-service student-teachers from Universidad Pedagógica y Tecnológica de Colombia (UPTC). The instruments used to gather data were a focus group, field notes, and students-teachers' documents. The researchers used the grounded approach for the analysis of the data collected. The findings revealed that student-teachers assumed different roles regarding their teaching techniques which constituted the nature of these roles. Students' motivation was influenced by teaching techniques focused on external factors like personal information sharing and visual aids. The previous research contributed to my study because students could participate in oral activities through extrinsic motivation in the classroom.

All related studies mentioned above were useful to my research study because they provided significant insights with regard to the procedure, the methodology, and the instruments to gather information. Besides, the outcomes attained in the studies encouraged me to do my best throughout the implementation of my pedagogical intervention.

Setting

This research study was carried out at a private school in Bogotá, Colombia with 10th grade students studying basic level English. The school has 946 students, from preschool to high school. Until now, the bilingual education process has been implemented until the fifth grade. One of the aims of the bilingualism programme is to benefit students' academic processes and enhance their language skills. This school follows the Common European Framework of Reference for languages (2001) which described "what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively" (p. 1). In other words, it is paramount to promote and offer different options to improve students' learning, not only in the school but also abroad, through immersion trips to

Canada and the United States, and in the use of the language in computer rooms, English classrooms and different national academic events in schools, institutes and universities. Moreover, it is important to highlight that the PEI of the school stands on the “Doctrinal Framework” and the school mission is focused on providing moral principles to educate students within a Christian perspective, to make a significant contribution to the transformation of society and the conservation of the environment (De La Salle School, 2017, p. 6). As already mentioned, the school intends to align the students to the national framework so that students develop principles and skills to be able to work and live in a way that influences others positively.

Furthermore, this kind of education shapes students’ personality and provides scientific development for the future of the nation while enhancing their academic and personal goals. As the “Doctrinal Framework” states, the school’s vision sees itself as an academic and educational community in a pastoral setting, recognised for its quality in human and Christian education. The school’s framework leads academic processes using an innovative approach for the teaching of values and virtues (De La Salle School, 2017, p. 6). Based on this perspective, the institution will contribute to the country with the education of young people to promote a fair and fraternal Colombian society. Likewise, the school follows the wise words of John Baptist De La Salle (1997) to motivate students to learn values. Thus, using inspirational quotes is linked to the school’s framework. Moreover, this research study presents a significant opportunity to underline the importance of motivating students to learn and encourage teachers to help them fulfil their needs and expectations.

Rationale

As an English teacher and teacher-researcher, one of my concerns is students’ participation and engagement in oral activities implemented in the EFL class, and to increase their extrinsic

motivation within a relaxed atmosphere. Therefore, the aim of this research study was to improve oral interaction and extrinsic motivation through teacher-made materials. Besides, it was important for me because I could explore and enhance my abilities as teacher-researcher and materials developer, observe the contribution of my pedagogical experience to overcome communication interferences with my students, and finally, design new materials, in response to their specific communication needs as human beings and students.

Consequently, the implementation of these teacher-made materials will help students develop oral interaction and extrinsic motivation through the activities designed according to the theoretical constructs underlying this research study. Thus, the students may defend their ideas and opinions without any hesitation at the moment of interacting with others, while attaining their personal and academic goals. What is more, this research study can enrich the methodological approach of the English Department to develop teacher-made materials to enhance English language learning in students. Finally, this research contributes to the line of research on Materials Development and Didactics ascribed to the School of Education in Universidad Externado de Colombia, to transform teacher-researchers' attitudes toward their teaching practice and the evolution of the learning school environment and in the design and implementation of materials.

This research study is aligned to the following principles from the Line of research on Materials Development and Didactics proposed by Núñez, Téllez, and Castellanos (2013). The first principle I considered essential to highlight was “empowering and autonomy” (p. 7), due to its relevance when guiding students to motivate themselves to learn a language, to raise their self-esteem and to be autonomous when expressing their ideas in front of others. The study emphasised the need to overcome difficulties when interacting orally in the EFL learning context.

In sum, the materials developed needed to include activities that allowed students to be more autonomous and self-confident when speaking. Regarding the second principle, I selected “quality assurance and professional development” (p. 8). In this regard, developing materials enhanced EFL teachers’ professional development due to the fact that it provided them with thorough bases to innovate and transform their contexts. Thus, the principle allows teachers to develop their skills to design materials to fulfil students’ needs and expectations and to increase their knowledge and expertise in materials development. The third principle I considered was “justice, equity and inclusion” (p. 6) because the materials implemented responded to the students’ needs according to their contexts, activities and school environment. Likewise, Núñez, Téllez and Castellanos (2017b) stated that: “teacher professional development entails the process of learning and reflecting in teachers’ practices and knowledge of teaching” (p. 24). Based on my teaching experience, this type of professional development will promote and facilitate further research studies to extend and create new methodologies and implement teacher-made materials during the school year as well as permit students to be independent, raise their self-confidence, self-esteem and autonomy. Thus, giving greater importance significance to the materials created by the teacher-researcher in response to students’ expectations needs and interests. Finally, it is relevant that teachers-researchers develop in students the ability to think critically every day. Karakoc (2016) affirmed that “people who research, question, refuse the information’s as it is, active, think analytically” (p. 82). This means that students should address everyday problems in life and appreciate their peers’ and teachers’ thoughts, opinions and ideas.

Chapter II

Literature Review

The main goal of this research study is to describe the contribution of teacher-made worksheets on students' oral interaction and extrinsic motivation on 10th graders at a private school. The three main theoretical constructs selected for the current study were Materials Development, Oral Interaction and Extrinsic Motivation.

Materials Development

Developing materials in language teaching has been a concern in education because teachers should stimulate and facilitate English learning. In this regard, Graves (2000) mentioned that Materials Development (MD) “is the planning process by which a teacher creates units and lessons within those units to carry out the objectives of the course” (p. 149). As a process, MD helps teacher-researchers to inspire and explore their academic skills to create materials according to the curriculum but consider students' needs. Most teachers produce diverse materials according to their students' level, age, and participation in classes to improve learning. Núñez, Téllez and Castellanos (2017a) expressed that “materials development offers in-service teachers the possibility to discover more innovative, creative and satisfactory slants on their teaching practice” (p. 21). Thus, teachers design attractive, effective and useful materials to engage students in language learning as a means to transform their practices.

Regarding teaching practices, teachers should reflect on the materials they design to guide students' knowledge effectively. Núñez and Téllez (2009) found that students enjoy their learning when they found it interesting, and when they considered that the materials are likely to improve different English skills and enhance their learning. Hence, the design of materials boosts students' engagement by fostering their motivation to apply the language.

Similarly, MD should respond to students' interests, desires and likes. Tomlinson (2012) suggested that when teachers incorporate new materials in the classroom, students show more interest in classes as they are motivated to participate. As a result, students will have more chances to enhance their oral interaction and extrinsic motivation without limitation. In this regard, the worksheets contained diverse aspects to interact through innovative teacher-made materials to encourage learning in a pleasant and enjoyable school environment. In my case, developing teacher-made materials helped participants to be motivated in the activities proposed. Also, the colour and design of the materials encouraged students to participate during the implementation.

Materials development as a field of study. Materials have been an academic resource for teachers and researchers to teach their classes. I agree with Rico's (2012) assertion about this matter: "language teachers know that, in learning situations, materials become key tools that help learners develop the language competences required for the acquisition of any language or culture" (p. 134). In other words, teachers provide materials focused on students' difficulties to help them overcome them. Thus, it is essential to design and implement materials to generate new ways to learn EFL at my school, bearing in mind the importance of education. In this respect, Tomlinson (2012) claimed that materials development as a field of academic study "investigates the principles and procedures of the design, writing implementation, evaluation and analysis of materials" (p. 144). These aspects entail a whole process to plan, integrate and adjust all the components of materials and activities to expand knowledge and accomplish language skills; in the case of this study, oral interaction and extrinsic motivation. Bearing in mind Tomlinson's thoughts, teachers should design and develop their own didactic materials to boost students' learning. Furthermore, Núñez, Téllez and Castellanos determined that MD as a field of study

(2013) “demands an informed methodology that allows ...efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 10). This implies considering important aspects such as design, validity, implementation and analysis of the materials proposed by teacher-researcher. In this study, the development of materials implied encouraging students’ motivation and oral interaction to use the language following the communicative language learning approach. Thus, it is relevant to consider the effectiveness of developing materials designed and developed by the teacher. Similarly, Dudley-Evans and St. John (1998) affirmed that “a good provider of materials will be able to select appropriately what is available, be creative, [and] modify activities to suit learners’ needs” (as cited in Harwood, 2010, p. 4). In other words, innovation is crucial to raise motivation in students’ oral interaction using materials especially designed for their specific needs, priorities and interests.

Finally, materials development should be developed by teachers to benefit teaching and learning in school. Núñez and Téllez (2015) highlighted that “language pedagogy and applied linguistics have recently recognised that MD is a field of study focused on the effect of materials on the teaching-learning process of a foreign language” (p. 57). Developing teacher-made materials encourages students to communicate in different contexts, broadens their horizons and offers them the possibility to participate in the EFL classes proposed in each worksheet.

Historical development of MD. Materials have been implemented at school for years. Tomlinson (2012) expressed that in the mid-70s scholars such as Madsen, Bowen, Swales, Candlin and Breen “were concerned with evaluating and designing materials” (p. 145) and started publishing some books and articles related to materials development. In the 90s and 2000s appeared more books related to this topic and “curriculum development” (p. 145) which were frequently mentioned and made significant reference to MD. In the mid-2000s the publications on

MD including different approaches, principles, implementation, evaluation and implications of materials increased and continued to be explored in different contexts bearing in mind students' communicative goals.

Language learning materials. Language learning materials promotes positive effects on students' learning process and motivation. Materials designed according to the students' interests, learning styles and preferences yield opportunities to communicate with teachers and partners fostering opportunities to learn in context. Núñez, Pineda and Téllez (2004) propounded that “materials designed by teachers should include prerequisites that are indispensable to promote an adequate atmosphere for learning” (p. 130). It means that teachers should integrate students' needs, preferences and language learning by developing materials a balance in presenting oral activities, so that there is a comfortable environment to use the language. Indeed, an essential factor to consider is the coherence between the materials developed and students' English learning. Tomlinson (2001) suggested that the “teacher needs to be able to evaluate, adapt and produce materials so as to ensure a match between the learners and the materials they use” (p. 67). Therefore, teachers-researchers adjust materials to the students' context, their level of extrinsic motivation and oral interaction. Considering this, it is necessary to include different aspects of language that promote not only cognitive goals but also affective ones to encourage language learning. Núñez and Téllez (2009) argued that “language learning materials constitute a key factor in creating effective teaching and learning environments” (p. 173). Thus, teachers provide new opportunities to the students to active learning through teacher-made materials and real-life contexts in schools.

The previously mentioned scholars highlighted the importance of materials used for teaching a language. According to Núñez and Téllez's (2009), “the effectiveness of materials used

for language teaching depends largely on how meaningful, relevant and motivating they are to the learners” (p. 173). In my study, the aspects mentioned by the scholars were evident in the worksheets as they engaged students in the activities that promoted their interaction and their extrinsic motivation. Likewise, the use of inspirational quotes and learning strategies were a motivating insight that inspired students to accomplish their academic and personal goals.

Finally, it is significant for teachers-researchers to create and implement their own materials depending on students’ needs, interests, preferences, abilities and goals. This entails developing innovative and purposeful materials, so that students feel at ease and are willing to play an active role in class and teachers-researchers provide opportunities to develop their own pedagogical growth.

