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**How can familiarization with task structure and expectation influence the willingness to communicate (WTC) in L2 in students of 4th of ESO during the task of mock job interviews with their classmates?**



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Màster de Formació del Professorat  
d'Educació Secundària Obligatòria i Batxillerat

## **Dedication**

I dedicate this research to all of the victims of the COVID-19 and. May they rest in peace forever.

And to the best classmates I could have asked for.

## **Acknowledgements**

My most sincere gratitude to my supervisor, Jill Simon Auerbach, for her patience and dedication. Without her experience on the research field and support, this research wouldn't have been possible. A special thanks to my dear friends, Victor Mongay and Susana Robles, for checking my work time and time again. I also want to thank my friend Ronda, who has been caring during these difficult times and made sure to keep me motivated, helping me to write this research.

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## **Abstract**

This research paper aims to help SLA students enhance their willingness to communicate (WTC), and in order to achieve so, it suggests a change of the teacher's focus. According to the theoretical framework on second language acquisition (SLA) once the student becomes aware of which situational learning technique is better for them, they use this information to ameliorate their communication skills in the L2, and how their teachers react to their progressive learning can have a big influence on their WTC.

The data collected for this research was obtained through the triangulation of three main sources; the active observation of ten students in their last year of ESO during different tasks (peer-to-peer, small group, and group activities), the surveys filled by those students on their own perceived communication abilities in the L2, and a questionnaire answered by their English teacher on their performance in class and their CEFR equivalence of language level.

The author of the following research presents ten activities which include a sociocultural discourse analysis, and put an emphasis on the qualitative approach. The objective of this scheme is to promote oral participation in the classroom context (CIC) providing the students with a better opportunity to enhance their communicative skills.

**KEYWORDS:** Willingness to Communicate (WTC), Self-assessment, Anxiety, Classroom Interactional Competence (CIC), Affiliation Motives, Interactional Competence (IC).

## **Resumen**

Esta investigación tiene como objetivo ayudar a los estudiantes de L2 a incrementar su voluntad de comunicación y que el enfoque de el/la maestro/a cambie para poder conseguirlo. Basándose en el marco teórico de adquisición de una segunda lengua (SLA) una vez los estudiantes qué técnicas de aprendizaje situacional benefician su comprensión de la lengua meta usan esta información para mejorar su destreza comunicativa en la L2, y la reacción que tengan sus maestros/as a su aprendizaje progresivo puede tener una gran influencia su voluntad de comunicación (WTC).

Los datos recogidos para esta investigación se obtuvieron a través de la triangulación de tres fuentes principales; la observación activa de diez estudiantes en su último curso de ESO durante diferentes tareas (inter pares, grupos reducidos y actividades grupales), las encuestas que rellenaron sobre su auto percepción de su habilidad comunicativa y un cuestionario contestado por su profesora de inglés sobre su producción en clase y la equivalencia en de su nivel lingüístico (CEFR).

La autora de esta investigación presenta diez actividades que incluyen un discurso analítico sociocultural y enfatizan el enfoque cualitativo. El objetivo de esta propuesta es promover la participación del alumnado en la lengua meta en el contexto de la clase así como proveer a los estudiantes con una mayor oportunidad para desarrollar sus habilidades comunicativas.

**PALABRAS CLAVE:** Voluntad de comunicación (WTC), Autoevaluación, Ansiedad, Competencia Interaccional en Clase (CIC), Competencia Interaccional (IC), Motivos de Afiliación.

## **Introduction**

The following research aims to investigate the reason behind why some students feel more comfortable using an L2 in an L2 classroom than others, and to explore the different variables observed during the tasks carried out in the English classrooms in a high school in the area of Barcelona, Spain.

The data collected for this research is based on direct observation of a total of ten students aged 15-17 during different activities (by pairs and in small groups) The collection consists of a self-assessment questionnaire on learners' perceptions and attitudes -filled during a tutorship hour-, an assessment questionnaire filled by their current English teacher on their WTC and performance in the class as well as three videos where the students appear as active agents of the activities (according to the social setting in which the learning took place). They were not grouped according to their language proficiency level in English.

All the interactions analyzed occurred while a cooperative task was being practiced. The researcher's aim is to make a thorough study of all the variables that took place during the interaction. The methodology of this work follows a qualitative model that provides the necessary tools to analyze all the strategies that take place in discursive practice.

The sections on this paper are the following: 1) The Introduction, where the objective of the research is presented together with a general context of the secondary school where the tasks were carried out; 2) The Theoretical Framework, where all the concepts used in this paper are explored; 3) The Objective; 4) The Task Design, where all the steps to be followed are explained; 5) The Data Collection / Methodology, where how and where the data was collected is detailed and which includes three analyzed video fragments; 6) The Discussion, which includes a description of the analysis approach; 7) The Conclusion; 8) The Personal Reflection; 9) The References; 10) The Annexes, which contain the graphics,

the figures, and the links to all the data collected including the videos, the surveys, the questionnaire, and the transcripts.

## **1.1 The General Context**

The interactions analyzed for this research were recorded in a state secondary school located in the Cornellà del Llobregat area. The students were teens who presented different linguistic competences in English, in the analyzed recordings of ten students are between the range of an A2 up to a B2 (according to the Common European Framework)<sup>1</sup> and different degrees of willingness to communicate.

The socioeconomic level of the families who enroll their children in this school is medium-low to medium-high, and the percentage of immigrants has increased significantly during the past decade. This school promotes different projects to encourage students to develop their language acquisition skills. The school also participates in Erasmus +, student exchange programs, and is part of the Generalitat's GEP (Generació Plurilingue, Plurilingual Generation); designed to help develop the participant schools use of CLIL and PBL.

Finally, the research excluded newcomers as they already had to acquire the level of Catalan and therefore were not being assessed as the rest of their peers.

## **1. Theoretical Framework**

The answer to what makes a second language learner opt to communicate in it has been a major quest for linguistic researchers and one that has posed a serious challenge for SLA teachers around the globe. The research has been focusing on defining the willingness to communicate and its variables and despite the enormous quantity of data collected from

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<sup>1</sup> The Common European Framework of Reference for languages (CEFR) arranges the proficiency of the language in six levels, from lower to higher, A1 to C2. The levels can be further categorized into three broad levels: Basic User (A1, A2), Independent User (B1, B2), and Proficient User (C1, C2), which can too be subdivided depending on the needs of the local context. (Council of Europe Portal, 2018).

the learner's reactions to different inputs, there has been little attention paid to the teacher's influence (Cao, 2011). As the researchers have explained: "Teachers have the potential at any given moment to increase or decrease WTC among their students." (MacIntyre et al. 2011, p.88)

And thus, this can have an impact that alone itself could completely change the way L2 teachers apply their pedagogical methodology in their classrooms. For instance, Kang (2005) pointed to three main components in the psychology behind the learning of a second language: Security, excitement, and responsibility- researchers can look closely at these three combined with other psychology conditions co-constructed by interacting with situational variables such as the topic of discussion, context, and interlocutors.

In the following sections, the definition of the constructs and an analysis of the research conducted in the last twenty years are going to be presented and discussed thoroughly.

## **2.1 Genesis of the WTC research**

Interestingly, the first time the construct was addressed and conceptualized was in 1976 by Burgoon as a "stable individual difference variable in native-language (L1) communication." For her early research she focussed on the idea that some people talk more than others, hence, there was a need to conceptualize an unwillingness to communicate (UnWTC) as a stable personality disposition. Burgoon had created a scale to examine "restrained communication" which was unpublished by the time she proposed a second scale --one based on the first scale only this time to measure UnWTC. Both scales included items referring to anxiety, distrust, and avoidance. However, almost a decade later, factor analysis revealed that the scale's underlying structure was not clearly defined (McCroskey & Baer, 1985) so the scale was not widely used. MacIntyre, 2007, (p. 112)

Still, according to MacIntyre, if not anything, “the most enduring contribution of the UnWTC scale has been to inspire the development of an alternative way to measure the disposition to communicate” MacIntyre, 2007, (p. 113). The search for the definition continued by McCroskey and Baer and in 1985 they came up with a trait-like concept for the WTC scale “Underlying the construct of willingness to communicate is the assumption that this is a personality-based, trait-like predisposition which is relatively consistent across a variety of communication contexts and types of receivers. [...] This assumption does not mandate that a person be equally willing to communicate in all contexts or with all receivers, only that the level of willingness in various contexts and with various receivers be correlated. [...] In this event, the data redirects attention in favor of a purely situational explanation of WTC.” MacIntyre, 2007, (p. 113).

What is meant by *trait-like* in this context refers to a general tendency in one context that is correlated with tendencies in other contexts. In other words, the data collected is pointing in the direction that WTC is receiver-based (Who am I talking to? Do I want to speak to this person?) and is also situationally-based (I want to speak to my friend but there’s a camera recording and I don’t feel like doing so in front of it).

## **2.2 Defining WTC**

Researchers working on the field such as McCroskey and Richmond have delineated WTC as the “tendency of an individual to initiate communication when free to do so”, McCroskey & Richmond, 1987, 1990 cited in Yashima, 2002, (p.55) from this assumption, we can explore how the construct of WTC has evolved during the last thirty years. McCroskey and Richmond (1991) made a significant change when they identified the two most direct influences on L1, -own perceptions of competence and anxiety. This change led to proposed models or paths to define the development of patterns of communication (MacIntyre and Charos, 1996).

Later on, the studies enabled WTC to report that it predicted oral-interview communication during specific tasks MacIntyre, 1996, (p.114) through which they created

the heuristic pyramid model of WTC (MacIntyre et al. 1998). In this study, a construct on learner's WTC is described as the "readiness to enter into discourse at a particular time with a specific person or persons" MacIntyre, 1998, (p.114). To sum up, the early models of WTC in L2 had two main variables: one's own perceived communication competence and low communication anxiety.

