MA in Technology-Mediated Language Teaching and Learning

Enhancing Vocational students' Speaking Performance through Mobile-Assisted Task Based Learning

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Abstract

In an internalized society like ours, Spanish vocational students should be able to join international companies where they could interact in English with fluency and accuracy. However, after many years of studying the foreign language, most students do not consider themselves prepared to face that challenge. Factors such as foreign language anxiety (FLA) and lack of practice might discourage them from reaching that goal. Thus, it seems necessary to take some action and change this scenario.

The study targets students enrolled in the Higher Technician Programme in Computer Network Systems Management interested in performing their internship period in a European company. The aim of this study is to increase vocational training students' confidence when speaking English in public and to reduce their foreign language anxiety by creating Mobile-Assisted Task Based Learning environment. Four different speaking activities would be implemented over a six-month period. Students would be assessed and guided in every unit throughout the process. To gather feedback from students and colleague teachers, a custom survey would be passed at the end of the project. This would be used to analyze, not only the strengths and weaknesses of the tool implementation, but also its usefulness in achieving our goal. With the help of this pedagogical application we will learn if students end the academic year ready to apply for a European internship.

Keywords: Vocational training, speaking skills, Aeducar, FLA, MATBL

Resumen

En una Sociedad tan globalizada como la nuestra, el alumnado español de Formación Profesional debería ser capaz de unirse a empresas internacionales donde pudiera interactuar en inglés con fluidez y precisión. Sin embargo, después de muchos años estudiando este idioma extranjero, la mayoría del alumnado no se considera preparado para enfrentarse a ese desafío. Factores como la ansiedad lingüística (FLA por sus siglas en inglés) y la falta de práctica pueden desmotivar al alumnado a la hora de alcanzar ese objetivo. Por lo tanto, parece necesario actuar para cambiar esta situación.

El estudio está dirigido al alumnado matriculado en el Ciclo Superior de Administración de Sistemas Informáticos en Redes, interesado en realizar su periodo de prácticas en una empresa europea. El objetivo de este estudio es aumentar la confianza del alumnado español de Formación Profesional al hablar inglés en público y reducir su ansiedad lingüística mediante la creación de un entorno de Aprendizaje de Lenguas Basado en Tareas Asistido por Dispositivos Móviles. Se implementarán cuatro actividades de expresión oral durante un periodo de seis meses. El alumnado será evaluado y guiado en cada unidad a lo largo del proceso. Para recopilar comentarios de alumnado y de profesorado, se pasará una encuesta al finalizar el proyecto. Esto servirá para analizar, no solo las fortalezas y debilidades de la herramienta, sino también su utilidad a la hora de alcanzar nuestro objetivo. Con la ayuda de esta aplicación pedagógica, sabremos si el alumnado termina el año académico listo para solicitar un periodo de prácticas en empresas en Europa.

Palabras clave: Formación Profesional, competencia oral, Aeducar, ansiedad lingüística, Aprendizaje de Lenguas Basado en Tareas Asistido por Dispositivos Móviles (MATBL por sus siglas en inglés)

INTRODUCTION

Throughout my years of personal experience as an English teacher, I've noticed that in general, we teachers do not spend enough time practicing speaking skills. We devote a lot of time to enhance reading and writing skills, even Use of English exercises paying a lot attention to grammar structures and lists of vocabulary, but less time to activities that involve the use of speaking skills. The outcome is students who are anxious and unable to speak English confidently in real-life situations. As Baker and Westrup (2003) say, having adequate proficiency in speaking skills can increase our students' chances of receiving higher education and finding a proper job.

Therefore, the aim of this project is to enhance speaking performance of vocational students by creating a set of speaking activities through Mobile-Assisted Language Learning (from now on MALL) and Task-Based language Teaching (TBLT) that is Mobile-Assisted Task-Based Learning (MATBL). Speaking English is of paramount importance if we want to prepare our students for a life in a more internalized society

and offer them better job prospects on the labor market. It is the most widely spoken language in the world. Besides, it is a digital language since around 80% of the world's electronic information is stored in English (European Commission, 2024). This goes hand in hand with the digital transformation our society is experiencing. It is true that thanks to globalization and the internet, students have access to an unlimited amount of content in English. They do not only use the internet socially to communicate with others but accomplish many everyday tasks with the help of the internet on a computer, tablet, or smartphone. Therefore, we have to make the most of this situation.