Defining materials. Teachers normally select the type of materials depending on the students’ learning styles and the curriculum of the school. More precisely, in relation to materials, Tomlinson (2001) considered that they “can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet” (p. 66). Hence, teachers should develop varied materials to boost language learning process in students by taking into consideration their learning styles and different possibilities to acquire knowledge. In this regard, Tomlinson (2011) stated that “materials could obviously be videos, DVDs, emails, Youtube, dictionaries, grammar books, readers, workbooks or photocopied exercises” (p. 2). Therefore, Tomlinson agreed that materials are common elements that students have to communicate, interact, learn and interpret the world. Based on my teaching experience, I noticed that sometimes the materials designed for implementation in EFL classes are insufficient since they are not adapted to students’ needs, priorities and preferences. Bearing this in mind, teachers need to create materials that reflect cultural aspects, different learning strategies and, in

this case, develop oral interaction, extrinsic motivation and generate a better learning atmosphere in schools. This study intended to integrate some of the materials mentioned above to boost students' oral interaction and extrinsic motivation in the school to attain stable emotions and effective student-student and students-teacher oral interaction.

Authentic and non-authentic materials. Materials can be classified as authentic (AMs) and non-authentic, and their use depends on their purposes. Duda and Tyne (2010) affirmed that, “the origin of the use of AMs basically stem from the desire to give learners “real” language” (p. 4). Accordingly, authentic materials provide a variety of opportunities to interact in simulated settings (for this study: the English classroom, the school library and the school grounds) and students can be engaged by using worksheets, different learning strategies and inspirational quotes. Similarly, Tomlinson (2012) expressed that “an authentic text is one which is produced in order to communicate rather than to teach” (p. 162). Based on Tomlinson' ideas, teachers need to implement genuine communicative materials to strengthen language learning in students.

On the other hand, non-authentic materials expand students' background, vocabulary and other aspects related to language teaching. Conversely, non-authentic materials designed to explain specific topics or situations require specific methodological approaches and resources. Considering this, Febrina (2017) claimed “as non-authentic materials are designed and simplified by teachers, it makes non-authentic materials seem unnatural” (p. 7). Therefore, bearing in mind that language is a medium of communication, most of the time non-authentic materials are represented in coursebooks and help teachers follow a curriculum and teach students' language learning.

Based on my teaching experience, both of them are important and necessary for implementation at school because they complement each other. Coursebooks, movies, audios,

worksheets, workshops, didactic units, etc. are valuable pedagogical resources to be incorporated during English classes.

Teacher-made materials. Finally, it is significant for teachers to create their own materials depending on students' needs, interests, capacities and goals, rather than constraining their teaching activity to a textbook. Howard and Major (2004) expressed that "teacher-made materials may be produced to take advantage of authentic text" (p. 103). When innovative materials are presented in the classroom, students feel comfortable and more willing to actively participate in class. The materials used in this research study were non-authentic materials because I considered more important and necessary to create and promote this type of materials because when I identified students' needs, I selected and organized specific oral interaction activities for them.

Interaction

For this research study, interaction is an important construct due to students reflected lack of interaction between student-student and student-teacher. Bearing this in mind, interaction is part of communication at all levels, people need to express their ideas and learn social behaviours through interaction with others. Oliver and Phillip (2014) affirmed that, "interaction involves not just expression of one's own ideas but comprehension of those of others. One listens to others; one responds (directly or indirectly); others listen and respond" (p. 4). Thus, interaction is about more than asking questions and giving accurate responses in the classroom because it involves interconnection and communication in human beings. In this regard, different scholars have defined the term interaction in human beings. In Robinson's (1994) words, "interaction is the process referring to "face-to-face" action. It can be either verbal channelled through written or spoken words, or non-verbal, channelled through proximity, eye-contact, facial expressions,

gesturing and so forth” (p. 7). The previous criteria imply that interaction involves not only verbal expression but also body language and features related to other means of communication. It is crucial to explore how interaction is a key aspect to develop in the classroom and in its principal actors: students and teacher.

Classroom Interaction. Interaction in the classroom is vital to encourage students to become active agents of their learning process. Dynamic participation allows students to experience positive or negative experiences and generate opportunities for the students to develop their language skills. In the same vein, Tsui mentioned that “the term classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom” (as cited in Tomlinson, 2011, p. 120). This kind of interaction motivates the students and the teacher to become involved in an effective and permanent manner in the classroom and to develop a close relationship. Therefore, teachers should promote regular interaction in the classroom because it contributes to students developing different oral forms of expression. Johnson (1970) asserted that “the educational goals consist of transferring knowledge and skills, socializing children and adolescents into the perspectives, values and attitudes they need to function effectively within our society” (p. 1). Because of these emerging actions in the school, students can share thoughts and ideas, not only in the classroom, but also worldwide.

Consequently, students enhance their interaction when they express their feelings, emotions and preferences. Rivers (1987) argued that “in interaction, students can use all they possess of the language all they have learned or casually absorbed- in real life exchanges” (p. 4). In other words, interaction helps students to express information in the class with autonomy and in real contexts. Moreover, Tuan and Nhu (2010) stated that “classroom interaction consists of two types: non-verbal and verbal interaction” (p. 30). Non-verbal interaction refers to body language

and verbal interaction comprises written and oral communication. Written interaction entails the use of words in printed or any other transcription of texts, while oral interaction implies speaking activities in the classrooms like debates, discussions, explanations, and comments, among others. Due to the major student weaknesses revealed in the needs assessment, my main concern is to foster in class oral interaction to help them overcome common obstacles when interacting with others.

Oral interaction. To begin with, expressing ideas, sharing information, and presenting oral activities in the classroom offer significant opportunities to interact with peers and the teacher in the classroom. Oliver and Phillip (2014) conceived oral interaction as “the spoken language that takes place between two or more people and, as the name implies, it is the type of speaking and listening that occurs in real time in communicative exchanges” (p. 105). It means that students and teacher can communicate thoughts and ideas by interacting with each other. In the EFL class, the teacher should encourage peer-to-peer oral interaction to enhance their academic and social outcomes. Moreover, English classes are effective scenarios for students to practice what they have learned in school. However, to attain automaticity, students must participate in oral activities developed in English class sessions. According to Bloom (1986),

Communication skills, once learned, are used frequently until they are done with great automaticity. In conversations, we rarely think of each word as we say it; we apparently have a set of intentions or responses, and the words “come to us” as we say them. (p. 75)

It is important to give time to students to interact with each other and with the teacher to create different forms of interaction among them.

Forms of oral interaction in the classroom. Students and teachers have different forms of oral interaction in the classroom. Tuan and Nhu (2010) asserted that oral interaction “can occur

between the teacher and learners, and/or between learners themselves, either collectively or individually” (p. 30). This means, oral interaction in the classroom is necessary to develop social relationships among students and teachers. Van Lier (as cited in Tuan & Nhu, 2010) affirmed that these kinds of interaction “present different opportunities for negotiation, so each type needs to be evaluated within its particular context” (p. 30). Thus, within the process of interaction, there is a variety of factors to consider due to the complexity of social behaviour and personal features. Moreover, the teacher-student and student-student oral interaction developed in the classroom enhances these aspects. In conclusion, interaction is an essential part of English language learning among students-students and students-teacher due to the fact that it lets them share diverse information, thoughts, ideas, preferences, interests and needs in school.

Motivation

The last construct to be explored is motivation. Motivation plays a remarkable role in determining success or failure in an academic process as it shows the students’ willingness and general attitudes towards learning. Dörnyei (2001) expressed that “motivation is an abstract, hypothetical concept that a person can explain why others think and behave as they do” (p. 40). This term refers to how a student conducts him or herself, and acts and faces situations in a particular context. The level of motivation can increase the effectiveness of actions and activities to accomplish general or specific goals. Besides, it explains why people decide to do something, how hard they are trying to pursue it and how long they are willing to sustain the activity (Cheng & Dörnyei, 2007). It refers to motivation and behaviour, which are important aspects that contribute to improve goals in people’ lives. Furthermore, motivation influences students’ decisions, preferences and interests when performing an activity. In this regard, Solak (2012) stated that: “motivation is the driving force which guides us to achieve goals” (p. 241).

Accordingly, people can achieve what they plan to get in life, if they are sure of their aim. In this research study, it was intended that students reinforced their oral abilities through external motivation. Hence, academic motivation plays a significant role in achieving students' goals.

Méndez and Peña (2012) found that:

the particular relevance to the learning of a foreign language since learners mostly come with previous positive or negative experiences; sometimes the new learning environment is very different from previous ones, and they may have a diversity of motives for engaging in foreign language learning. (p. 3)

Students need to feel comfortable, and secure as well as enjoy English classes to hold their attention and capture their interests in developing oral activities. Thus, teachers should lead students' views, feelings, beliefs, and dreams through diverse learning resources that promote knowledge and motivate them to increase their interest and enthusiasm in learning.

Types of motivation. Intrinsic and extrinsic motivation are significant aspects to determine the language learning of students in the classroom. The two of them are important because they complement and regulate students' knowledge. On this matter, Ng and Ng (2015) considered two types of motivation known as intrinsic and extrinsic, which "are key factors in the success of learners at all stages of their education" (p. 97), and substantial factors for teachers to determine the success of developing oral interaction when using teacher-made materials, in this case.

Intrinsic motivation. Students are interested in developing actions if they feel involved in a real context in which activities are relevant, important, and necessary in their lives. One of the most difficult factors of learning languages is the lack of it. In Oletić and Ilić's words (2014): "intrinsic motivation is related to an internal wish to do something" (p. 25). Without intrinsic

motivation, students cannot accomplish academic objectives at all. It is caused by students not finding the activities interesting and challenging during some English classes. On the other hand, Ng and Ng (2015) affirmed that “learners are intrinsically motivated when learning is a goal in itself” (p. 99). Most of the time students at school do not enjoy practising academic activities because they do not see good outcomes in learning. It could be a reason for not participating in school affairs. In the same line, Ryan and Deci (2000) claimed that “an intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards” (p. 56). This motivation is sometimes achieved by teachers in school because they are concerned about grades or for other reasons.

Extrinsic motivation. Most students go to school and study because their parents and teachers want them to learn, although they are not aware of having motivation. Ng and Ng (2015) stated that “extrinsic motivation comes from outside the individual” (p. 98). Sometimes students are not aware that their learning process is challenging because they just expect compensation for doing something at school. More precisely, Ng and Ng (2015) affirmed that “learners are extrinsically motivated when learning is done for the sake of rewards such as grades or praise that are not inherently associated with the learning itself, that is, when learning or performing well becomes necessary to earning those rewards” (p. 98). I am aware that 10th graders need to understand that learning English as a foreign language can help them improve their oral interaction.

Students are the centre of the learning process and require that teachers create an appealing classroom atmosphere. Ng and Ng (2015) are of the view that “the teacher is a complex and key figure who influences the motivational quality of learning” (p. 100). It implies that teachers must incentivise students to accomplish a task, participate in oral activities, and encourage them. In

essence, intrinsic and extrinsic motivation have a strong impact on students since they feel comfortable, enjoy and engage in the activities in class and accomplish the necessary outcomes. In light of Ryan's and Deci's (2000) insights, teachers as initiators, facilitators and motivators of learning play a crucial role in the school community. Students also need motivation from their teachers, and if it does not happen, they might not be willing to go to school to learn. Learning would turn into an obligation.

To conclude this chapter the three constructs were explained and developed. The next one comprises the methodological design where is supported by the research and instructional design.

Chapter III

Methodological Design

This chapter presents the methodological design which includes the research design, the instructional design and instructional objectives that covers the approach, type of study, participants, data gathering instruments, pedagogical intervention, the intervention as innovation, the theoretical supports on the theories of language learning, the methodological approach, and the connection of the pedagogical intervention with the research enquiry.

Research Design

This section presents the research design comprising the research approach, the type of study, the participants and data gathering instruments which are defined and explained below.