In 1998, MacIntyre, Clément, Dörnyei, and Noels published the continuation of the development of the multi-layered pyramid model (Figure 1) and distinguished between the learner's willingness further influences; on one hand, the personality traits (the individual's psychology) which they named "stable enduring influences" MacIntyre, 1998, cited in Zarrinabadi, 2014 (p.289) and on the other hand, one that rises from the desire to communicate with a specific person or persons which they name "situation-specific influences." MacIntyre, 1998, cited in Zarrinabadi, 2014 (p.289) this last one can operate either at an individual level or by a particular event.

### **2.3 Defining Volition**

In 2007, MacIntyre published an article on WTC in an L2 to understand the decision to speak as a "volitional process". He quotes the psychologist and philosopher James (1890) on a passage where he described volition:

We know what it is to get out of bed on a freezing morning in a room without a fire, and how the very vital principle within us protests against the ordeal. [...] We finally find that we got up. A fortunate lapse of consciousness occurs; we forget both the warmth and the cold [...] which paralyzed our activity and kept our idea of rising in the condition of wish and not will. The moment these inhibitory ideas ceased, the original idea exerted its effects... This case seems to maintain in miniature form the data for an entire psychology of volition. (James, 1890, cited in MacIntyre, 2007, p.569).

## **2.4 Crossing the WTC Rubicon**

On the same article mentioned above, MacIntyre cites Dörnyei (2005) “*Crossing the Rubicon*<sup>2</sup>” Dörnyei, 2005, cited in MacIntyre, 2007, (p.567) a witty metaphor to describe the point of no return where an L2 learner embraces the essence of motivation and self-confidence, a lack of anxiety which combined with the desire to communicate with an individual or a group during a specific task, resolves to be part of a conversation, almost unconsciously as James suggested.

The researchers point to different conflicting decisions all language learners must face at such moment on a regular basis such as, “Do I raise my hand to answer a question in the classroom?, Do I offer assistance to an L2 speaker I just met?, Do I try to use the L2 in an actual conversation, not knowing exactly what course it might take or what embarrassment awaits?.” MacIntyre, 2007, (p. 567).

The willingness to communicate at this point can be considered through the interaction of motivation (approach) and anxiety (avoidance) at a specific moment. Considering the definition of WTC as the probability of initiation communication given choice and opportunity (MacIntyre, 2007) the construct integrates both motivational processes and communication competencies and perceived self-confidence.

## **2.5 The influence of the L2 teacher**

Although scholars have collected enough data to delineate the construct of WTC and it has been found that the trait-like and situational view complement each other (Cao, 2011; MacIntyre, Babin & Clément, 1999) the emphasis is still not enough focused in instructional context as to provide resolutions for effective L2 pedagogy (Kang, 2005).

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<sup>2</sup> The English saying “to cross the Rubicon” makes reference to the roman river Rubicon. In 49 BC Julius Cesar committed an act of war against Rome when he crossed it, for it was illegal for any Roman general to cross the river. This act led to civil war and eventually, to his installation as the ruler of Rome.

In 2012, the Iranian University of Isfahan conducted a research in the context of the classroom where the variables of the WTC reported so far by the researchers are the topic, the student's perceptions, the type of task, the type of interlocutors (peers or teachers), the interlocutors' interaction, and the pattern of interaction affected learner's WTC. Zarrinabadi, 2013, (p.290).

The scholar Kang had defined the three interacting psychological factors that lead to WTC. The definitions of security as "feeling safe from the fears that non-native speakers tend to have in L2", excitement is defined as "the eliation feeling about speaking in L2, which can emerge and fluctuate during a communication action", and responsibility as "an individual's feeling of duty or obligation to communicate"—Kang pointed out that the mentioned senses can be altered in regard of the topic, interlocutors or the context. Kang, 2005, (p.282)

Apropos of these findings is that Zarrinabadi dived in the effect of the teachers on learners' WTC and he also cited Cao (2011) as he found that students are more willing to ask questions and participate sincerely when the affiliation with the teacher is greater. Perhaps the idea that teachers impact their student's relatedness shed some light on MacIntyre's relation to the potential of teachers to increase or decrease learners' WTC MacIntyre et al., 2011, (p.88).

## **2.6 Interactional Competence (IC)**

Following the research of the scholars, IC encompasses all those skills and abilities that interactans use to recognize and get the meaning during a discourse practice (Young, 2011). In order for the interaction to occur successfully, it is necessary to have more than one participant, and although interaction can be either written or spoken, to accomplish a successful discourse practice the participants should use IC resources bilaterally and accordingly with the context or situation.

## **2.7 Classroom Interactional Competence (CIC)**

According to Walsh (2011), CIC refers to “the ability of teachers and learners to use interaction as a tool for mediating and assisting learning” (as cited in Walsh, 2011 p.158). The two basic elements to put this ability in practice are, first, restricting the kind of interaction taking place between the different participants because it considers that it should be adequate to specific pedagogical goals and to the agenda of the moment, and second, providing the interactants with the right interactional space; somewhere where they could have better chances to contribute to the process of co-constructing meanings something which lies at the very heart of learning through interaction.

Hence, the key to the success of their classroom interactional competence would lie in the teacher’s provision of this space so the learners can interact and have an opportunity to build together an understandable message for each other during a discursive practice.

## **3. Objective**

The objective of this paper is to explore what are the inhibitory ideas which are causing L2 learners to not feel comfortable communicating in the target language. Through the analysis of research papers dealing with the WTC, the factors that lead to an increase of the volitional process are presented here.

These factors build up the base for the proposed activities which could lead to cease the paralyzing ideas which second language learners must face before they opt to communicate in the L2. Although the context of the research is focussing on the classroom, the main target would be for learners to carry with them this WTC outside the context of the school.

#### **4. Task Design**

The following activities have been designed as part of three sessions for the English subject to teach 4<sup>th</sup> of ESO students the keys to be successful during a job interview. During these sessions, the students will be working collaboratively on most of their tasks and projects. Throughout the three sessions, the students will have to work on their reading, writing, and oral communication skills. The three sessions share content obligatory language and task structure in order to facilitate the students with task familiarization and expectation.

The objective of the task for this study is to increase WTC, IC, and CIC. The following activities can be found in the teaching unit co-created by J. Chávez and V. Palomeque “Your First Job!” (2020). This unit introduces students in the final stage of ESO to writing a CV and preparing themselves for a job interview.

According to the unit, the participant students would have previously been working on their written CV’s, and therefore, they would have task familiarization to recollect for vocabulary and task expectation. When the students are provided with these two items in the context of the classroom, the research has found that it helps them feel less anxious with new tasks -in this case, preparing a mock job interview with their peers. Based on the data collected through the surveys, questionnaires, and videotaped sessions the following sessions are presented:

##### **4.1 Session A: “We will call you back” by J. Chávez; V. Palomeque, 2020, (p. 20)**

For this session, the teacher will need the following teaching materials: Computer, projector, internet connection, one photocopy of the “Assessment Chart” (Figure 2). for each student for Act. 5.3 and 5.4. Keywords: Interviews, individual, preparation, hunter, gatherer, the interview panel, impress.

### **a.1 “How did interviews start?”**

The teacher will start the session by asking the students if they know how long have humans been “hunting for jobs”? Using this English expression is key to link his/her words to the video that will introduce the topic: “How Interviews Started” by BBC One. After watching the video, the students will start a discussion in pairs about what type of questions they think might appear in a job interview.

### **a.2 “Interviews and feedback”**

The teacher will have the students sitting in groups of 5 maximum and will hand out an assessment chart (Appendix, fig. 2) for them to fill up based on what they see during an impro-show about an interview. They can also take notes about the interview as they see things they think are done right or wrong.

### **a.3 “Actually, you could do better...”**

The students share their ideas in the group and, once they are ready, they share them with the rest of the class. They must assess the interview (Pass or No Pass).

Once they have marked their assessment charts, the teacher will ask them “What tips would they give the actors to improve?” and will ask them to share their tips in a menti link (Annex Link 01). The tips will be visually displayed on the class projector for everyone to see.

### **a.4 “Practice makes perfect!”**

The teacher will thank the students for their tips and explain to them that the interview will take place again, only this time, the actors will follow their advice. After the interview

is finished, the students will turn the assessment template around and mark a new score. They will share their thoughts first within their groups and then with the class.

To finish the session the teacher will make a reflection on the importance of feedback and second chances for students to understand the importance of preparation. The teacher will let the students know that their homework is to keep working on their respective CVs and use the tips for when they practice the mock job interview.

#### **4.2 Session B: “Scaffolding” J. Chávez; V. Palomeque, 2020, (p. 21)**

For this session, the teacher will need the following teaching materials: Computer, projector, internet connection, one ball of thread (6 ft long), fifteen yellow stickers, fifteen green cards stickers (if there are more than 30 students, divide the classroom into two halves).  
Keywords: Feedback, tips, interview, CV, template, jobs, future, career.

##### **b.1 A thread to remember**

The teacher will start the session by asking the students if they remember what has been happening during these last few sessions and will let volunteers share with their classmates what they remember. The students will hold a piece of wool when they share what they remember and keep passing the ball as all the classmates share their memories of the sessions. This activity will activate their memory and also create a bond for better group cohesion (including the teacher).

##### **b.2 Let’s practice: A Mock Job Interview**

The teacher will divide the class into two halves and hand students color stickers depending on their team: the Yellow Team will become in interviewers and the Green Team will become in interviewees. Then, the teacher will ask the students to watch a video to get tips to prepare an interview (Annex Link 02).