According to Chapelle (2009), language is viewed as a skill that is learned through practice. Regarding that aspect, there is a lot of room for improvement. As Tragant et al., (2016) stated, in foreign language settings, input is often limited to the classroom, specifically to teaching materials and teacher talk. Therefore, I would like to innovate in good practices, develop pedagogical materials by using MATBL and also interact in a more flexible and personal manner online within my teaching hours.

The center I work in is a public center for Technical and Vocational Education and Training located in Zaragoza, Spain. As a state school, it depends on the Education Council of the Aragón Community. The school offers two-year programmes in the fields of Commerce and Marketing, Information and Communication Technology and Image and Sound. These programmes lead to Technician Certificates and Higher Technician Certificates. There is an established syllabus to follow. This syllabus is based on our reference document, the Aragonese Curriculum (2010), which is thought of and written by the Education, Culture and Sport Department in the regional Government. The curriculum includes English as the first foreign language; a compulsory subject/module.

This document contains, among other specifications, the number of English lessons for the academic year, the learning outcomes, the assessment criteria for the established objectives, the contents and the pedagogical orientations. The syllabus follows the common basis for language syllabuses, curriculum guidelines and language assessment provided by the Common European Framework of Reference (CEFR) that promotes international co-operation and recognition in the field of modern languages through transparency in the courses, syllabuses and qualifications of each region (CEFR, 2020).

The center holds the Erasmus+ Higher Education Charter, renewed for the period 2021-2027. Based on the Digital Education Action Plan 2021-2027 (Erasmus+ Programme Guide, 2024), we must support the adaptation of the education and training systems of Member States to the digital age by enhancing digital skills and competences for the digital transformation.

The use of MATBL is a reality in my everyday routine as an English teacher. Every student has a workstation with a computer and a good quality internet connection. As Bax (2018) says, motivation must come first and we as teachers must encourage the use of new technologies in our lessons since students find them more motivational than conventional tasks. Both students and teachers at my school use Moodle Aeducar (from now on Aeducar), which is the Language Management System (from now on LMS) to share materials, upload assignments and do online tests, among other things. (See figure 1 in the appendix). Therefore, Aeducar is the technological tool I will use to develop this MATBL project and specifically, the H5P interactive activities. This tool allows teachers to share interactive content, and students to upload audio/video messages. Resources that would allow students to enhance their speaking skills by working on a set of MATBL activities that would include some tasks with of the objectives set by the Erasmus+ programme (Erasmus+ Programme Guide, 2024) in mind:

1. Expose students to different work practices in their study field in the European and international context.
2. Develop their transversal skills such as communication skills, language skills, critical thinking, problem solving, inter-cultural skills and research skills.
3. Develop their forward-looking skills that will enable them to tackle the challenges of today and tomorrow.
4. Facilitate personal development such as the ability to adapt to new situations and self-confidence.

In terms of approaches, I would use technology-mediated Task-Based Language Teaching (TBLT), a term proposed by González-Lloret & Ortega (2014). This approach promotes the learning of a language by doing meaningful tasks which often have communicative goals like real-life tasks. As indicated by Skehan (1998), activities must be realistic and student centered. As he also stated, the task should have an application outside the classroom, and thus should be useful for students' life in the second

language. Having a real purpose to use a language increases the level of students' engagement.

This set of speaking tasks is thought to include activities that follow the principles stated by Richards and Rogers (2014), involve real communication activities with language that is meaningful to support the learning process and they are well selected to engage the learner in an authentic language use. These tasks would be simplified versions of real-life situations that students need to perform in English. When planning them, I would consider Skehan (1998) five key characteristics:

1. The task should have a meaning outside language practice because meaning is primary.
2. The meaning of the task should be realistic and student centred.
3. There is some relationship to real- world activities.
4. The main goal of the task is to be able to do it, not so much what language is employed to bring it to completion.
5. The assessment of the task is in terms of outcome. Learners are assessed by being able to complete the task, rather than by the language used to do it.