Approach. Some of the most important aspects that I need to evaluate are the situations that students experience in the classroom. The approach behind this study is qualitative research because it allows me “to describe complex phenomena, generate theoretical models, and reframe questions” (Feuer, Towne, & Shavelson, 2002, p. 32). The current study involves aspects to be analysed, described and understood in situations observed in the classroom. In a qualitative study, researchers are interested in the way that students interact with one another and with the teacher. According to Marshall and Rossman (1999), “qualitative researchers are intrigued with the complexity of social interactions as expresses in daily life and with the meanings the participants themselves attribute to these interactions” (p. 2). In the case of this study, different settings in the school are suitable places to interact and share knowledge between students-students and students-teacher. In other words, it is in the school where achievable processes take place to interchange, integrate and develop learning experiences.

Type of study. The type of study that best fits my research study is action research since it allows me to carry out a reflective process about my teaching practices and solves problems identified in the classroom. More precisely, in Mertler's (2009) words, "action research is characterized as research that is done by teachers for themselves" (p. 4). Therefore, it is possible to observe, analyse, and interpret what happens every day in the classroom and implement new strategies to develop different skills in students. Burns (2010) affirmed that in action research "a teacher becomes an "investigator" or "explorer" of his or her personal teaching context, while at the same time being one of the participants in it" (p. 2). Hence, it is necessary for teachers as researchers to become completely involved in the learning of students to increase their knowledge through problem solving arising in their academic context.

Bearing this in mind, action research is an important interactive method that helps the researcher to reflect about the object of study. Townsend (2013) claimed that "action research is commonly identified as having a particular process in which the action researcher works through a series of stages in their inquiry" (p. 10). In this respect, it is essential to follow these stages or the situations that emerge from the classroom or settings where the study takes place. A key aspect to consider, is the cycle of the individual action research I used to conduct my study which involved the following stages: first, I identified the problem; second, I planned the implementation of the worksheets; third, I collected data from the instruments; fourth, I analysed that data using the color coding technique and then triangulated it; and finally I evaluated and reflected on the findings to conclude my study. The action research diagram below helped me follow each step:

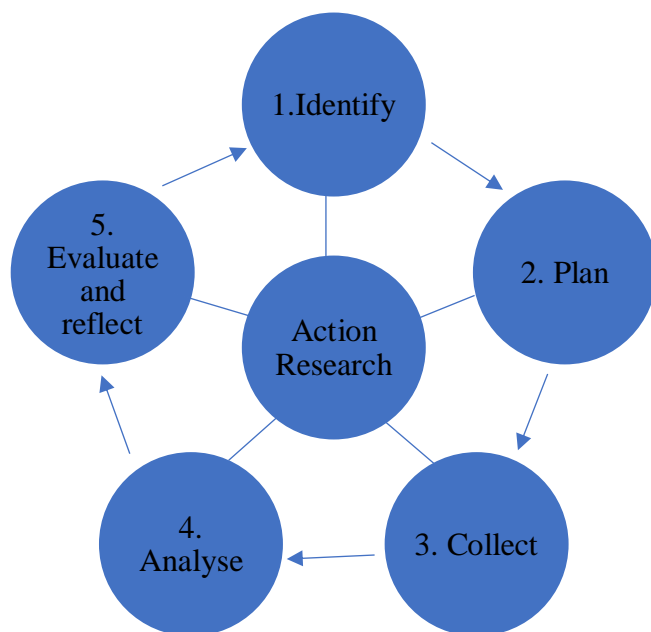


Figure 1. Action research scheme

Finally, I should focus on students' engagement in oral interaction activities through extrinsic motivation in class. According to Brydon-Miller's (2003), "in our roles as academics or facilitators, many of us have found that the road to action research also required changes in our teaching practices" (p. 19). This implies that I need to enhance my teaching practice and promote a better classroom environment to manage difficulties or weaknesses of students.

Participants. The participants of this research study included the group of students identified and me as a teacher-researcher and materials-developer.

Students. This study was carried out with 10th graders, aged 15 to 17 years old, who belonged to an English basic level. The criteria for selecting participants was the convenience sampling technique because of the easy access to the target population to develop and implement the research study. Dörnyei defined that:

Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that

meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study. (as cited in Etikan, Musa & Alkassim, 2016, p. 2)

This technique also referred to the accessible students' population for the researcher. The convenience sample consisted of 10 students with high level of anxiety, fearful of making mistakes, worried and discouraged at the moment of interacting in oral activities. Besides, quite a number of students were not interested in learning English in school as they can learn it abroad after finishing high school. Thus, it was necessary to motivate them to participate in oral activities through appealing teacher-made materials to fulfil their needs and expectations.

Teacher-researcher and materials-developer. A teacher-researcher transforms learning processes to improve students' academic learning in the school. In this respect, Loughran (2002) asserted that "teacher-researchers can be characterized as those practitioners who attempt to better understand their practice, and its impact on their students, by researching the relationship between teaching and learning in their world of work" (p. 3). This generation of students demands innovation and impact as a teacher-researcher and materials-developer. Chow, Chu, Tavares & Lee (2015) declared that "the opportunity to share research outcomes at least with colleagues at school, if not across schools, is initially a kind of recognition of the time and effort teacher-researchers have invested in their work" (p. 30). It helps the teacher-researcher broaden their academic horizons and support her / his colleagues in future studies to favour teaching and learning transformation.

Bearing in mind that a text-developer is an innovator, creative, open-minded, and flexible he/she designs and adapts his/her own materials to suit students' needs and interests. What is more, Ramírez (2004) argued that "materials development and adaptation does not belong only to

book writers and publishers. Mainstream English teachers can create and adapt materials with a little of extra time, motivation, creativity, and love” (p. 16). These criteria are incorporated by a text-developer to achieve their goals and expectations in developing materials in school. Besides, it is necessary to consider the innovation in developing teacher-made materials to create a positive link between students and teaching a language.

Data gathering instruments. Data gathering instruments allowed for the collection of information of the impact of the worksheets on oral interaction and extrinsic motivation in students. Merriam (1998) claimed that “data are bits and pieces of information found in the environment” (p. 70). Indeed, I took detailed notes, observing and listening to significant events during the implementation to select necessary data from the instruments. Data gathering involves the accurate collection of the instruments to accomplish reliable outcomes. Lankshear (2004) stated that “data collection is always selective” (p. 172). Therefore, it is mandatory to exclude information considered irrelevant in a research study. In this particular case, I was able to evaluate the outcomes that emerged during the study to make adjustments, with the participants and other students. The instruments implemented were: artefacts teacher-made materials (worksheets), video recordings and field notes. These instruments helped me obtain information about the participants’ oral interaction and the extrinsic motivation through the variety of activities proposed, the learning strategies and the inspirational quotes. It is important to recall that students’ real names were not mentioned in this research study. They were named S1, S2, S3, etc.

Artefacts. Teachers conceive artefacts as valuable documents to identify key aspects in the language teaching process and provide significant academic information. Lankshear and Knobel (2004) stated that “artefacts are physical ‘props’ people use to get things done within the contexts of their daily lives” (p. 235). The artefacts were used to explore the oral interaction and the

extrinsic motivation during some English classes. As defined by Lankshear and Knobel (2004), “artefacts are concrete evidence and can alert researchers to useful avenues of investigation and provide additional insights into participants’ everyday lives” (p. 235). The scholars suggested that artefacts help researchers to create good possibilities exposure for teaching-learning language. Likewise, Efron and Ravin (2013) confirmed that, “artifacts are physical documents and records that allow teacher researchers to construct a layered and contextual understanding of their topics” (p. 123). The relevance of this instrument for the current study is crucial for the permanent information that emerged from students’ work not only when solving and working on the worksheets but also when reflecting about their own learning process when completing the self-assessment in each one of them.

Video recording. Video recordings are useful instruments for collecting data that allow the perception of students’ oral interaction and non-verbal communication. It was another important instrument used in this research study because it helped me to collect non-verbal valuable information. Dufon (2002) argued that “in second language studies, not only does video recording enable us to accurately identify who is speaking, but also it provides information about posture, gestures, clothing, and proxemics” (pp. 43-44). It is a useful instrument to detect verbal and non-verbal reactions, interaction and motivation among students when analysing the activities proposed in the artefacts.

Video recordings are effective audio-visual sources to observe a natural class context. Dufon (2002) mentioned that “video (as well as audio) recording also provides us with denser linguistic information than does field note taking, for ideally it allows us to record every word” (p. 44). Furthermore, video provides data to observe events several times, to describe and interpret

phenomena occurred during the classes. Through this instrument, I was able to catch aspects I skipped while walking in the classroom during the whole implementation (See Appendix B).

Field notes. Field notes are considered a common instrument used in data collection about events and situations that emerged in this case, in the classroom. They show participants and researchers' feelings, emotions, actions and reactions, and allow reflection and analysis. In Hopkins' (2008) words "a field note is a way of reporting observations, reflections and reactions to classroom problems, which should be written as soon as possible after a lesson" (p. 116). Thus, the researcher does not omit important aspects that might help him/her write relevant aspects observed in the classroom. Indeed, field notes help teachers-researchers describe everything that happened during the implementation of the artefacts and clarify possible doubts through the study. Efron and Ravin (2013) argued that field notes "are detailed descriptions of what you see, hear, and sense during the observation, and the thoughts, feelings and understandings these observations provoked" (p. 88). In the case of this study, field notes allowed me to perceive significant details when students developed the activities in each of the worksheets, both inside and outside the classroom (See Appendix C).

Instructional Design

Firstly, it is relevant to identify the type of pedagogical instruction and the design to follow in this research study to understand the value of this section. Smith (1999) claimed that "instruction is the intentional facilitation of learning toward identified learning goals" (p. 2). It helps teachers accomplish an academic purpose appropriately, bearing in mind the teachers' intention. Considering that researchers should promote a suitable environment to facilitate the learning process in the classroom, Driscoll (1994) stated that an instruction is "the deliberate arrangement of learning conditions to promote the attainment of some intended goal" (p. 332).

Indeed, students' needs, priorities and interests should be explored within their learning process to alleviate their oral difficulties to express their ideas and motivate themselves through instruction. Moreover, Mager (1984) expressed that instruction design means "to describe the process involved in the systematic planning of instruction" (p. 84), which contributes to examining in detail the whole process involved in the study. In the following lines, I explained this aspect which comprises the pedagogical intervention, main and specific instructional objectives, the intervention as innovation, the theory of the nature of language learning and the pedagogical approach.

Pedagogical intervention. The pedagogical intervention was the design and implementation of teacher-made worksheets to enhance 10th graders' oral interaction and extrinsic motivation in a private school. During some English classes, six teacher-made materials (worksheets) were developed which included topics selected by the students, pre-while and after speaking activities, learning strategies and inspirational quotes to explore the oral interaction and the extrinsic motivation in students through the three instruments mentioned in the previous section. Three settings in school were selected to implement the worksheets: the classroom, the high school library and the school grounds to explore the oral interaction and the motivation students showed during the implementation of the artefacts.