Depending on their team color (Y/G) students must listen and jot down what kind of questions or answers can appear at a job interview. This will also engage them with the

following activity where they will be interviewers and interviewees, so practicing will help them feel familiar with the task and vocabulary.

### **b.3 That's an excellent question!**

By this point, students would have had a chance to watch the complete video and know what kind of conversations are held during a job interview. Then, the teacher will pass a copy of the student's book page 29 (Figure 3). The teacher will ask the class to think about these questions beforehand: "What other items are important for interview preparation?" and "What doubts do you have for the teacher?".

After a couple of minutes of waiting time, the class will be divided into teams into groups of a maximum of 5 students. The teacher will give out the instructions for the two teams: The Yellow Team will write the interview questions. The Green Team will write the answers for the yellow' team questions.

The teacher will play the video on "Job Interview Tips" again so the students can copy the questions and answers from there. This will provide them with enough scaffold and space for WTC to happen between them.

### **4.3 Session C: "On with the show", J. Chávez; V. Palomeque, 2020, (p. 22)**

For this session, the teacher will need the following teaching materials: Computer, projector, internet, student's phones with an internet connection, Tik Tok app. Keywords: Feedback, tips, interview, CV, template, jobs, future, career.

#### **c.1 What do we know so far?**

The teacher will start the session by asking the students to reflect on these questions individually "What are soft skills?, What information do you include in a CV?, What kind of questions and answers can you expect during a job interview?"

The teacher will provide an appropriate waiting time for the students to know how to answer, and then the teacher will ask them to record a Tik Tok video providing the question

and the answer they will be working in class and to upload the video to share it with the whole classroom. Again, they will be working with content obligatory language, having a familiarization with the task, and increasing the affiliation with their teacher and classmates.

### **c.2 Buddy up!**

The teacher will ask the students if they feel confident enough to know what to do and what not to do in an interview. Students will share with him/her their answers orally. The teacher must establish an adequate waiting period for their answers and provide visual support of the content obligatory language.

The teacher then will ask students to buddy up (in pairs) and practice the questions and answers from the interview they would have watched during the last session. The pairing must be done with one student from the yellow team and another one from the green team, regardless of their level of linguistic competence in the L2.

The teacher must always keep a visual reminder of what the hiring boards are looking for: The way they dress, the way they behave, the way they keep eye contact, the use of their voice, their personal neatness, and the body language they use.

### **c.3 Interview Time!**

The teacher will take a few minutes to describe fully the instructions as this activity is subdivided into four parts. Once he/she has finished explaining the instructions, the students will know what is expected from them.

First, the students will listen to the instructions and they will be able to read them along with the teacher, as they will be projected (Appendix Fig. 5 and Fig. 6).

The teacher will present with a couple of interview questions examples: Could you run me through your CV?, What do you do in your spare time?, What are your qualifications?, Why do you want to work hereç?, Would you like to ask me a question?

Part 1: The teacher will ask the students to go back to their seats and pay attention to a video where they will see how the mock job interview activity is going to take place. Video by J. Chávez (Annex Link 03).

Part 2: Following the video instructions, a class of thirty students should get divided into three groups of ten students each: ten interviewers: they will write five questions for their interviewees, ten interviewees, they will write five appropriate answers, and ten assessors, they will fill up the assessment chart to provide their classmates with feedback after the interview (Figure 7).

Part 3: Students will get into threesomes that include one interviewer, one interviewee, and one assessor. The interviews will start and the teacher will remind the students that if they are nervous and need to repeat a question or an answer they have permission to do so. This part should not take more than 20-25 minutes.

Part 4: The assessors will be in charge of giving feedback to their peers since most of them won't be able to use the L2 to express complex ideas they will be allowed to have five minutes to prepare their feedback in the L2 using a dictionary to help them translate their ideas.

After the activity, the students will share their feedback and discuss with their classmates' point by point of the assessment chart how did they do. Then, each group changes roles and repeats the activity until all of them have had three roles. This activity will need more than one session to be fully completed.

#### **4.4 Connections to WTC, IC, and CIC sessions A, B, & C:**

According to the theoretical framework so far, these activities offer both, high classroom interactional competence and compel many of the variables that could lead to a greater willingness to communicate, such as providing the students with longer, adequate response waiting time and space to prepare their answers working with external aid

(classmates, teacher, and dictionaries). The activities designed carefully to ensure that students feel familiarized with the tasks and the session structure, increasing their expectations, lowering their anxiety, and catering chances for WTC to happen.

When working in pairs, research suggests that students freely choose their partners, as they work through affiliation, increasing their excitement (speaking with a friend), security (the language level is somewhat balanced) and sense of responsibility (there's a task to be carried) which lowers their feelings of insecurity. (Kang, 2005).

Although the topic in these activities would not have been chosen by the students, the study took into account the level of education where it would be implemented and tried to adequate to a general interest around their age-how to get the first job. The relatedness of the topic can raise interest in communicating with their peers.

When working in groups, in the context of the classroom, the IC merges with CIC, and, therefore, the teacher must be very careful to be supportive when the interaction between the students is happening. For instance, using non-verbal communication can reinforce the three main factors that influence WTC Kang, 2005. To distinguish CIC from the teachers' influence, the study focuses on Zarribanadi's research "teachers can influence learners' WTC through external regulation of rules or satisfying learners' need for relatedness" (Zarribanadi, 2014, p. 290).

Therefore, the teacher's support could come in the form of short confirmatory phrases, nodding, or smiling. According to the findings in Wen and Clement's (2003) teachers do affect positively learner's WTC, and just to illustrate how much the influence of a teacher can have, we present what one of the participants on the Zarribanadi's research shared "WTC. I love to speak in professor C. class. He carefully listens to you and when you finish your speech he thanks you for expressing your ideas. Yesterday, I said something in the classroom. To be honest, I was not sure whether it was true or not but I became sure that it

is true when I saw the smile on the teacher's face, his looking at me, and words like "yes" and "good" (ID: 40, age 26). Zarribanadi, 2014, (p. 293).

For the research conducted to design the activities, the researcher looked at all the student' surveys in the Cornellà high school, finding kernels of wisdom that ought to be shared. For example, when one of the students answered to "Describe how you feel whenever you have to carry a task in English with your classmates (confident, anxious, indifferent...). Why do you think you feel this way?" he wrote "It's no trouble, but I do feel a bit forced and obliged, probably because of how the education system is set up. You only focus on passing".

This answer tells us about how more often than not, the teacher is not working to motivate and engage his/her students, but to compel them to participate in order to pass the English subject, even if this means not taking into consideration the potential use his/her students could do of the language outside the classroom.

Nonetheless, nor the theoretical frame, nor the research or the data collected up to today points to the fact that this would be a valid way to acquire a second language. This is why this study refers to researchers, scholars, and educators to continue searching for a better understanding of the necessity of the WTC to happen in the context of the classroom.

## **5. Data Collection & Methodology**

The students' survey and their answers were in their L1 (Catalan) as the levels of English perceived wouldn't have let them express subtleties using L2. The Teacher's Questionnaire was passed in the L2. The videotaped sessions 1, 2 & 3 were made during school' hours in the English lessons.

All the participants were assured about the confidentiality of the results and the anonymity of the answers and videos. The school authorities granted the researchers the necessary permissions.

### **5.1 Context and participants**

This study used mixed methods to investigate the student's willingness to communicate in an L2 classroom between themselves. Throughout the duration of a three-week internship an observation and a participant observation were conducted with ten students of 4th of ESO (aged 15 to 17). The researchers provided the students with a self-assessment survey on perceived self-confidence (Appendix, Graphs 1 to 10) and the English teacher with a questionnaire, on their current English level according to the CEFR and their class performance (Appendix Graphs A to D). The analyzed videos were all in the same 4th of ESO classroom and with the same students in span of different days and times.

### **5.2 Instrumentation**

**5.2.1 Student's Survey:** Participants in the current study were asked to complete a two-page survey. In the first part they were asked to choose from 1 to 5 (from extremely agree to extremely disagree) on their instrumental perception of the English lessons. Below is the list of questions they had to answer: English is a difficult subject/ The English language will be useful in my daily life/ When I have to speak in English I feel comfortable/ I try to participate/ I think my contributions in class are valued/ In group-work my classmates trust me and value my contributions/ I think my English level is above the class average/ English is one of my favorite subjects/ When a group task requires speaking in English I feel safe and comfortable/ I have a good relationship with my English teacher/ I have a good relationship with most of my classmates/ When I have to speak in English I don't participate because I feel shy/ When I have to speak in English I don't participate because I feel insecure/ When a group task requires speaking in English I feel that I know enough English

to handle it/ Speaking in English with my classmates makes me shy because it is not our language of choice

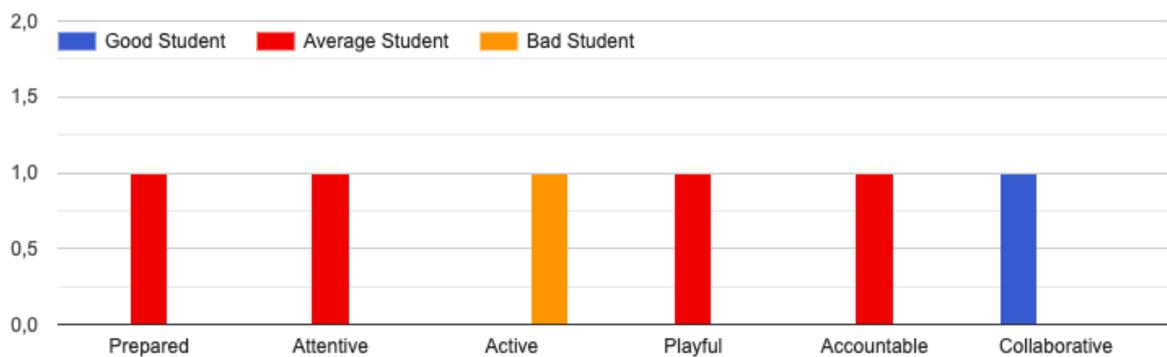
In the second part, they were asked open questions such as: Describe how you feel whenever you have to carry a task in English with your classmates (confident, anxious, indifferent...)/Why do you think you feel this way?/Have you ever wanted to contribute to the English class but opted not to do it? If that is the case, why didn't you participate?/Can you identify your weaknesses when you have to communicate in English with your classmates? How about your strengths? What are they?