Taking all this into consideration, this project aims to contribute to enhancing the speaking skills of vocational students through the exploration of TBLT and interactive activities through the use of MALL and specifically, MATBL, and the use of H5P tools. It also aims to contribute to the advancement of language teaching practices and empower students to communicate confidently and effectively in English professional conversations by working with a tool they use in a friendly and attractive environment, thus, reduce their level of FLA.

1   THEORETICAL FRAMEWORK

According to Horwitz, Tallon & Luo (2010), learning a foreign language is challenging as it requires a significant amount of time and effort, especially, when it comes to mastering speaking skills. Doing it so in Spain, and specifically in Zaragoza, makes it even more challenging due to the minimal exposure to the target language and contact with native speakers. Nevertheless, with the use of MATBL and the access to unlimited resources on the Internet, we can recreate real environments so our students can feel closer to what it is using English for a real purpose.

The target of this project is to improve the speaking skills of vocational students in a state school. The goal of TBLT is to promote language learning by focusing not only on fluency but also on accuracy and complexity. There are two main components in speaking: accuracy and fluency (Ahmed et al., 2022). If we want to achieve these targets, we should bear in mind Canale and Swain (1980) four types of knowledge when preparing and assessing speaking activities.

- Grammatical competence: the mastery of the language code, vocabulary, word and sentence formation and pronunciation.
- Sociolinguistic competence: understanding of the social context in which communication takes place and the communicative purpose of the interaction.
- Discourse competence: holding the communication together in a meaningful way, applying cohesion and coherence rules such as structures or discourse markers.
- Strategic competence: the ability to compensate for imperfect knowledge of linguistic, sociolinguistic and discourse rules.

All these types of knowledge are included in our syllabus, but still we are failing in accomplishing the target. Therefore, we need to know what is affecting EFL learners' oral communication and what is stopping them from reaching the goal.

1.1. Foreign Language Anxiety

One reason why English as a Foreign Language (EFL) learners are not accurate and fluent when speaking English might be anxiety. In accordance with Douglas Brown (1994), foreign language learning is a complex task susceptible to human anxiety. Speaking a foreign language in public is often anxiety-provoking and this may be due to students' lack of self-confidence when speaking in the foreign language. To tackle this problem, we must first know what anxiety means, what is causing anxiety and what we can do to help students overcome it.

As stated by Gardner & MacIntyre (1993), Foreign Language Anxiety (FLA) is defined as "Apprehension experiences when a situation requires the use of a second language with which the individual is not fully proficient. It is, therefore, seen as a stable personality trait referring to the propensity for an individual to react in a nervous manner when speaking, listening, reading, or writing in the second language". This FLA

may lead students to experience high levels of stress, stage fright, and nervousness when interacting in English.

Horwitz et al. (1986) identified three different types of anxieties:

- Communication apprehension: how learners feel when they are unable to answer questions in a speaking class or when they fail to communicate smoothly and effectively.
- Fear of negative evaluation: apprehension about teacher and peers' evaluation
- Test anxiety: concerns about being evaluated and about the consequences of failure.

According to Alsowat (2016), teachers have to make students feel at ease in the classroom; we need to create an attractive environment that will enhance teacher-student relationships. We also need to provide them with real-life activities so they see a real purpose in the things they do and learn in the classroom; choose the topic, plan the activity, set the learning outcomes, elaborate the evaluation plan and then make sure we provide thorough instructions before starting the activity.

With the set of proposed activities in this MATBL project, with the use of the school LMS, and by scaffolding the process, we would like to help students deal with FLA. According to some studies carried out in mobile collaborative learning (Kukulska-Hulme & Viberg, 2018), students display more positive attitude towards EFL (Lan et al.'s 2013) and they can check their ideas with friends to reduce the risk of feeling embarrassed in a more public forum (Ilic, 2015). We need to test if these are the most suitable and effective strategies to use in language classrooms to help them overcome that anxiety and make them feel comfortable when speaking English.