Second Language Acquisition (SLA) principles are essential in the process of development and implementation of the materials because teachers need to create innovative, appealing and flexible class resources. Moreover, they should present the activities in an organised, neat and dynamic way in the artefacts. Hence, designing materials involves teachers' professional development which stimulates their intellectual and emotional human aspect to achieve active communicative purposes in students. Therefore, I selected six basic principles of SLA suggested

by Tomlinson (2011), to generate confidence, provide opportunities to participate, prioritise students' needs, facilitate their oral interaction, boost and raise their motivation to learn through teacher-made materials in this research study. The first one is "materials should help learners to feel at ease" (p. 9). As previously mentioned, I intended to let the participants in this study feel comfortable and calm, and to be determined, self-confident and patient to interact with others. According to Tomlinson (2011), "some materials developers argue that it is the responsibility of the teacher to help the learners to feel at ease and that the materials themselves can do very little to help" (p. 9). As a materials developer, I wanted to help students feel confident with the materials especially designed for them, allowing them to express their own preferences, interests, opinions, ideas and anecdotes without hesitation. The second one is "materials should require and facilitate learners' self-investment" (p. 12). When students have materials that require their effort and attention in learning, they have increased possibilities to assume better responsibilities and make decisions by themselves. Rutherford and Sharwood-Smith (as cited in Tomlinson, 2011, p. 12) asserted that the role of the classroom and teaching materials is to aid the learner to use efficiently the resources to facilitate self-discovery. For this intervention, students had the option to make decisions according to a situation or activity which engaged students and got their attention. The third one is "The learners' attention should be drawn to linguistic features of the input" (p. 15). Teachers help students focus on important and necessary aspects during the learning process to get better outcomes in the classroom. White affirmed that there are some features of L2 that learners need to be focused on because the deceptively apparent similarities with L1 features yield possibilities for the learners to notice certain points of mismatch between their inter-language and the target language (as cited in Tomlinson, 2011, p. 15). During the intervention, occasionally, participants found similar features between L1 and L2 trying to help

them according to the situation or activity. The fourth one is “materials should provide the learners with opportunities to use the target language to achieve communicative purposes” (p. 16). Students will be able to reach an appropriate level of communication, if they have more opportunities to acquire more vocabulary and interact with others in different situations. Undoubtedly, “using language for communication involves attempts to achieve a purpose in a situation in which the content, strategies and expression of the interaction are determined by the learners” (Tomlinson, 2011, p. 16). Participants had diverse possibilities to interact through a variety of activities such as “find someone who”, “chain story”, and “discussing about a situation...” to agree or disagree with partners, ask for information or give personal opinions about certain issues and the inspiration quotes which motivated themselves to achieve their goals. The fifth one is “materials should take into account that the positive effects of instruction are usually delayed” (p. 17). Participants in this research study have diverse ways of learning depending on their needs, interests, priorities, likes, and dislikes which motivate them or make them interact with each other. Tomlinson (2011) affirmed that:

Learners cannot be expected to learn a new feature and be able to rehearse to use it effectively in the same lesson. They might be able to rehearse the feature, to retrieve it from short-term memory or to produce it when prompted by the teacher or the materials. (p. 17)

During the intervention, it was evident that students had diverse learning styles and some of them needed additional time to reaffirm what they had learned through time. Developing flexible materials allowed the participants to acquire knowledge at their pace. The last principle is “materials should take into account that learners differ in affective attitudes” (p. 19). Students’ motivation is a key aspect that helps them develop the activities and obtain good academic

outcomes. Regarding pace, Tomlinson (2011) stated that “each class of learners using the same materials will differ from each other in terms of long-and short-term motivation and of feelings and attitudes about the language” (p. 19). As a result of my role of teacher-researcher and materials-developer, I understood that students participated in different oral activities depending on their level of motivation, the features of the classroom environment and my attitude as a language teacher. Teachers cannot expect students to learn in the same way, or at the same time, since each person is unique.

Finally, researchers who design and implement interesting, creative and innovative materials for students promote a better learning environment in school. On this matter, Núñez and Téllez (2009) mentioned that “considering that our duty as teachers is to care for our students’ learning, developing appropriate tailor-made materials that suit all of our learners’ profiles becomes a fundamental must” (p. 175). Therefore, the teachers’ role (as material developers) should involve preparing classes and materials thoroughly to build a bridge between teaching and learning, bearing in mind all the students’ learning styles, individual characteristics, needs, interests and priorities.

Main instructional objective and specific objectives. The main objective of the pedagogical intervention is to develop and implement six worksheets focused on fostering students’ oral interaction, and extrinsic motivation on 10th graders in a private school. On this basis, I stated the following instructional objectives:

(a) to acquaint students with six teacher-made materials and the importance of materials to enhance students’ oral interaction and extrinsic motivation; (b) to promote learning environments that foster students’ oral interaction; and (c) to motivate extrinsically students to participate in oral activities to improve English language learning.

Intervention as innovation. In the language teaching context, innovation should be part of daily teaching practice. As human beings, students are in constant evolution. Thus, all their processes and activities must change according to their needs and expectations. Accordingly, teachers who design, develop and implement materials for students who are acquiring English as a foreign language must reflect on the way to innovate their teaching activity as a whole.

Teachers play a paramount role when they design materials to innovate classroom activities and teaching materials and resources effectively in MD. Núñez, Téllez and Castellanos (2012) purported that:

Teachers acquire the ability to generate something that may be regarded as new and their answers showed that innovation has a major role in MD and that teacher-developed materials can be seen as an innovative practice in the EFL classroom. (p. 24)

Teachers who innovate adjust their pedagogical practice, and permit students to increase their motivation, and boost their learning, thus being active agents in the classroom.

There are many ways to generate opportunities for students to learn in schools. Innovation entails creativity and flexibility in schools and promotes advances in students' learning. Cooper (1989) and Markee (1986) mentioned that teachers-researchers should innovate when they create materials to provide students with opportunities to enrich their knowledge. Furthermore, Núñez, Téllez and Castellanos (2017a) corroborated that "one way in which teachers can innovate, is by developing their own materials for their English classes" (p. 38) due to the possibility to capture students' attention, expand their knowledge and foster their oral interaction and motivation when implementing each artefact. In conclusion, teachers-researchers have the possibility to transform their teaching practice through materials development focused on the creation of new

opportunities to address students' needs; and for this research study they corresponded to oral interaction and extrinsic motivation.

Theory of the nature of language and language learning. Bearing in mind the purpose of this document which is to describe the contribution of teacher-made worksheets on students' oral interaction and extrinsic motivation on 10th graders in a private school, I embraced the "interactional view nature of language" because it allows students to interact through conversations and interpersonal relations among them, keeping in mind the activities and techniques designed in the worksheets (Tudor, 2001, p. 25). Hence, language information content should be organised by patterns of exchange and interaction. This view highlights the importance of initiating and maintaining social relationships among the participants involved. It is crucial to identify this theory as it boosts to keep interpersonal relationship with 10th graders and teacher through constant interaction and affective learning.

In the same line, the vision of language used in this study is the "self-expression perspective" because it is immersed in the humanistic perspective which emphasises principles, such as feelings and social relations (Tudor, 2001, p. 69). In this regard, Tudor (2001) defined that "self-expression is a fundamental component of language use the 'opening up' of a course to at least some degree of self-expression can help learners find a sense of personal meaningfulness in their language study" (p. 69). Hence, feelings and social relations are relevant aspects to help students turn into better human beings. In the same way, it is necessary to bear in mind that interaction is useful and necessary in human life to communicate, enhance students' good social behavior, encourage confidence and motivation.

Consequently, the theory of the nature of language learning used in this research study was "the role of affect" to embrace and support students in their interaction with others. In this

respect, Tudor (2001) considered that “students are individuals, whose interaction with learning activities is influenced by a variety of cognitive, psychological, and experiential factors, and these factors give rise to a certain affective interaction with the learning process” (p. 95). 10th graders needed opportunities for interacting meaningfully in a positive environment to promote language learning and a positive learning atmosphere. During the intervention, participants were provided with diverse activities and environments to interact with each other in a suitable form and positive attitude.

Methodological approach underlying the pedagogical intervention. The methodological approach behind this pedagogical intervention is the communicative language teaching approach. Richards (2006) defined it as a “set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p. 2). Based on the communicative language teaching approach, this research study provided diverse opportunities to interact and facilitate language learning in academic contexts. In the same line of thought, Ayatollah (2006) expressed that “this approach advocates the development of communicative competence as a primary goal via the extensive use of the foreign language as a means of communication during classroom sessions” (p. 145) due to the fact that students can communicate with partners in English classes. In conclusion, I was able to perceive that, as a researcher, I identified the students’ needs and priorities and kept them in mind to help them interact meaningfully with others to improve their language learning.

Connection of the pedagogical intervention with the research question. Developing and implementing teacher-made worksheets to increase oral interaction and extrinsic motivation in 10th graders in a private school, determines what I as a teacher-researcher mostly know about

students' weaknesses. I intended to improve the lack of oral interaction and extrinsic motivation observed in the participants at the beginning of the research study, through the design and development of six artefacts (worksheets) which included diverse activities in the classroom to evidence the communicative language teaching approach according to the instructional objectives, innovation, interactional view nature of language and self-expression perspective. Additionally, Richards (2006) mentioned that "learners now have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning [...] and teachers now have to assume the role of facilitator and monitor" (p. 5). The intervention allowed students to solve meaningful activities, to enhance their oral interaction through the inspirational quotes and learning strategies and to promote learning environments that motivated them extrinsically.

Instructional phases. This section of the document comprises five phases: first, I proposed a materials development framework that resulted from the analysis, contrast of several frameworks and the school PEI and policies required at school. Second, the informed consent letter, asking for permission from the principal and staff of the school and the participants' parents to support the implementation of this study (See Appendix E). Third, the sensitisation phase to explain the aim and procedure of this research study to the students. Fourth, the piloting phase of one worksheet. The fifth phase was the implementation of the six artefacts (worksheets).

Proposed materials development framework. After analysing six theoretical frameworks related to develop materials, Graves (1996), Jolly and Bolitho (1998), Masuhara (1998), Núñez, Pineda and Téllez (2004), Núñez and Téllez (2009), and Núñez, Téllez, Castellanos and Ramos, (2009), I found some similarities and differences between them and I adapted some stages or phases to develop my own framework. Among the similarities I found was that all the scholars mentioned above implemented a needs assessment and selected, created and organised materials

in their frameworks. Graves (1996), Masuhara (1998); Núñez, Pineda and Téllez (2004), and Núñez, Téllez, Castellanos and Ramos, (2009) revised and evaluated the materials. Graves (1996), Masuhara (1998); Núñez, Pineda and Téllez (2004), and Núñez and Téllez (2009) identified in their frameworks the importance of goals and objectives. Graves (1996), and Núñez and Téllez (2009) also highlighted the need for selected and contextualised content. Some of the differences found in the frameworks were that Jolly and Bolitho (1998) generated a final product, Núñez, Pineda and Téllez (2004) mentioned that teaching-learning activities were required in the artefacts, and Núñez, Téllez, Castellanos and Ramos, (2009) proposed piloting the materials.

The framework that I implemented stands on the students' needs and school policies. It embraced the identification of the students' needs, setting goals and objectives, selecting and organising oral activities, and piloting them, and development and implementation of the materials and their self-assessment.

Informed consent letter. Through an informed consent letter, parents and students were informed about the research study and the pedagogical intervention that I intended to implement in the school (See Appendix D). Besides, the high school academic counselor, coordinator and headmaster of the school were asked for permission and were informed too. I emphasised the confidentiality of information gathered and its restricted use for academic purposes. In addition, I explained that students' participation was not obligatory, and the worksheets would not be graded.

Sensitisation. I informed the students about all the details of the pedagogical intervention, such as the timing and the way the worksheets would be implemented, and the use of the mobile phone in pairs or teams to record every activity suggested in each artefact.

Piloting. I piloted the first artefact (worksheet) with another group of students in the same learning conditions to adjust, improve and implement the artefact with the participants as followed below.

Implementation of the materials. During this stage, I implemented six teacher-made worksheets which included a variety of topics and activities, learning strategies, inspirational quotes and the self-assessment. Here, there is the chart describing the topics of each of the six worksheets and the lessons which were implemented alongside each one of them.

Table 1. Implementation of the materials

Worksheet	Topic	Lesson
1	My favourite holiday.	1-2
2	Music is life!	3-4
3	My childhood games.	5-6
4	Fascinating landmarks around the world!	7-8
5	Party: Healthy vs. Unhealthy food.	9-10
6	Using technology in modern life!	11-12

Sample of worksheet**La Salle School****My Favourite Holiday**

Taken from

https://www.google.com.co/search?q=vacations+on+the+beach&espv=2&biw=1280&bih=617&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjX6PzjjYnSAhVJxCYKHeAcBcoQ_AUIBigB#tbn=isch&q=vacations+on+the+beach+with+teenagers&imgsrc=4bEVg9kFI24PWM.