### 5.2.2 English Teacher' Questionnaire

The questionnaire filled up by their English teacher at the time of the research included the following questions: How would you describe him/her as a student? (A list of adjectives was provided, with three different ratings: good student, average student or bad student).

(Figure A)

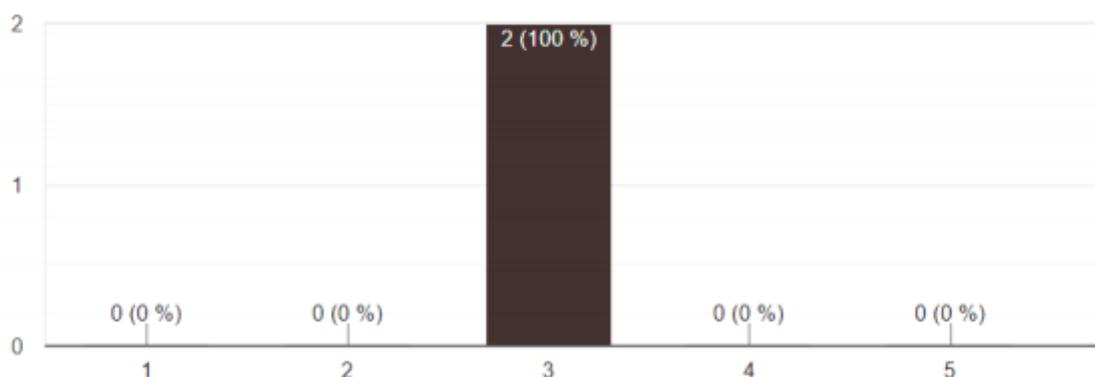
How would you describe him/her as a student?



What would you say is her/his level of English according to the CEFR? (From 1 (A1) to 5 (C2)) (Figure B)

What would you say is her/his level of English according to the CEFR?

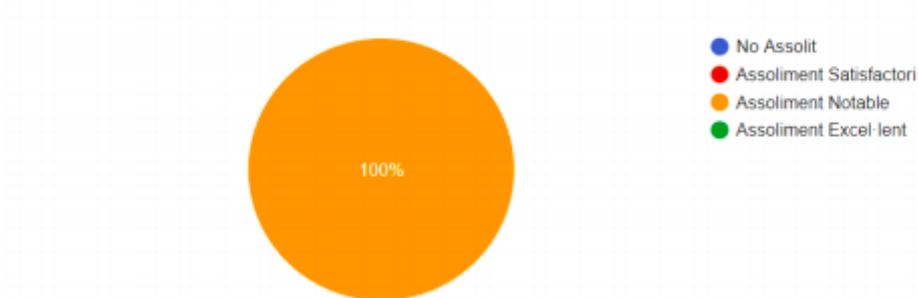
2 respuestas



What Is her/his current English mark? (According to the Catalan Curriculum, a non-numerical mark) (Figure C)

What is her/his current English mark?

1 respuesta



To ensure validity the author of the questionnaire asked a fellow investigator to suggest the type of questions before sending them out. These qualitative instruments were used because they provide a more insightful way of exploring the situational characteristics of L2 in WTC (Kang, 2005).

### 5.3 Videotaped fragments

The pairing and grouping of these activities were made randomly, therefore, not taking in account the theory of CIC, where the kinds of interaction that take place between participant must be restricted in order to determine the interlocutors' discourse which should

be “appropriate to specific pedagogical goals and to the agenda of the moment” Walsh, 2012, (p. 6).

Nonetheless, the case study did take into account another aspect of CIC when presenting the activity to the students, for it provided them with an interactional space where the interactants could participate to build up the discourse cooperatively.

There are three videotapes analyzed, the recording happened during the implementation of the teaching unit “Your first Job!” by J. Chávez and V. Palomeque during the English lessons in the 4th of ESO C classroom.

**5.3.1 Video 1 (Annex Link 04):** On this recording, a group activity was taking place. The teacher had presented them with the question “What career will you choose in the future?”.

At the beginning of the class, the three support teachers sat down in the middle of the room sharing an informal conversation on the topic to give the students an idea of how they were expected to complete this activity. In order to reinforce their language resources, they presented them with a real CV example (Figure 8) from one of the teachers. They asked the students to take a career test (Annex Link 05) to see what their skills were useful for and before the end of the lesson, four students were asked by the teachers to mimic the informal conversation answering the question “What would you like to do in the future?”.

### 5.3.2 Discourse Analysis Fragment 1:

The following fragments (1, 2 and 3) use symbols taken from the Jeffersonian Transcript Notation System.

1. **María** ut I (.) I would like to travel around the world and that’s it >I don’t know< ((bell rings)) and you Clara↑
2. **Clara** I want to be i::n a::a the:eee...cómo se dice↑ at the world’s campeonato



cómo se llama?

3. **Teacher** world's CHAMPIONSHIP ↓
4. **Clara** world's championship and try to participate
5. **María** and win ↓



6. **Clara** ((smiling)) and win ↑
7. **Tina** and you Diana ↑
8. **Diana** I would like to be a hairdresser ↓  
(·) a professional ↑
9. **María** ((opening her arms)) very good ↓
10. **Teacher** very good ↓ ((class cheers and claps, the four Ss get up from their seats))

### 5.3.3 Fragment 1: Analysis (Annex - Transcription Video 01)

The recording starts once they have already settled into the conversation. The student who is speaking first, María, explains to the rest of the group her desire to travel around the world.

There is a brief interruption in her discourse because her classmate, Tina, realizes they are being recorded and Maria gets nervous and quickly ends her contribution, but before doing so, she gives her turn to Clara, asking her to continue the conversation.

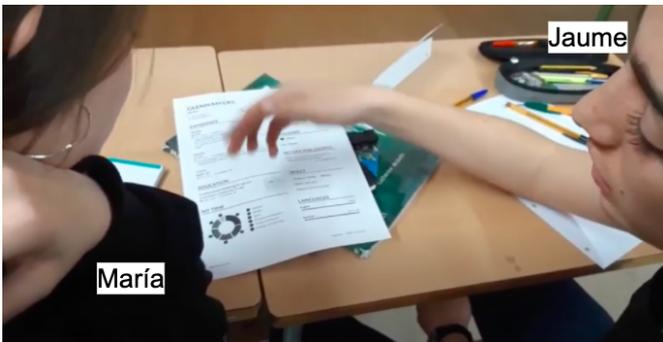
Clara had a little more than one minute to think about her answer and although she starts off with confidence, when the camera turns to focus on her, she hesitates about her vocabulary and asks the rest of the group to help her translate the words she is looking for (world's championship). The teacher who is leading the activity hears them struggle and gives them the English translation. Clara continues her contribution and thanks to her friendship with María, she includes in her discussion (I want to be in the World's Championship and try to participate) her friend's ideas (...and win!).

At this point, Tina, who started the conversation but who was not recorded, takes the mediator role and asks the last student -Diana- for her answer. Diana, who had more than two minutes to think about her answer makes a short but grammatically correct contribution.

Once they have all participated they decide they are finished and the teacher and their classmates congratulate them with a big applause. The four students look happy to have succeeded in the task.

**5.4.1 Video 2 (Annex Link 05):** Peer activity. In pairs, the students were asked to read through a couple of CV examples (Appendix fig. 9) The objective of the task is for them to notice what information is included (work experience, skills...etc). While the activity takes place, one of the support teachers films the activity and the other one is helping out the students. The camera is quite visible and this might have led to students getting nervous.

**5.4.2 Discourse Analysis Fragment 2:**



1. **Jaume** Maybe is a sport ↑ Ah es↓ the things that he XXX his time
2. **María** welding what is ↑
3. **Jaume** Welding is (·) welding ((points to the CV they are reviewing)) welder ((points to the CV)) welding
4. **María** ((laughing))

5. **Jaume** (looks for the teacher) Victor!
6. **María** ((looks around too)) °°Está aquí°°
7. **Jaume** Victor what is welding ↑
8. **María** What is the meaning of welding ↑
9. **Teacher** of welding ↓ (·) welding is a job that consists of melting metals melting (·) you know melting ↑
10. **María** (to S1) sí en plan (·) con los metales ↓
11. **Jaume** like (·) fundición ↑
12. **Teacher** soldar ↓
13. **Jaume** ((nods)) yes

**5.4.3 Fragment 2: Analysis (Annex - Transcriptions - Video 02)**

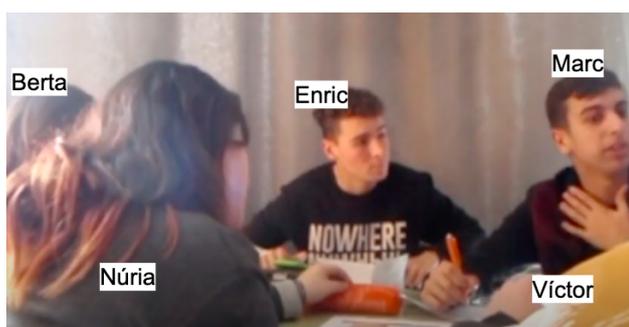
The pair of students in the video are reading a CV example, although the pairing was made randomly, both are high performers.