2   OBJECTIVES AND RESEARCH QUESTIONS

The main objective of this project is to design a Mobile-Assisted Task Based Learning intervention, focusing on digital speaking portfolio creation, to reduce FLA for EFL learners in a Vocational State school. The purpose of this study is to evaluate the effectiveness of H5P tools to reduce speaking anxiety and increase speaking performance of vocational students. Therefore, the following questions have been formulated:

How can MATBL activities help vocational students reduce their speaking anxiety? And also, how can they successfully support vocational students improving their speaking performance?

All the activities created for the purpose of this study will be carried out within the legal framework of the Education, Culture and Sport Department in the Aragonese Government. When preparing all these tasks we will have in mind our reference document, the Aragonese curriculum (2010), and we will comply with the requirements set for the English module. This document establishes three learning outcomes related to speaking skills that align with the general objective set in this project.

1. Recognize specific every day and professional information contained in clear and simple oral speeches delivered in standard language, interpreting the content of the message accurately.

2. Deliver clear and well-structured oral messages, participating actively as an agent in professional conversations.

3. Apply professional attitudes and behaviors in communication situations, describing typical relationships characteristic of the country of the foreign language.

To complete these learning outcomes, I have chosen five objectives that will contribute to achieving the general one of the project. These are the following:

1. To develop fluency in the English language
2. To expand vocabulary
3. To improve pronunciation
4. To build confidence
5. To increase cultural awareness

These objectives go hand in hand with the ones set in the Aragonese curriculum (2010) which read as follows:

1. Support, demonstration of understanding and request for clarification
2. Specific vocabulary of the professional field
3. Vowel and consonant sounds and phonemes
4. Intonation as a resource for cohesion in oral text
5. Linguistic markers of social relationships, norms of courtesy and register differences in the emission of oral messages

3 METHODOLOGY

This chapter systematically explores the context of MATBL and analyzes the profiles and needs of learners. It then discusses the design and justification of the proposed application. The methodology adopted involves the implementation of MATBL approach, encouraging active student participation. The section highlights the importance of catering to individual student needs, the strategic timing of the project, and the challenges related to speaking performance and anxiety.

3.1. Language learning context

This intervention will be tested in a group in their second year of Higher Technicians in a Vocational State School. The academic year for this group starts in September and it runs until March, when students start their on-the-job training. This training module is included in the curriculum and the students are offered the possibility to perform their internship period, three months approximately, in a European company thanks to the Erasmus+ programme. Currently the school is collaborating with more than 50 European companies. The language required to be accepted in any of the companies is English and this is when language becomes a problem.

Since many of our students complete their on-the-job training in European companies, there should be an increase in the number of speaking activities included in the course units, using MATBL. By getting used to recording audio messages and video presentations using H5P interactive activities, language should not be a barrier when participating in this kind of international training. In the past years, some measures have been applied to help them overcome this obstacle. For example, having a Foreign Language Assistants (FLA) in the class once every three weeks; they are really helpful since they not only transform language teaching through conversation and activities with students, but they also inspire an international outlook. They are usually younger than language teachers, therefore students easily relate to them. This encourages learners to be more ambitious and outgoing. Nevertheless, more value should be given to speaking activities within the English course.

3.2. Students' profile and needs

For this project, I will take my group of second year of Higher Technicians in Computer Network Systems Management as reference. It is a group formed by eight EFL students, aged 19-23. All of them are Spanish native speakers with a B1 English level (CEFR). It

is quite common to have different aged-students with different needs and demands in the same group regarding career change, affordability or life-long learning among others.