General Objective:

To hold short conversations about leisure activities on holiday time.

Specific Objectives:

- To ask and answer questions about different leisure activities that people did while on holiday.
- To survey, interview and describe pleasure activities done on holiday by my classmates.

Worksheet No. 1

Student's name: _____ Course: _____

Pre – Speaking

1. Complete the table using the words from the box below.

*sunny - diving - cloudy - bikini - dress -
museums - friend - snowy - T-shirt - aunt -
having a picnic - skiing - cousin - beaches -
boots - sister - rainy - go camping -
restaurants - discos*

Learning strategy:
Classifying information

<i>Places</i>	<i>Activities</i>	<i>Clothes</i>	<i>Weather</i>	<i>People</i>
<i>beaches</i>				

2. Match the words in the box to the pictures below.

Learning strategy:
Identifying words in context



beach

museum

snowy

picnic

dance



Learning strategy:
Classifying information

3. *In pairs, classify the following verbs under the headings.*

Was - chose - accepted - felt - knew - arrived - blew - agreed - dreamed - ate - enjoyed - forgot -
changed - helped - made - met - danced - stood - practiced - liked - met - spent - went - saw -

Regular Verbs	Irregular Verbs
E.g. accepted	E.g. forgot

4. *Label the pictures below about different activities you can do with your family and friends.*

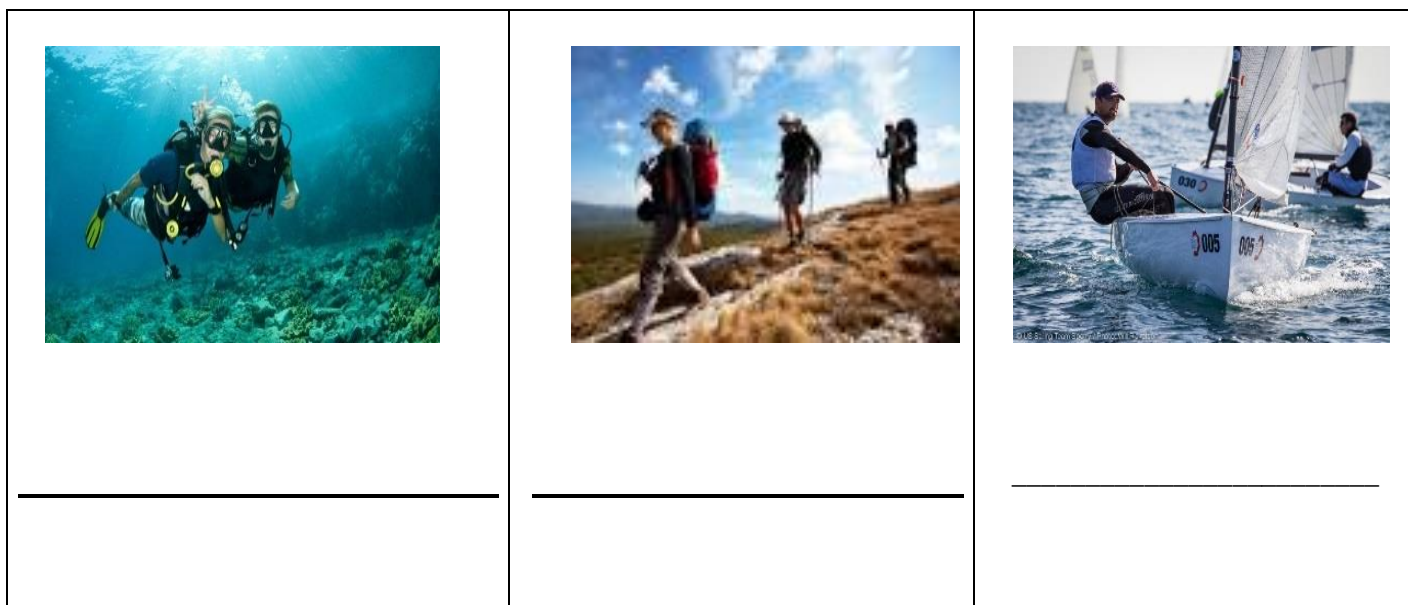
Learning strategy:
Relating vocabulary







They played soccer on the beach



While – Speaking

5. Walk around the classroom asking each other questions until you find someone in the classroom who has visited or gone to these places.

Cooperative learning technique:
Find someone who. *Kagan (2009)*

Learning strategy:
Asking for personal information

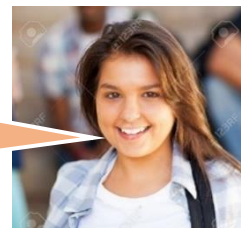
<i>Find someone who...</i>	<i>Name (s)</i>	<i>Yes</i>	<i>No</i>	<i>Activities, people, places and weather</i>
Did you go to the beach on your last holiday? What did you do there?	<i>Maria</i>	<i>X</i>		<i>I played on the beach, swam in the ocean and spent time with friends.</i>
Did you go camping for one week? What leisure activities did you do?				
Was your friend happy spending time with you? What activities did you do?				
Were you with your cousin spending your free time on vacations? What interesting people did you meet?				

Did you go dancing? What place did you go to?				
Was the weather hot? What did you do there?				

Report what your classmates say.

Example:

Maria was on the beach on her last holiday. Julián wasn't in a museum with his friends...



Pair Work

6. Using at least five (5) of the verbs above, interview your classmate about their holiday. Follow the questions below.

Learning strategy:
Using previous knowledge

Example:

How did you feel after a long vacation?

I felt very happy because we had a good time. And you?

I felt relaxed and calm.

Did you meet any interesting people?



7. Students work in pairs to describe the following picture or tell a story. Whenever the teacher says “Flip it!,” the other student in the pair takes over and starts talking. Continue practising until your teacher says “stop”.

Cooperative learning technique:
Flip it!. Jones & Tylor (2009)

Learning strategy:
Contextualizing concepts

Example:

Student A:

I saw a boy, and a girl and their parents **swam** in the swimming pool. They were in Miami...

Teacher: Flip it!!!!

Student B:

It **was** a sunny day and they **had** an excellent time. After it, they **walked** in the forest for three hours...



Inspirational quote

8. After reading the message below, talk to your classmate to see how it relates to your life. Answer the following questions:

**“Only I can change my life. No one can do it for me”
Carol Burnett**

- a. What can you do to become a better student?
- b. What was your proudest academic moment? Why?
- c. What do you do to improve your English or motivate yourself in English class?

Self-assessment

My worksheet... Mi guía...	It does	It can be better
<i>promotes the application of learning strategies that help me do or solve the tasks.</i> promueve la aplicación de estrategias de aprendizaje que me ayudan a hacer y resolver tareas.		
<i>sequences the learning activities gradually so that I can learn in a relaxed way.</i> Tiene secuencia de actividades graduales que me permiten aprender de manera descomplicada.		
<i>provides opportunities to learn from both my partners and teacher's observations.</i> promueve oportunidades para aprender tanto de mis compañeros como de las observaciones de la profesora.		
<i>offers a variety of oral interaction activities</i> ofrece una variedad de tareas de interacción oral.		
<i>has useful content for life.</i> <i>tiene un contenido útil para la vida.</i>		
<i>considers my needs, preferences, and my own learning style.</i> <i>considera mis necesidades, preferencias y mi estilo propio de aprendizaje.</i>		
To develop my oral interaction... Para desarrollar mi interacción oral...	I do	I can improve
<i>I engage partners by looking at them and interacting.</i> Me conecto con mis compañeros mirándolos e interactuando con ellos.		
<i>I accomplish the communicative functions according to the situation, participants, and goals.</i> logro funciones comunicativas según la situación, los participantes y las metas.		
<i>gives me opportunities to experience and use the language to interact in real situations.</i> me da oportunidades para experimentar y usar el idioma e interactuar en situaciones reales.		

<i>I show consideration and respect for myself and others.</i> Evidencio consideración y respeto por mí y los demás.		
The extrinsic motivation... La motivación extrínseca ...	It does	It can be better
<i>I stay on task and complete language activities, even when the work becomes challenging.</i> Me mantengo y completo las actividades incluso cuando el trabajo sea un reto.		
<i>I can share my opinions and likes with my partners, without any hesitation or fear.</i> Puedo compartir con mis compañeros opiniones y gustos sin dudas o temor.		
<i>I show a good attitude in English class because I like the topics proposed in this worksheet.</i> Muestro una buena actitud en clase de inglés porque me gustan los temas propuestos en esta hoja de trabajo.		
What did I learn in this worksheet? ¿Qué aprendí en esta guía de trabajo?	✓	✗
<i>I can hold short conversations about leisure activities during holiday time.</i> Puedo mantener conversaciones hablando acerca de actividades hechas en vacaciones.		
<i>I can ask and answer questions about different leisure activities that people did on their holidays.</i> Puedo preguntar y responder preguntas acerca diferentes actividades que las personas hacen en vacaciones.		
<i>I can survey, interview and describe pleasure activities that my classmates did while on holiday.</i> Puedo entrevistar y describir las actividades hechas en vacaciones por mis compañeros.		
<i>How did you feel when completing this worksheet?</i> ¿Cómo me sentí solucionando esta guía de trabajo?		

Images and quote taken from google:

https://www.google.com/co/search?q=skiing&espv=2&biw=1280&bih=617&tbn=isch&imgil=ye2mXIz0ftCclM%253A%253Bylactv0hCWOJoM%253Bhttp%25253A%25252F%25252Fwww.wantedinrome.com%25252Fnews%25252Fskiing-near-rome-2%25252F&source=iu&pf=m&fir=ye2mXIz0ftCclM%253A%252Cylactv0hCWOJoM%252C_&usg=__7-sf7eCzEMTGhK07L9XRauKzoa4%3D&ved=0ahUKEwjawsq-tlrSAhWEwiYKHdGyBssQyjclLw&ei=AEgGWNrCAYSFmwHR5ZrYDA#imgdii=xODecIkzkhsAuM:&imgrc=CwscSWAmt-nBjM:

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https://en.islcollective.com/resources/printables/worksheets_doc_docx/holiday_postcard_27/articles-holidays-postcard/27719

https://www.google.com/co/search?q=vacations+pictures&espv=2&biw=1280&bih=617&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjL2quM-4rSAhUE7yYKHRRRDZMQ_AUIB#imgdii=BNQHEX3wRrE5hM:&imgrc=7OP1Nqxi6fFdRM:

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As previously observed, this chapter embraces the research and instructional designs. The next chapter presents data analysis procedures, and the research categories and subcategories that emerged from the data analysis.

Chapter IV

Data Analysis

This chapter presents the description of the process followed in the analysis of the data collected during the pedagogical intervention including the research categories and sub-categories.

Data Analysis Procedure

It is fundamental to understand the approach that helped me analyse and categorise data which was the grounded approach. In Strauss and Corbin's words (1994), the grounded approach "is a general methodology for developing theory that is grounded in data systematically gathered and analyzed" (p. 273). The approach allowed me to collect, analyse and reduce data from the instruments to find relevant or common patterns. Charmaz (2006) stated that "with grounded theory methods, you shape and reshape your data collection and, therefore, refine your collected data" (p. 15) to organise systematically the data and then analyse it.

Another important aspect considered during the analysis was the colour coding technique used to reduce data from the three instruments analysed in this document. Some coding techniques are used to organise and classify data using different colours to name patterns, categories and sub-categories. Taylor and Renner (2003) defined the colour coding technique as "giving each theme a different color, keep notes of emerging ideas or patterns and how you are interpreting the data" (p. 6). This technique establishes the interrelations between concepts or words and facilitated the process of identifying common elements in the artefacts, field notes, and video recordings to organise the information.