María and Jaume read through the CV and find difficulty with one of the words (welder) and Jaume tries to guess the meaning through the context of the rest of the CV. María doesn't

seem to understand what his classmate is trying to do so they decide to ask the teacher to help them. The teacher doesn't translate the word but offers them meaning. María understands quite quickly, but Jaume is still struggling. They discuss it and Jaume understands the word after offering the teacher a translation guess (*soldar*), the teacher agrees.

**5.5.1 Video 3 (Annex Link 06):** Group activity. In groups of 5 maximum, students were asked to work together with a text (Appendix Fig. 10) about soft skills and employability. Each of them had a role: Read the text aloud/ Listen carefully and summarise the main ideas and keywords /Point out any difficult words and look for their meaning /Think about a question for the author of the text/ One will think about the answer for the asked question.

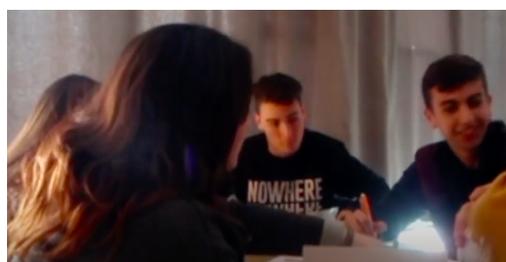
### 5.5.2 Discourse Analysis Fragment 2:



1. **Marc:** I have to take the important words↓
2. **Enric:** He is the attorney↓ ((puts down the phone to voice record the group gets nervous))
3. **Teacher:** Don't be nervous↓
4. **Marc:** ((looks at the camera)) Ah que encima nos (·) madre mía
5. **Enric:** Esto es la casa de Gran

Hermano ahora mismo

6. **Berta:** ((keeps reading out loud)) leading to a XXX and less stressful environment (·) there are a red of XXX ((Marc and Víctor start playing with each other and Enric and Núria try to stop them)) interpersonal skills XXX communication [skills
7. **Enric:** if you don't know any word say me that I search↓ ok↑]
8. **Berta:** emotional intelligence (·) team working (·) negotiation (·) conflict work solution (·) problem-solving (·) and decision [making
9. **Núria:** ((knocks on the table to call the team's attention to keep reading)) ((they get silent to listen for instructions))
10. **Teacher:** Two minutes and twenty seconds to finish↓
11. **Victor:** XXX
12. **Marc** XXX ((S5 tries to slap S1's face)) Qué palabras hay lo entendéis todo↑
13. **Berta** Reliable



**14. Marc** ((keeps playing with S5))

**15. Enric** Qué horror eh (·) Párate ya tío párate ya↓

### **5.5.3 Fragment 3: Analysis (0:50”)**

On the videotape there are five students each of them with their assigned roles; the students could choose what role they wanted to do inside of their group, according to a list of skills each position required and they had to choose the one that fit them better. The support teacher in charge of the activity first tells the students all the instructions, meanwhile, the other support teacher sets the camera to record a random group.

The camera was set to record the whole group but one of the students, Víctor, hides from the focus of the camera. The recording starts when one of the students, Marc, is explaining to the support teacher which role he is supposed to have. The teacher leaves phone on the table to record the audio and the students realize that they are going to be recorded and laugh and get nervous.

While Berta starts reading (you can hear her, but can't see her because Núria is in front of her), Marc and Víctor start playing with each other. Enric asks them to stop. The instructions clarified that each read one fragment of the text, but they are not paying attention to the activity.

The students probably got nervous having the camera recording, and they show a great affiliation (friendship) hence, they keep playing. The teacher in charge of the activity asks the class if they need one more minute to finish the activity and the class agrees.

## **6. Discussion**

After the previous analysis of the three distinct fragments, different elements contributing to the WTC and CIC of students have been observed. Each couple, or group, manifested specific strategies to achieve a successful discursive practice.

In the first fragment, the students mimic the activity as the teachers had previously presented it, and although in the moment of the interaction they don't have language support, the researches assure they did have it during the lesson. The first group is from the 4th of ESO C. María, Clara, Tina, and Diana shares their hopes for their future careers. Their discourse is not limited to specific questions, since it is an informal conversation they have to listen and interact according to what happens in the conversation. This type of CIC fails to stick to a specific pedagogical goal as Walsh (2011) suggested since there are no restrictions in the kind of interaction taking place.

In the second fragment there are only two students, María and Jaume, both from 4th of ESO C. They share a similar language level, they are both strong students, and we find them trying to interact between each other in L2, more so than what we will observe in the third fragment analyzed.

Jaume tries to understand the meaning of a word (welder) from the context of the text (a CV) they are reading together. They show the same understanding of how the activity should be carried and follow the instructions until they come across the unknown word and they have to recur to external help from the teacher to grasp the meaning of it.

They do so using the target language in the beginning and is not until María gets what the teacher is saying that Jaume opts to use L1 to check with the teacher if he has understood the meaning of the word. The teacher influence is observed as Kang urged to be explored as to provide resolutions for effective L2 pedagogy (Kang 2005).

The teacher offers support through non-verbal language such as approaching the physical level of the students (they are sitting down so he bends towards them) and with short questions such as "you know?", and he doesn't leave until the doubts are clear for both students. Confirming that the behavior of the teacher can affect positively these young learner's WTC Wen and Clément, 2003 cited in Zarribanadi, 2013, (p.290).

In the third fragment, there are five students, the largest and most linguistic-competence diverse group analyzed. There are five students; Marc, Enric, Berta, Núria, and Victor, all from 4th of ESO C. As in the second fragment, they also have a printed copy of the text they are working with on skills and employability. They are working on the clock, the teacher in charge of the activity gives them five minutes to complete the reading after they had chosen their roles.

The interactants, in this case, don't work as well as we have seen previously, even though they know they are being filmed, not all of them follow the activity. While Berta and Núria seem more engaged with the reading and seem to have understood the instructions on how to complete the activity, Marc and Victor keep teasing each other. Enric tries to follow the activity but he gets distracted.

This interaction differs in the sense of engagement the students have with the task the teacher has presented. On the fragment analyzed none of the students showed WTC, for they were interacting with each other in the L1 and when Enric does it in the L2, there are small innuendos that he is doing it for the record.

In the first and second fragments, the interactants are capable of giving and taking turns, doing a waiting time, there are no interruptions made during the conversations and each of them respects the speaking turns. They use the turn-taking as an interactional resource, which fits with the ideas of Young (2011).

Also, the oral interactions between them are short, except in the first fragment when Clara has to recur to external elements to finish constructing her discourse in English -asking her classmates for help. In Clara's discourse, we can't find the two main variables that according to MacIntyre (1998) conform WTC, her own perceived communication competence is challenged and therefore her communication anxiety increases while the rest of the group seemingly shows control over these inhibitory ideas and can hold a comfortable conversation in the target language.

To summarize, the strategies the support teachers used provide chances for WTC and CIC to happen in the three analyzed fragments. They subsidy some of the theoretical framework such as choosing the topic of the conversation, and also the type of task. They didn't plan the type of interlocutors (random classmates) and perhaps this could have led to an increasing of feelings of security, excitement, and responsibility as Kang (2005, p. 282) had defined them in the interactional context.

## **7. Conclusion**

Some conclusions can be made after the data and discourse analysis, which will answer the question of this research: "How can familiarization with task structure and expectation influence the willingness to communicate in L2 in students of 4th<sup>o</sup> of ESO during the task of mock job interviews with their classmates?".

First of all, as the scholars cited in this paper have studied, the willingness to communicate is the sum of many psychological and situational variables, and the job of the L2 teacher is to provide as many chances as possible for it to happen. In the cooperative tasks analyzed in this research, students were grouped in small heterogeneous teams, making possible the interaction between them and giving the chance to use CIC.

Second of all, the activities proposed to work on the mock job interviews have been reviewed by fellow researchers and are not only adequate to the current Catalan Educational Curriculum but also help co-create the space and interactions needed. Hypothetically, the ten activities presented would provide the students with sufficient language support for them to be capable of engaging in the tasks, and also in a real-life situation they would have to face soon.

The implemented tasks helped promote an interactional climate for the participants of this study, and the group tasks were designed for them to have equal chances to participate in the classroom.

Regardless of the students' distinct linguistic abilities they worked together and learned from each other. The implemented activities were not completely successful because some of the students (like Victor or Diana) still were unwilling to communicate due to the fact that a camera was recording them. What the researcher had observed in the classrooms is not an unwillingness to communicate but a lack of waiting response time for students to be able to fully engage in the discourse.

In such a manner, to design the ten proposed activities the active observation of the classroom was a vital factor for this research, as well as the triangulation of the data collected -the analyzed videos, the student' surveys, and the questionnaire filled by their English teacher. All of these materials helped shed some light on how to approach this research and recommend these activities. The extensive theoretical framework analyzed thoroughly promises a successful opportunity for these students to face their fears and cross the Rubicon of SLA. This paper aims to help L2 teachers understand how much influence they exercise among their students and use it to achieve greater results regarding the WTC because without practicing the language, the acquisition of it is impossible.

This shall be a small step towards more research to explore how to improve L2 pedagogy, as there is a lack of research exploring this specific field. The scholars have already stated the importance of the non-verbal aspects during discursive practice, and the importance of the affiliation between the teacher and his/her students, and apart from this there are other aspects to be studied: Is UnWTC in an L2 classroom due to unwillingness or to an incorrect focus of the tasks? Can we combine the volition to communicate in high

performers with the lower ones to increase their WTC? How can teachers feel more related to their students?