After identifying these common elements, I used the triangulation method to validate these findings. Flick (2004) stated that "in social research the term 'triangulation' is used to refer to the observation of the research issue from (at least) two different points" (p. 178). The information

collected through the three instruments was paramount to interrelate them and to carefully observe the findings through patterns, subcategories and categories. According to Briggs, Coleman and Morrison (2012) triangulation is “where strategies or methods are mixed to corroborate one against the other” (p. 85). The type of triangulation used in the current research study was the methodological one because it allowed me to study different situations and phenomena that occurred throughout the implementation of the artefacts. The same scholars expressed that theoretical triangulation is “more than one theoretical position used in interpreting data” (p. 85). It entailed creating groups of words and phrases (patterns) that helped to define sub-categories and categories explained in the chart below.

Research Categories and Subcategories

After finding related patterns in the instruments about materials development, oral interaction and extrinsic motivation, I was able to define three categories; each one with two subcategories that emerged from the data analysis as follows:

Table 2. Categories and subcategories for data analysis

Research Question	Categories	Sub-categories	Common Patterns
What is the contribution of teacher-made worksheets in 10 th graders' oral interaction and extrinsic motivation	Participating in significant activities through teacher-made materials centre on meaningful topics and attractive layout	<ul style="list-style-type: none"> - Achieving engagement through relevant and meaningful topics in the materials - Captivating students' attention through visual materials 	<ul style="list-style-type: none"> - Meaningful and engaged materials - Variety of activities - Interesting topics
	Boosting students' social relationships and respect through guided interaction	<ul style="list-style-type: none"> - Building new social relationships through interaction in the activities 	<ul style="list-style-type: none"> - Fluency in conversations - Respect for partner's and teacher's opinions - Teamwork interaction

in a private school?	Fostering students' motivation to achieve personal and academic goals in different school places	<ul style="list-style-type: none"> - Engaging students in meaningful exchanges in different places in the school - Developing self-confidence and self-esteem through inspirational quotes 	<ul style="list-style-type: none"> - Learning analysed from different school places - Participation without stress and relaxed environment - Using inspirational quotes to reinforce personal ideas and thoughts
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The table above illustrated the categories and sub-categories emerged from the analysis of data explained in this chapter. In the excerpts below, I will explain the findings in relation with the research question of this research study.

Participating in significant activities through teacher-made materials centre on meaningful topics and attractive layout. I noticed that a meaningful factor for raising students' oral interaction and extrinsic motivation was the design of appealing worksheets where they found authentic images and a variety of activities to develop. The sub-categories emerged from this category were achieving engagement through relevant and meaningful topics in the materials and captivating students' attention through visual materials. According to Núñez and Téllez (2009), "the effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners" (p. 173). That means teachers adopt the implementation of new materials to transform and enhance the students' motivation depending on their needs and interests and teacher-made materials through attractive and meaningful activities that are explained below.

Achieving engagement through relevant and meaningful topics in the materials. I could identify the interests and needs of the participants in the classroom. Hence, I created materials to engage their attention. It was significant to notice that specific teacher-made materials could help

them reinforce vocabulary related to their preferences and increase their motivation and interest in the materials. Núñez, et al. (2009) claimed that teachers “keep a balance among students’ language learning needs, preferences, motivations and expectations, their affective needs, and the institutional policies” (p. 173). As it was previously mentioned, I contributed directly in providing teacher-made materials to students that inspire and help them to awaken their curiosity and increase their attention, to interact with others.

The following excerpts show that materials provided students with opportunities to achieve communicative purposes that were interesting to students:

4. In groups of three, classify the following games under the headings. According to your preferences, answer the following questions:

What games did you use to play the most?
What games did you use to play the least?

Justify your choices.

card-games, puzzles, freeze, hot potato, Simon says, four square, tag, red rover, hopscotch, jump rope, hide and seek

Indoor games	Outdoor games
E.g. card games	E.g. hide and seek
The most important	The most important
Card games puzzles	Four square hide and seek jump rope simon says tag freeze hot potato hopscotch red rover
The least important	The least important

E.g.: For me it was so important to play marbles because I enjoyed it a lot. Then, I consider that ...

5. Ask information to a classmate about his/her favourite games by working in pairs. Then, swap roles. Add more “Wh questions”: where, who, how long...

Student’s artefact, worksheet No. 3, exercise 4 and 5)

Field note

I noticed the participants felt comfortable when asking and answering the questions proposed in this exercise because they were calm, they laughed and were interested in completing the spaces provided. Also, they swapped roles in the activity, which allowed them to develop interaction in a suitable way with the exercise. [sic]

(Field note 5, exercise 3)

S8: Hi XXX, **S10:** hi XXX. **S8:** What do you see in the picture? **S10:** In this picture I can see a band, I see lot people celebrating music and you? **S10:** Ehhh I see a different person play music in the guitars, in the battery and the other is singing. **S8:** Ok. Fantastic. **S10:** I see a lot of lights because this concert is at night. **S8:** I see the people is dancing... [sic]

(Video recording, worksheet No. 2, Exercise 2)

Strong evidence of this sub-category was found when the teacher encouraged students to participate using common activities and vocabulary that was familiar to them, but created teacher-made materials specially for them. In this case, concerning everyday situations, they could remember the most fascinating moments in their lives through interaction with other partners and expressed their personal ideas and opinions. In the first excerpt, students were really motivated and were willing to complete information about parties and vocabulary associated with food and drinks. They did not hesitate to ask each other and swap roles during the exercise. I realised that significant events encouraged students' participation in the EFL classes because the worksheets captured their interest in practising English. The second excerpt allowed me to highlight the previous information because students did not have difficulties in expressing their ideas and describe a picture related to people attending a concert. They used relevant vocabulary and seemed to be interested in describing the situation. There was no tension or any obstacles to verbalise what they were seeing because they felt comfortable practising English. The third excerpt presented two exercises in which students could express their interest about childhood games. They classified indoor and outdoor information bearing in mind their individual likes. Then, they asked other participants about those games, using the instructions given in exercise 5. In this subcategory was used the SLA principle related to "materials should help learners to feel at ease" (Tomlinson, 2011, p. 9) because the students felt relaxed and interest in developed the materials.

Captivating students' attention through visual materials. When I designed and implemented teacher-made materials focused on students' needs and interests, I thought about attractive and meaningful activities for them. In this subcategory was used the SLA principle related to self-investment (Tomlinson, 2011) it contributed to students' motivation in class. Tomlinson (1998) affirmed that materials' contribution was achieved "when materials have a noticeable effect on learners [;] that is when the learners' curiosity, interest and attention are attracted" (p. 7). The artefacts caught students' attention easily because the worksheets were colourful and interesting, and they felt at ease with their activities. Likewise, they exchanged information and talked about the events given. In addition, most of the students were visual and this was significant because the materials included images and helped them to feel at ease working on these artefacts. This is evidenced in the following excerpts.

Post-Speaking

Cooperative learning technique:
Adapted from Flip it! Jones & Tylor (2009)

5. Students work in groups of four students to describe the following pictures. Whenever the teacher says "Flip it!," another student in the group takes over talking. Continue practising until your teacher says "stop".

E.g.

Student A: I can see two people, they are diving in the ocean...

Teacher: Flip it!

Student B: Also, I can see some fish. They are colorful and amazing...


Teacher: Flip it!

Student C: ...

Teacher: Flip it!

Student D: ...

Teacher: Flip it!



Keep on talking in the same groups, imagine that you and your classmates are in Australia and have the possibility to visit two landmarks, Sydney and The Blue Mountains or The Great Barrier Reef's in Queensland. Decide which one to visit using the information you have and some of the word expressions given below.

Sydney and its surrounds:

- Are one of the most vibrant and spectacular places on the planet.
- awesome beaches along the coast.
- was the site of the first British settlement in Australia in 1788.
- "Most Liveable Cities in the World"
- considered one of the world's fashion capitals.
- golden beaches are world famous and bordering the metropolitan area is the world heritage.
- Blue Mountains derive their name from the haze given off from the eucalyptus forests.

(Student's artefact, worksheet No. 4, exercise 5)

Field note

... In this exercise, students listened carefully to their partner's answers because they rephrased what she or he mentioned before. They had some opportunities to ask and answer these exercises. The learning strategy suggested the use of verbal and non-verbal communication to express their ideas. I could notice they felt secure, familiar and interested in the pictures because they helped them to follow the proposed activity easily. They could answer following the examples given in the artefact which helped them to express their ideas without fear of making mistakes. [sic]

(Field note 3, exercise 7)

... **S6:** In Pereira I helped my father to buy a computer. **S7:** Did you go out of the city with your family? **S6:** No. **S7:** Why? **S6:** Because ahhh I really don't want to go. Ok. How did you feel after a long holiday? **S7:** I feel very enjoy and exhausted because of the things I did. **S6:** o.k. What kind of activities you do? **S7:** I play soccer, I play baseball and basketball, play in my house with videogames... [sic]

(Video recording, worksheet No. 1, Exercise 6)

In the first excerpt, the students had two attractive images of Australia. They worked in groups of four students and described each image following an adaptation of the cooperative learning technique called "Flip it". When I said: "Flip it", another student in the group took over talking. Then, they had to imagine they had the possibility to visit two landmarks in Australia: one located in Sydney and the other one in Queensland. Next, they followed instructions and talked about them. During the development of the worksheet, I noticed that students were excited and felt at ease when participating in the activity because they wanted to give a lot of descriptions before I said: "Flip it". They took the risk to compete against each other without negative effects. In the second excerpt related to the field note, I evidenced that students enjoyed activities where they could take "risks" or feel free to answer. This exercise focused on following instructions and listening carefully to the answers given by her/his partner. I noticed that writing examples in the worksheet allowed students to follow and solve the activity. The third excerpt was analysed from worksheet 1, exercise 6. It is relevant to present pictures or images about the context or the vocabulary to be worked on in the artefact. Students had to interview a classmate and ask about a holiday he/she had had. I perceived that students could express themselves fluently and felt

excited about a topic they had chosen themselves. It is fundamental for students to include visual images, motivating activities and situations that generate academic challenges for them.

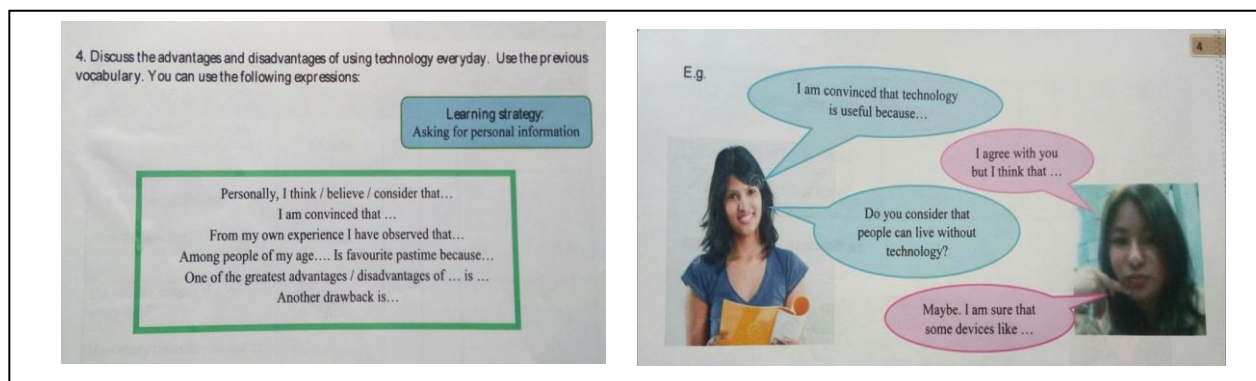
Moreover, when teachers consider their students' likes and preferences without disregarding the academic curriculum in school, they have more possibilities to foster enjoyable and significant school experiences in their lives.

Boosting students' social relationships and respect through guided interaction.

Interaction is paramount for students to express thoughts and communicate with teachers and partners at school. According to Goldenberg (2008), "through the various group activities, students are encouraged to interact with each other and have time for extended academic conversations with their peers" (p. 13). These behaviours helped them organise their ideas and interact with each other, aiding the identification of another SLA principle: students' self-investment. The sub-category emerged from this category was building new social relationships through interaction in the activities.

Building new social relationships through interaction in the activities. Designing and implementing teacher-made materials encouraged students to socialise and support interpersonal relationships when they interacted. In Wentzel's (1998) words, "the goals for education held by teachers [...] at large reflect desires for children to develop social and [...] competences as well as intellectual skills" (p. 202). Students were interested in working on what they needed and what they considered was an important issue for them. They really felt at ease when using the materials provided. I could observe that students interacted with their partners and me in a relaxed way during the implementation because they showed empathy, interest, and they were in a good mood, they felt comfortable and confident working in the activities.

The following excerpts show evidence of this sub-category:



(Students' artefact, worksheet No. 6, exercise 4)

Field note
... at first they were working individually and they spoke in a good tone of voice and fluently. Then they worked with the partner - they were so close each other. They showed empathy even when they were working with some partners they did not use to talk to so frequently or have a close relationship among them in the classroom. In the activity "find someone who", most of them stood up and asked questions to their friends and partners. I noticed that they were responsible, worked with enthusiasm, and motivation and in a balanced way to express their likes. Also, they seemed to be more receptive ... [sic]

(Field note 6, exercise 5)

...S2: Hello XXX. L1: Hello XXX (move her left right enthusiastically. Excellent tone of voice). S2: (laughs). S1: I'm going to ask you some questions. S2: about the partiesss? S1: yeahhhh... S2: OKKKK. S1: how did you feel in the last party you were? S2: It was a little party. I was felt so comfortable because my parents noted I was in that party. And you? S1: Well, I felt so happy because I was in Trinidad' Prom and that was very amazing... [sic]

(Video recording, worksheet No. 5, Exercise 5)

As observed throughout the intervention, the participants respected partners' opinions, thoughts and ideas, working in groups cooperatively and demonstrated that they enhanced their oral interaction in conversations. The first excerpt was related to the discussion on the advantages and disadvantages of using technology every day. This topic generated opportunities for participants to interact because they liked everything about it. Besides, the students' answers were unexpected as they expressed that it was a useful tool for people to learn how to use it. Students followed the example proposed in this exercise, which enabled them to talk about their priorities,

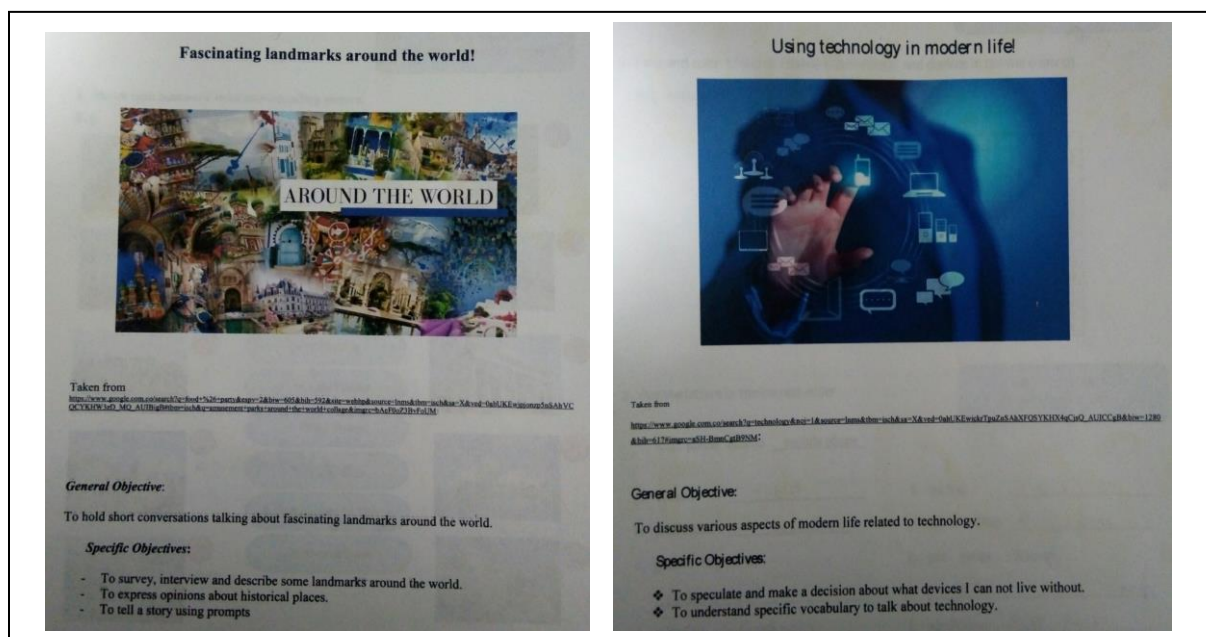
desires and interests through the activities proposed. In the second excerpt, it was evident that students could develop oral interaction activities that enhanced effective social relationships. In the third excerpt, the participants expressed their likes in terms of music through a video recording. They did not show any anxiety, impolite or disrespectful attitudes in response to their partners' answers as noticed in the excerpt above. Finally, I noticed that stress decreased when they talked about their likes and they felt motivated to speak and interact with one another without worries or hesitation.

Fostering students' motivation to achieve personal and academic goals in different school places. Motivation stimulates students to attain personal and academic goals if they perceive a good school environment where they can express and interact in English classes. In Ng and Ng (2015) words, "motivation is a crucial factor in learning a second language and is influenced by variables like personality and attitudes of learners, learning styles and power relationship between languages" (p. 1). It is compulsory to consider the necessity of integrating the aspects mentioned above to raise students' motivation. The sub-categories engaged students in meaningful exchanges in various school contexts and developed their self-confidence and self-esteem through inspirational quotes which emerged from this category. They are explained below.

Engaging students in meaningful exchanges in different places in the school. When students had the opportunity to develop the worksheets in places like the library and school grounds, they showed more interest, and they could be free to express their ideas to their peers. The quality of speech they produced was influenced by the place and time in which they completed the work. Núñez, Téllez, Castellanos and Ramos (2009) stated that "students learn better when they are motivated and comfortably engaged in a non-threatening or non-discouraging

language learning setting” (p. 15). These places were important because they increased students’ attention, motivation and teacher-students interaction.

Some of the following pictures were retrieved from video recordings to reflect the students’ work during the activities:



(Students’ artefact, worksheet No. 4 and 6. Cover pages)

(Students’ artefact, worksheet No. 4 implemented in the High school library)

(Students’ artefact, worksheet No. 6 implemented in the school grounds)

Field note

... Students were organised in groups of three to describe a picture related to London. In the picture, there were memorable landmarks. Students could share information about it. This worksheet was implemented in the library. They followed receptively the instructions and worked in a suitable way. The quality of the dialogues showed they had enjoyed working in different places because I could notice they spoke more secure about the activities asked, they weren't reluctant to participate or isolated. [sic]

(Field note 4, exercise 3)

S4: Hi XXX. **L9:** Hi XXX. Are you ready for the exercise? **S4:** Yes, I am ready. But I have a many situation. I have this six technology devices. **S9:** six things. **S4:** Yes, six things, and I did not know what I going to... **S9:** take? Take for the travel? **S4:** Yes. **S9:** But, computers, eh phone, USB, camera, eh, and the other camera. What you take? For example: eh, I take the phone, the audiphones and the camera. **S4:** In my opinion, eh, I take the phone, the computer and the camera ... [sic]

(Video recording, worksheet No. 6, exercise 6)

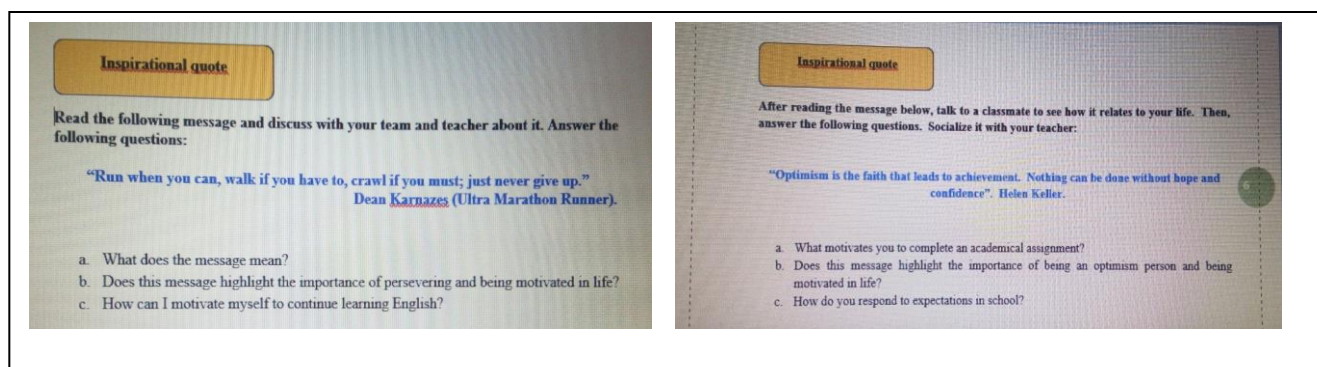
These findings suggested that students needed varied spaces in the school to learn a second language. They demonstrated that students' attitude, empathy and interest increased when they worked in a relaxed environment and enjoyable atmosphere (different from the classroom). In the first excerpt analysed, the objectives, images and topics encouraged students to interact and allowed them to explore new topics through diverse activities to attain better outcomes. The second excerpt compared the students' performance activities in a place different from the school classroom, since they foster and practice English with freedom and comfort to enhance and fulfil their academic commitments as it could be seen in the pictures and in the field note. Likewise, students were receptive and quiet when following my instructions in each activity. As the library was a spacious place provided, with tables and comfortable seats where they could organise themselves into groups without interference from others, it allowed them to feel free to develop the activities easily compared to the English classroom, library and school grounds.

In the third excerpt, students worked in the school grounds, and they were able to enjoy warm days while they had the chance to move within the assigned place without any restriction. Also, they could associate the weather or that day with the activities and topics proposed (technology and travel). The video transcription ratified that they embraced the activities or tasks better when feeling interested and emotionally connected with them. Most of the time, I walked through the school ground and had the perception that there was higher students' engagement and better performance of the activities (standing up or sitting on the floor) in contrast to classroom work, because they switched from the routine of being indoors to attend-EFL classes.