All things considered, for new second language acquisition students the WTC depends very much on how their teacher focuses his/her guidance and instruction, so at least until the

students have their own perceived communication capacity strong enough not to doubt themselves, the teacher must tend to their need for relatedness.

## **8. Personal Reflection**

When I first started the practicum it brought back many happy memories from my high school years. I remembered how much fun I used to have during the English lessons and how invested my teachers were. I think that the reason why I was able to cross my own Rubicon was the many chances my English teachers provided during class, and how they would encourage me to keep trying, even if I did mistakes.

Nonetheless, when I first moved to the UK, back in 2013, people were surprised of how good my grammar was, but I needed to improve my communication skills in order to make a living there, and it was then that I realized how grateful I am to all my high school English teachers for using most, if not all of the variables which led to my volition to communicate in the L2.

When I decided to choose my master's specialization I didn't have any doubts I would much rather teach English than History and Geography (which, as an art historian, is the only option I would have available in the ESO level and could only teach art history in higher levels), not because I don't love history, but because I want to teach my future students the advantages of acquiring a new language.

While writing this dissertation I was often moved, because the theory I was reading by so many renowned scholars I had experienced it twice in my life! First when I was only a nine-year-old girl trying to communicate in Catalan and then, at nineteen in Caerphilly, doing it all over again, only this time in English.

How true it is that as a learner, I felt often very anxious to speak in a new language. I remember the nervousness in class when I had to engage in a conversation that could take any

direction and I would have to follow it whatever my language level could be, and whatever personality-traits I had at the time.

Willingness to communicate has little to do with personality and a lot to do with the situation. For instance, I have never been a shy person, and in fact, back home in Quito, my teachers would ring my mother to tell her I hadn't stopped talking during the lessons, so when my family and I moved to Barcelona and I became suddenly quiet in class my family was worried. Again, the dedication of my P.E. teacher José during the lunch breaks where he took the time to get four of the newly arrived girls and me to teach us Catalan through games was what made possible for me that by the time I started high school I didn't have to fall back in my education anymore.

Now, my only hope as a teacher is to keep this fire alive and not get burned out helping my future students to learn and love a new language, a new life-style, new cultures and to create the bridge for them to know what it feels to be on the other side.

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## 10. Annexes

10.1 List of figures: Figure 1: Pyramid model of WTC by MacIntyre et al. (1998)

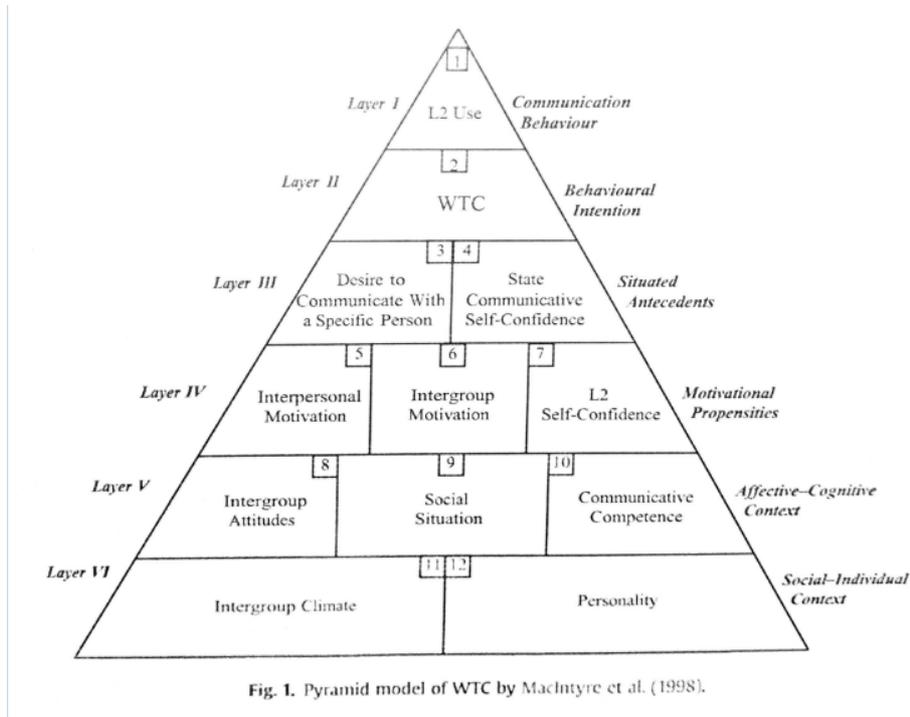


Figure 2: Assessment Chart J. Chávez; V. Palomeque, Student's Book Your first job!, 2020, (p. 27)

### 5.4 "Practice makes perfect"

The interviewee has the chance to do her interview again. This time she knows your tips and she will show you how a good interview should go. Use the assessment chart below to see if this time she knows what she is doing.



come on lady  
do it again

Do it again Meme, February 2020, Chavez, J

She is on time	She looks tidy	She knows the industry	She is well mannered	She makes the right questions	✓ Yes
✓	✓	✗	✓	✗	

Chávez J., Palomeque V. 2020    27

Figure 3: J. Chávez; V. Palomeque, Student's Book Your first job!, 2020, (p. 29)

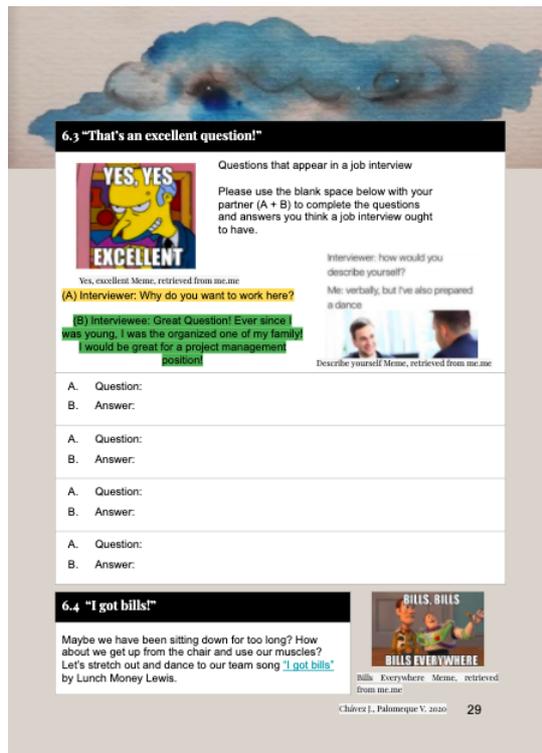


Figure 4: J. Chávez; V. Palomeque, Student's Book Your first job!, 2020, (p. 31)

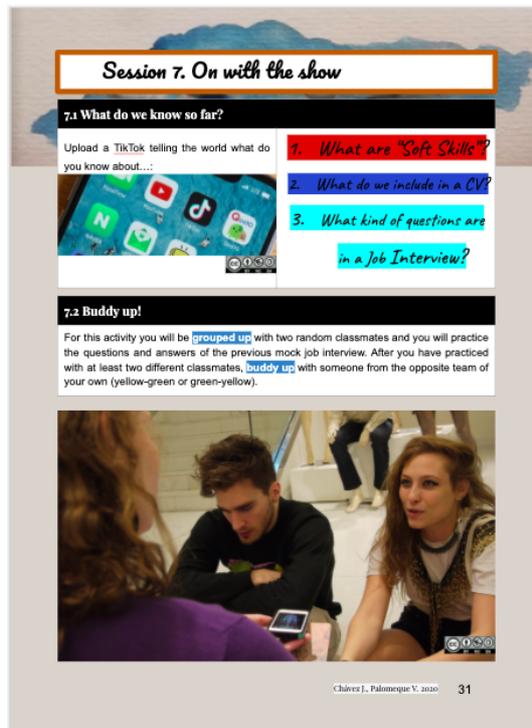


Figure 5: J. Chávez; V. Palomeque, Student's Book Your first job!, 2020, (p. 30)

**7.3 Interview time!**

To follow all the instructions please watch the "Mock Job Interview" video by Josselyn Chávez and Victor Palomeque.

First of all, your teacher will distribute the class into three groups or roles:

There are 3 main roles

1. Interviewers
2. Interviewees
3. Assessors

Class organization

**Mock job Interviews** 2019-2020

Once you know which is your role during the mock job interview activity, remember to explore the tips we have been working on during the past sessions.

What do you think are the most important things to consider during an interview?

*I think the three most important things are...*

Tip to prepare your interview: Go back to Section 5: Interview and Feedback and also check again Section 6: Staffing.

- 10 students
- 5 Questions each has to ask in the interview
- 10 Interviewers
- 10 Interviewees
- 10 students
- Print their CV
- Draw to impress
- Answer correctly

"Mock Job Interview", April 2020. Retrieved from: prezi.com Chávez J., Palomeque V., 2020 **30**

Figure 6: J. Chávez; V. Palomeque, Student's Book Your first job!, 2020, (p. 32)

**Assessor's Assessment Chart**

If your role is to assess your classmates please mark YES or NO according to what you observe during the interview. If you think they do deserve it, you can mark ✓ or ✗ more than once

✓ Yes  
✗ No

**Interviewer Assessment Chart**

Punctuality	Appearance	Previous knowledge of the applicant	Language correctness	Relevant Questions	Well mannered

**Interviewee Assessment Chart**

Punctuality	Appearance	Previous knowledge of the company	Language correctness	Relevant Questions	Well mannered

**Class Organization**

2 Groups of 15 students

In each group

- 5 Interviewers
- 5 Interviewees
- 5 Assessors

Interview 10 min  
Feedback 5 min

Divide the classroom into two groups of 15 students.