Developing self-confidence and self-esteem through inspirational quotes. A wide range of activities encouraged students to increase their knowledge. Nevertheless, as human beings, the participants needed to raise their self-confidence and self-esteem when interacting in English. In some way, features could be expressed through quotes to inspire them to succeed in their personal and professional lives. Guilloteaux and Dornyei (2008) suggested that “motivational strategies refer to instructional interventions applied by the teacher to elicit and stimulate student motivation” (p. 57). It was necessary to include an inspirational quote in each worksheet as a means to increase their expectancy of success, express their thoughts about personal and academic life and; stimulate their self-confidence and self-esteem if they had some troubles or challenges

day-to-day. Students showed the materials positively impacted on their self-investment. This is shown in the following instruments samples which show evidences of this sub-category:

(Students' artefact, worksheet No. 2 and 3. Inspirational quotes)



Field note

... Students were asked to answer exercise 7 associated to the "inspirational quote". They read the message which was related to how to minimize students' academic tension, motivate themselves to get good results in life and how they could change some bad habits for improving their school grades. I noticed that they felt comfortable and they answered without any problem. Besides, they were conscious and confidence to talk each other and expressed their ideas about the three questions. They evidenced in the mood of talking and in their faces, they felt joyful, excited and self-confidence with the quote proposed in this artefact. Most of the time, they mentioned that their close family boosted them to be better human beings and students. [sic]

(Field note 6, exercise 7)

...S1: Hi XXX. S2: Hello XXX. S1: What can you do for being a better student? S2: I can be a better student when I paying attention in class, ehheh doing my homework every day, also if I am very bad in a matter, I can go to another school, after school, and yes... S1: Another thing that I can do is if I don't understood a topic about the materia, I have to ask the teacher and ehheh the teacher ehheh Will explain me and I can other study more and study for the quices and evaluation... (XXX smiles) for the quices and no more. What was your proudest academic moment in your life? And what do you consider was it? S2: (XXX smiles) A honor mention in my other school in Ecuador that I passed all the materials (matter, amazing face) and that's it.
S1: the honor for me was in the pass school was for the same reason and... [sic]

(Video recording, worksheet No. 1, Exercise 8)

I can testify that this kind of quotes helped and boosted students' motivation in school because they could make personals reflections, while remembering they had achieved in their

lives personal and academic goals. In the six artefacts (worksheets), I implemented a specific activity named “Inspirational quote” which entailed a quote of different world leaders, and three questions related to the quote and students’ lives to highlight or raise their motivation, self-confidence and self-esteem as observed in the example selected from artefacts 1, 2, 3 and 6. I had not used this resource before, and I decided to offer my students the opportunity to express and recognise the effort they did for being a better human being and student. They showed respect by listening to and answering each other’s questions. In the field notes and the transcription of the video recordings, I could evidence the same features of the worksheet. They felt proud of their achievements, they did not hesitate to answer the questions proposed, and were kind, gentle, and receptive to perform this activity.

Chapter V

Conclusions and Pedagogical Implications

This chapter provides the conclusions and the pedagogical implications emphasising on the influence of this research study on myself as a researchers-teacher, for my students, for the school community, and of course, for my colleagues. Likewise, it describes the limitations during the implementation of the materials and the possible questions for further research.

Conclusions

The purpose of this research study was to explore the contribution of teacher-made worksheets on students' oral interaction and extrinsic motivation on 10th graders in a private school. After analysing the previous chapter, I first concluded that designing and implementing teacher-made materials facilitated and boosted oral interaction and extrinsic motivation since they got engage through relevant, meaningful and varied topics and visual materials. The use of SLA principles helped me to recognise the usefulness of creating teacher-made materials for my students. In light of Núñez, et al. (2009), "the effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners" (p. 173). Therefore, as a teacher-researcher I had a serious commitment to increase students' awareness and to my role as an active agent in the transformation of education and professional development. Second, the participants engaged in oral interactive activities such as "Flip it" to build new social relationships when interacting with partners in the activities. Robinson (1994) stated that "interaction is the process referring to "face-to-face" action" (p. 7). This meant that every possibility of oral interaction occurred during the implementation at school and had positive results which permitted the better boosting of students' affects and empathy toward others.

Finally, I realised when they faced some situations in which they need to make decisions, and when they completed their assignments. They felt, to answer and express their ideas to their partners and English language teacher without fear or hesitation. In Solak's (2012) words, "Motivation pushes the individual to do whatever it takes to become successful" (p. 241) to attain any individual goal and increase their reasons to learn, to be a better human being and a good influence for others.

Pedagogical Implications

The purpose of this research study was to explore the contribution of teacher-made worksheets on students' oral interaction and extrinsic motivation on 10th graders in a private school. Designing and implementing teacher-made materials boosted students' interaction and increased their extrinsic motivation. Those students engaged in different oral interaction activities and had the chance to work together developing their self-confidence and self-esteem when they participating in the activities. Besides, they boosted their social relationships with partners and the teacher. Besides, the teacher-student interaction and implementation of the artefacts (worksheets) provided an innovative instrument to develop the ELT classes. In the school, most of my English department partners knew about this research study and asked me about it. I explained in a meeting my research study and shared some of the relevant information about my professional development which I acquired during the whole process.

As a result of this study, by being a language teacher, teacher-researcher and materials developer creating materials had positive effects because I now have a serious commitment to design and implement materials according to students' needs, interests and expectations, and increase their awareness of their role of agents in the transformation of education.

Limitations

Some of the limitations I found to implement the materials included time to implement the artefacts because the institutional activities sometimes interfered with the chronogram of the implementation. Another obstacle was when students who forgot to bring the informed consent letter from parents on time and delayed the start of the implementation because not all of the permissions had been gathered. The absence of some of the participants was a crucial impediment to implement the worksheets. In addition, their mobile phones to record the videos ran out of battery or memory to save them.

Further Research

Based on the rewarding experience of conducting this research study, I consider it worthy to carry out further research studies to investigate the positive effect of motivating students to learn through teacher-made materials.

The questions for future studies are the following: What is the contribution of developing and implementing teacher-made worksheets using cellphones to record themselves in classes and increase students' motivation to learn English as a foreign language? What is the contribution of creating teacher-made materials using social media to develop oral interaction and extrinsic motivation?

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Appendixes

Appendix A: Needs Assessment (Survey)

Research Question

What is the impact of teacher-made worksheets on students' oral interaction and extrinsic motivation in 10th graders at a private school?

Research Objectives

General objective: To describe the contribution of teacher-made worksheets on 10th graders oral interaction and extrinsic motivation in a private school.

Specific objectives: (a) to assess the impact of teacher-made worksheets in students; (b) to analyse students' oral interaction in terms of questioning processes; (c) to describe extrinsic motivation in students when interacting in an oral way.

Needs Analysis Survey

DE LA SALLE SCHOOL

Adriana Patricia Ramírez Garzón

The main idea behind this survey is to collect information about your opinion, needs, feelings, interests and perceptions related to your motivation and oral interaction process in English classes. Read carefully and answer each question. The information received will be confidential and will be used for research purposes. This survey doesn't have a grade. THANKS!!!

1. Do you enjoy having English classes?

yes ____ no ____

2. How do you feel in English class? (you can tick (✓) more than one option)

confident ____ curious ____ optimistic ____ good ____

bored ____ confused ____ worried ____

3. The relationship with your English teacher is:

exceptional ____ excellent ____ very good ____ good ____

fair ____ poor ____ very poor ____

4. What are your biggest problems when practising oral activities? (write numbers from 1 to 6, being 1 the most important and 6 the least important)

nervous ____ frightened ____ get confused ____

dissapointed ____ shy ____ afraid ____

5. Are the oral activities proposed according to your level and academic grade?

agree ____ neutral ____ disagree ____

6. How often do you participate in English class? (you should choose only one option)

always ____ frequently ____ sometimes ____ rarely ____ never ____

7. How important is for you to practise oral activities in the classroom? (choose only one option)

very important ____ important ____ no important ____ I don't know ____

8. What do you like to do during oral practice in English? (you can tick more than one option)

hear and share anecdotes ____ role-playing a dialogue ____

completing dialogues ____ miming words or sentences ____ guessing games ____

all of the above ____

9. Do you consider it important to interact with your teacher in the classroom?

yes ____ no ____

10. Do you correct the mistakes your teacher mentions to you? (you should choose only one option)

always ____ frequently ____ sometimes ____ rarely ____ never ____

11. Are the materials using in class motivating and innovative for you?

yes ____ no ____

12. What are the most effective classroom activities your teacher uses? Please describe.

13. What activities would you like the teacher implement for oral activities in the worksheets?

14. Do you consider necessary for your teacher to design and develop materials to improve your motivation and oral interaction in the classroom?

yes ____ no ____

15. What topics would you like your teacher to include in the worksheets to develop your motivation and oral interaction? (you should choose only one option)

technology ____ maths ____ landmarks ____ vacations ____ games ____

music ____ science ____ parties ____ society ____

other

Appendix B. Video Recording Format

De La Salle School
English Class.
Video Recording Transcription document

Teacher - Researcher	Date	Level
Place of the observation	Number of population	Number of participants
Research Question	Research Objectives	
Topic	Description of the activity	
Worksheet No.		
Transcription		Analysis

Appendix C. Field Notes Format

De La Salle School
English Class
Field notes instrument

Teacher – Researcher	Date	Level
Place of the observation	Number of population	Number of participants
Research Question	Research Objectives	
Topic	Description of the activity	
Worksheet No.		
Students' strengths		
Observations	Analysis	
Students' aspects to improve		
Materials Development		
Oral interaction		
Extrinsic motivation		
Reflection		

**Appendix D: Informed Consent Format****COLEGIO DE LA SALLE***“Respuestas nuevas a hombres nuevos en situaciones nuevas”***2017: “Lasallistas, artesanos de la Paz”****Consentimiento Informado**

Bogotá, D.C. enero 20 de 2017

Apreciados Padres de Familia: Reciban un cordial y fraternal saludo lasallista.

Me dirijo a usted para informarle que estoy realizando una investigación relacionada con el impacto que tiene el desarrollo de materiales en la interacción oral y la motivación extrínseca de los estudiantes del módulo básico de grado décimo. Esta investigación hace parte de mis estudios en la Maestría en Ciencias de la Educación de la Universidad Externado de Colombia. El objetivo de mi estudio pretende explorar el impacto que tiene el desarrollo de materiales en la interacción oral y la motivación extrínseca en los estudiantes de módulo básico de grado décimo.

Solicito de su amable colaboración permitiendo que su hijo (a) participe en el desarrollo de la investigación. Es importante que conozca que el nombre de su hijo (a) se mantendrá en el anonimato para proteger su identidad e integridad, que se realizarán registros de video y de audio para su análisis durante la investigación, que la información recopilada aparecerá como evidencia del proceso de investigación para su divulgación y publicación exclusivamente con fines académicos, que la participación en este proyecto es voluntaria y la no participación no generará inconveniente alguno si no es de su aceptación realizarla teniendo la opción de renunciar su hijo (a) como participante en el momento que lo desee. Asimismo, es pertinente que usted madre, padre y/o acudiente esté al tanto de los beneficios de la investigación. Cualquier aclaración e información requerida en relación con la investigación y su proceso, puede comunicarse al correo electrónico adramirezg@colsalle.edu.co Muchas gracias por su colaboración y confianza en la realización de este proyecto. Bendiciones para usted y su familia.

Vo.bo. **Hno. CARLOS ALBERTO RODAS L.**
Rector

ALEJANDRO GUTIÉRREZ CARVAJAL
Asesor Primera División



Yo, _____ madre, padre y/o acudiente del estudiante _____ del curso _____, identificado con C.C. No. _____ de Bogotá; conozco y he leído con detenimiento este **consentimiento informado** y entiendo con exactitud y claridad la participación de mi hijo (a) en la investigación realizada por la profesora Adriana Patricia Ramírez Garzón. De igual forma, tengo conocimiento acerca de la difusión y publicación de los resultados producto de la investigación y estoy de acuerdo con su socialización en la comunidad académica. Finalmente, acepto la participación de mi hijo (a) en la investigación y firmo a continuación dando mi aprobación y consintiendo con lo anteriormente estipulado.

Firma de la madre, padre y/o acudiente

Firma del participante

Yo, Adriana Patricia Ramírez Garzón identificada con C.C. No. _____ de Bogotá, como investigadora, he informado y aclarado al participante y su madre, padre y/o acudiente, acerca del procedimiento de la investigación, sus implicaciones y beneficios. De igual forma, he dado respuesta a preguntas por parte del participante y su madre, padre y/o acudiente, en relación con la investigación. Finalmente, me acojo y reconozco la normatividad relacionada con la investigación en ciencias sociales y su incidencia en los seres humanos.

ADRIANA PATRICIA RAMÍREZ G.
Docente investigadora

Vo.bo. Hno. CARLOS ALBERTO RODAS L.
Rector

ALEJANDRO GUTIÉRREZ C.
Asesor Primera División