Move the tables so you can complete the activity comfortably. You will need three chairs for each member of the group, arranged in a triangle so you can all see each other's faces. Example:

"Mock Job Interview", April 2020. Retrieved from: prezi.com Chávez J., Palomeque V., 2020 **32**

Figure 7: J. Chávez; V. Palomeque, Student's Book Your first job!, 2020, (p. 32)

**Assessor's Assessment Chart**



Job well done Meme, retrieved from me.me

If your role is to assess your classmates please mark YES or NO according to what you observe during the interview. If you think they do deserve it, you can mark ✓ or ✗ more than once

✓ Yes

✗ No

**Interviewer Assessment Chart**

Punctuality	Appearance	Previous knowledge of the applicant	Language correctness	Relevant Questions	Well-mannered

**Interviewee Assessment Chart**

Punctuality	Appearance	Previous knowledge of the company	Language correctness	Relevant Questions	Well-mannered

Figure 8: A real teacher's CV by J. Chávez, 2015

**PROFILE**



**Josselyn Chávez Pozo**  
 Rambla de Volart, 11, 08041, Barcelona  
 644463224  
[josselynchavez93@gmail.com](mailto:josselynchavez93@gmail.com)  
 Gender Female | 13/11/1993 | Nationality Spanish / Ecuadorian | DNI 23868220Q  
 Available to incorporate immediately: Part time (Afternoon)

I am an Art History student looking for a job as an english teacher. I am a hard working, energetic, highly enthusiastic and happy person. I love being surrounded by people and I got excellent interpersonal skills. I am more than used to engaging with individuals across all cultures and age groups. I am very emphatic and able to work on my own, as much as part of a team.

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**EDUCATION**

2011 – Present Degree in History of Art Universidad Autónoma de Barcelona  
 2009 – 2011 Plastic Arts High School IES Maragall, Barcelona  
 2005 - 2009 E.S.O. IES La Sedeta, Barcelona

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**LANGUAGES SKILLS**

English Level:  
 12/2014: **C1 ADVANCED**, Cambridge University.  
 08/2013: **B2 HIGH-INTERMEDIATE**, Universidad Menéndez-Pelayo.  
 Catalan Level: **C2**, IES MARAGALL  
 Spanish Level: **Mother tongue**

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**WORKING EXPERIENCE**

January - April 2014 **Waitress**  
 Tilley's Café, Caerphilly, Wales, UK  
 November 2013 - April 2014 **Waitress / Kitchen Staff**  
 Millennium Stadium, Cardiff, Wales, UK  
 July - November 2013 **Au Pair**  
 Caerphilly, Wales, UK: Child minder to a three year old and house keeper.  
 January – June 2013 **Volunteering Assistant Teacher**  
 CEIP Joaquim Blume, Sabadell: As part of the CROMA team of my University, I worked with children aged between 9-11.

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**KEY ACHIEVEMENTS AND SKILLS**

My major achievement in life was becoming a University student which has always been a dream of mine. Working in schools and charities centres has given me the experience of dealing with people requirements. I've learnt to listen in order to be able to manage all the issues efficiently. I love feeling helpful and I enjoy myself when I or my team is successful. I am very dynamic and creative; I like to think of new ways for a task to be completed more efficiently wherever I am working. I'd be pleased to work in a vocation where I can use my skills or improve myself by learning new skills.

Figure 9: A CV example

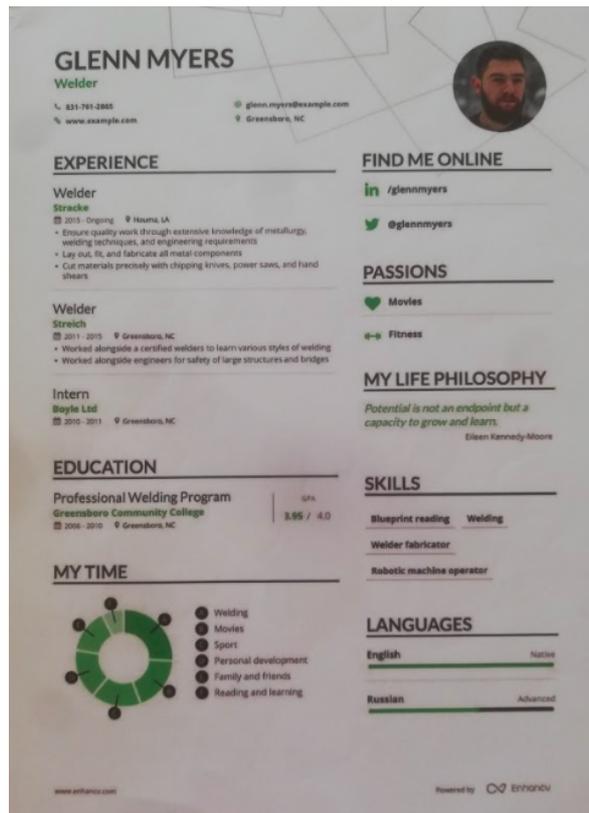


Figure 10: Employability Skills © SkillsYouNeed 2017

## What are Employability Skills?

Employers are often looking for skills that go beyond qualifications and experience.

Your education and experience may make you eligible to apply for a job but, to be successful in most roles, you will need skills that you are likely to develop over time. Some will be specific to the job, but the vast majority will be so-called 'soft skills' that can be used in any job or employment sectors. These soft skills are 'employability skills': they are what makes you employable.

### 1. Working Well with Other People

The skills required to work well with other people are known as interpersonal skills.

Well-honed interpersonal skills allow us to empathise and build rapport with colleagues and clients, leading to a better and less stressful working environment.

There are a range of areas covered by interpersonal skills, including: communication skills, emotional intelligence, team-working, negotiation, conflict resolution, problem-solving and decision-making.

### 2. Being Reliable and Dependable

Being reliable and dependable means, basically, doing what you say that you will do. It also, however, means being able to look around and see what needs doing—and then do it.

First of all, doing what you say you will do means being organised, and managing your time effectively.

Being reliable also means being able to self-regulate. Self-regulation or self-management means that you have the self-discipline to do things that you may not *want* to do, but which you know are necessary.

The final element of being reliable is using your initiative to identify where work needs doing, and getting on and doing it. People who show initiative are also self-motivated: they do not need anyone's encouragement to do what needs to be done

### 3. A Willingness to Learn

A willingness to learn means being open to new ideas and experiences, and always looking to improve your skills and knowledge. The modern world requires all of us to continually update and revise our skills.

Change is a constant in most workplaces, and the most valuable employees are those who embrace personal change, and recognise that it offers more opportunities than threats. Employers generally want people who are resilient, adaptable and flexible—another key part of self-regulation and emotional intelligence.

### A Final Thought

There are, inevitably, a wide range of skills that could be useful to employers. Each of us also has our own personal range of skills, and we therefore can each make a unique contribution to any organisation. Learning to recognise and use your skills appropriately is essential.

An open mind, and a willingness to embrace new ideas, is probably one of the most useful attributes that you can bring to any organisation.

© SkillsYouNeed (2017), <https://www.skillsyouneed.com/general/employability-skills.html>

## 10.2 Graphics:

Student's survey results 7 of 16 (Annex - Link 10, 11 and 12)

All the results are of the 10 Ss. 100% = 10 Students

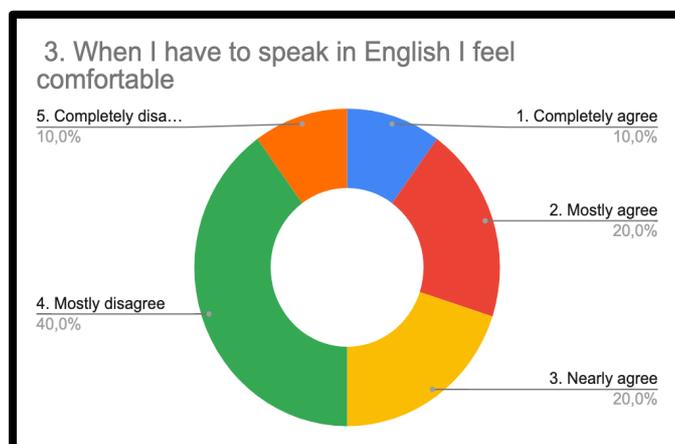
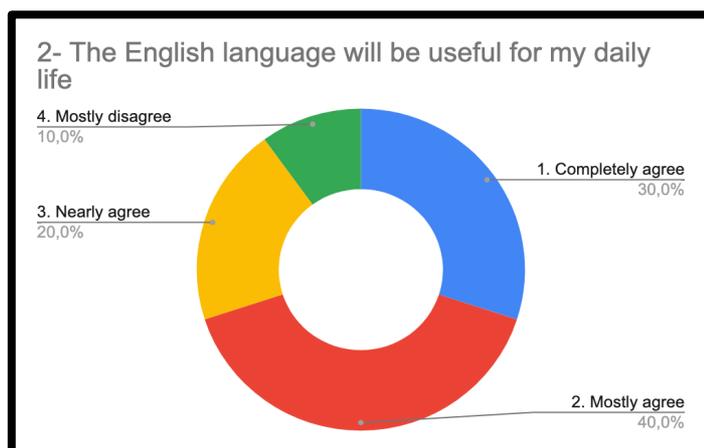
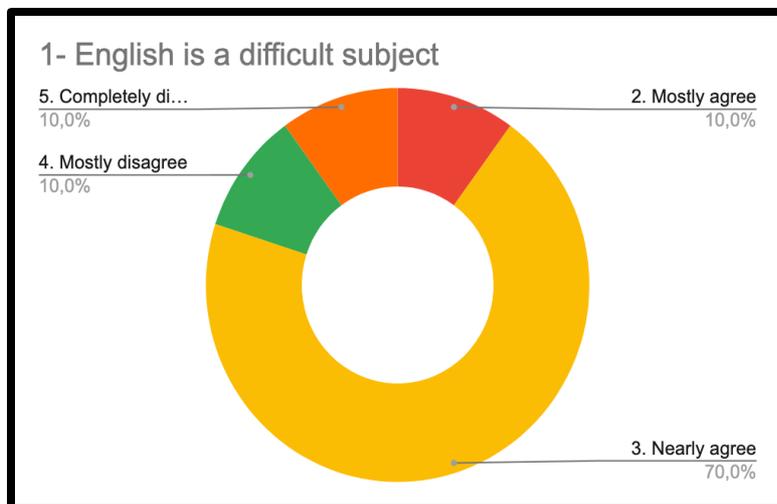
5: Completely disagree (Orange)

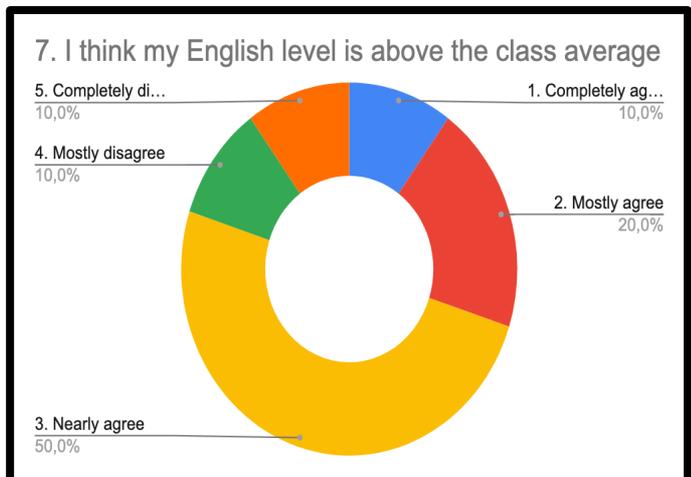
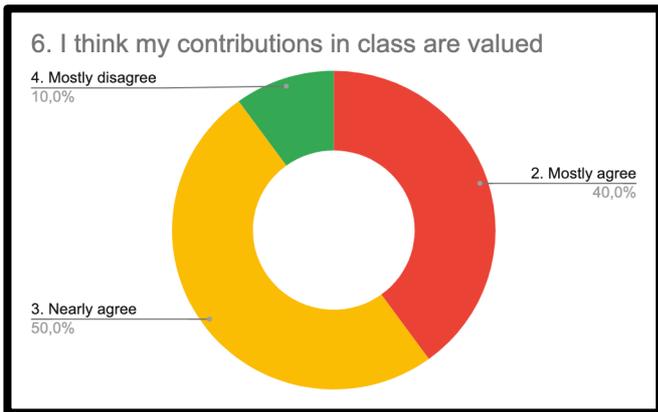
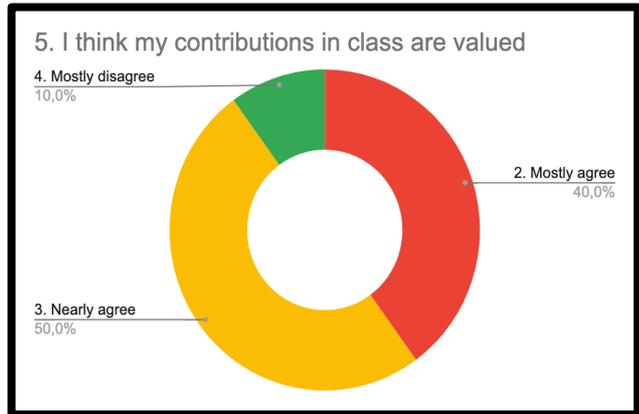
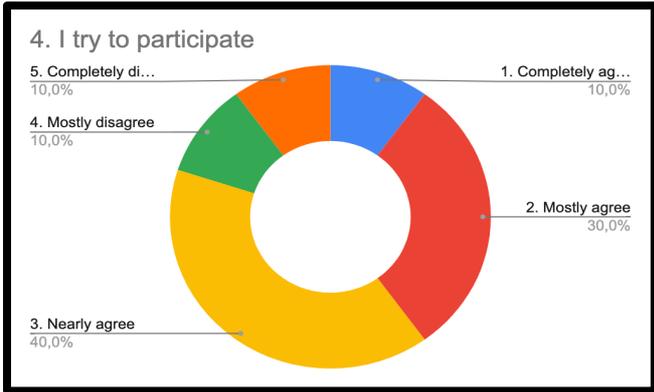
4: Mostly disagree (Red)

3: Nearly agree (Yellow)

2: Mostly agree (Green)

1: Completely agree (Blue)





### 10.3 Transcriptions

Symbols taken from the Jeffersonian Transcript Notation System.

Transcription key:

↓	Falling pitch
↑	Rising pitch
(.)	Micropause
((description))	Description, non verbal activity
-	Abrupt interruption
XXX	Unintelligible utterance
°text°	Reduced volume, whisper, quiet voice
<u>text</u>	Emphasized utterance
<b>text</b>	Utterance in L1
<i>text</i>	Translation

VIDEO 01		
01	María	But I (.) I would like to travel around the <u>world</u> and that's it >I
02		don't know< ((bell rings)) and you Anna↑
03	Clara	I want to be i::n a::a the:eee...cómo se dice↑
04		<i>how do you say</i>
05		at the world's campeonato cómo se llama?
06		<i>championship how do you call it</i>
07	Ts	<b>World's <u>CHAMPIONSHIP</u></b>
08	Clara	World's <u>championship</u> and try to participate
09	María	And win↓
10	Clara	and win↓
11	Tina	and you Desirée?↑
12	Diana	I would like to be a hairdresser↓ (·) a professional↑
13	María	((Opening her arms)) very good↓
14	Ts	Very good↓ ((class cheers and claps, the four Ss get up from
15		their seats))

VIDEO 02		
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01	Jaume	Maybe is a sport ↑ Ah es↓
02		<i>ah is</i>
03		the things that he XXX his time
04	María	welding what is↑
05	Jaume	Welding is (·) welding
06		((points to the CV they are revieweing)) <u>welder</u>
07		((points to the CV)) <u>welding</u>
08	María	((laughing))
09	Jaume	(looks for the teacher) Victor!
10	María	((looks around too)) °°Está aquí°°
11		<i>He is here</i>
12	Jaume	Victor what is welding↑
13	María	What is the meaning of welding↑
14	Teacher	of welding↓(·) welding is a <u>job</u> that consists of <u>melting metals</u>
15	Jaume	metals↑
16	María	(to Joan) Sí en plan con los metales↓
17		<i>Yes like with metals</i>
18	Jaume	O sea (·) fundición ↑
19		<i>That is melting</i>
20	Teacher	<b>Soldar↓</b>
21		<i>To seal</i>
22	Jaume	((nods)) Yes

VIDEO 03		
01	Marc	I have to take the important words↓
02	Enric	He is the <u>attorney</u> ↓ ((puts down the phone to voice record
03		the group gets nervous))
04	Ts	Don't be nervous↓

05	Marc	((looks at the camera)) Ah que encima nos (·) madre mía
06		<i>On top of it they film us my goodness</i> ((Ss laugh))
07	Enric	Esto es la casa de Gran Hermano ahora mismo
08		<i>This is Big Brother's house right now</i> ((they keep laughing))
09	Berta	((keeps reading out loud)) leading to a XXX and less <u>stressful</u>
10		<u>environment</u> (·) there are a red of XXX ((Marc and Víctor start
11		playing with each other and Enric and Núria try to stop them))
12		interpersonal skills XXX communication [skills
13	Enric	if you don't know any word say me that I search ↓ ok ↑]
14	Berta	emotional intelligence (·) team working (·) negotiation (·) conflict
15		work solution (·) problem-solving (·) and decision [making
16	Núria	((knocks on the table to call the team's attention to keep
17		reading))]] ((they get silent to listen for instructions))
18	Ts	<u>Two minutes and twenty seconds to finish</u> ↓
19	Víctor	<u>XXX</u>
20	Marc	<u>XXX</u> ((S5 tries to slap S1's face))
21		<u>Qué palabras hay lo entendéis todo</u> ↑
22		<u>What words are there do you understand all</u> ↑
23	Berta	Relable
24	Marc	((keeps playing with S5))
25	Enric	Qué horror eh
		<i>What an horror</i>
26	Enric	Párate ya tío párate ya
27		<i>Stop it man stop it already</i>
28	(00:55)	

#### **10.4 Link's annex**

- 01 Menti: <https://bit.ly/interviewetips>
- 02 Indeed - <https://bit.ly/preparinginterview>
- 03 Prezi - <https://bit.ly/JINTERVIEWS>
- 04 Videotape Fragment 01- <https://youtu.be/OD5cJyVn1Tg>
- 05 Buzzfeed - <https://www.buzzfeed.com/ashleyperez/what-career-should-you-have>
- 06 Videotape Fragment 02 - <https://youtu.be/C3L6Aqn1GTI>
- 07 Videotape Fragment 03 - <https://youtu.be/EtqsQttevw>
- 08 Student's Book - <https://bit.ly/SByourfirstjob>
- 09 Teacher's Book - <https://bit.ly/yourfirstjobteacher>
- 10 The original complete surveys (30 participants) - <https://bit.ly/all30students>
- 11 Surveys from the 10 participants - <https://bit.ly/10studentsurveys>
- 12 All the graphics from the student's survey <https://bit.ly/appendixgraphs>