Students	Gender	Age	Certifícate	Final project (part of) in English	Interested in performing internships in European countries
Student 1	male	22	Computer Network Systems Management (CNYM)	Yes	Yes
Student 2	male	19	(CNYM)	Yes	Yes
Student 3	male	19	(CNYM)	Yes	Yes
Student 4	male	19	(CNYM)	Yes	Yes
Student 5	male	19	(CNYM)	Yes	Yes
Student 6	male	19	(CNYM)	Yes	Yes
Student7	female	23	(CNYM)	Yes	Yes
Student 8	female	19	(CNYM)	Yes	Yes

When students join our school for the first time they are enrolled in their Aeducar courses. During the first days of school the tools are introduced and some activities are prepared so that students have time to learn how to use the new LMS. They get used to using Aeducar in an easy and natural way in a few days. The fact they feel comfortable with the tool, helps them relieve the stress of using it when they have to do it for the purpose of enhancing their speaking skills.

3.3. Technological tool

Each student has his/her own work station with a computer and quality internet connection provided by school. At home they all have a PC, laptop, tablet or mobile phone. Aeducar can be accessed either from a desktop/laptop computer or smartphone/mobile device. For these IT vocational students, working with a computer and using Aeducar is as common as using the pen and the textbook back in the 1990s. In the view of Bax (2003), the meaning of the term normalisation of technology in language education refers to the stage when a pedagogical technology has become in

effect invisible, embedded in everyday practice; the stage when a technology is taken for granted in everyday life and then we cease even to see it as a technology. That is the situation in our school.

3.4 Justification of the application

The Coronavirus outbreak in 2019, and the measures adopted by the Government of Spain to combat the spread of the virus, forced the suspension of in-person classes in all levels of education from March 2020 until the end of the academic year (Royal Decree 463/2020 of March 14th). On March 13th, the Government of Aragón published the measures related to the new model of organization and functioning of educational centers derived from COVID-19 (Government of Aragón, 2020). One of the measures was to ensure educational attention through the use of distance learning tools such as Moodle. We had to transform homes into schools and classrooms. At my school we were already using LMS. Furthermore, we started using Discord, a voice, video and text chat app that is used to talking and hanging out with communities and friends. It was and still is, widely used by young teenagers, and since they were already familiar with it, we took advantage of the situation and used it for educational purposes.

Thanks to that I learnt new concepts and new ways of operating. According to Mercer and Fisher (1997) that is because learning and development are "social rather than individualized processes". Therefore, I followed the social needs at that time and adapted my available resources to the new situation.

Until that moment, Aeducar was an extra resource but from that moment on, it became an essential tool in my lessons. Little by little I became acquainted with some of its tools and resources: chats, questionnaires, glossaries and surveys among others. It was thanks to this Master's Degree that I found out about H5P tools and all its possibilities which I find really useful to practice speaking skills beyond the classroom.

Previously I mentioned that it is crucial to create an attractive environment in the classroom to engage students and to decrease their level of FLA. It is an undeniable fact that technology has become an important part of our everyday lives through the web, through social networking tools, and through voice and video technology, especially for our students. Therefore, we as teachers must encourage the use of MATBL in our lessons to involve them in the teaching-learning process. Teachers who are well informed and are able to develop pedagogically sound activities for the students are in

the best position to foster linguistic and cultural development in the classroom. Nonetheless, we must not forget that technology is not a magic bullet (Warschauer, 2012). It cannot solve all the problems especially when learning a language. However, they can facilitate and smooth the process. Nevertheless, technology alone may fail if students do not receive proper assistance or clear instructions. For example, language learning apps that do not include the presence of a mentor or a teacher may be insufficient. As part of one of my assignments for this Master's Degree, I used Duolingo for a while. The conclusions I draw after a few weeks of using it, is that in terms of pedagogy, it adds some cognitive value since it focuses on teaching the four skills: listening, speaking, writing and reading. It also has a pedagogic coherence because learners can start the daily practice by checking previous mistakes and cannot advance unless they have mastered the previous skills. According to content quality, there is a wide range of topics based on authentic everyday language, arranged in different sections and accommodated to learner differences. Nevertheless, learners never get the chance to engage in any spontaneous conversation or to express themselves fluently. Therefore, if we want our students to be accurate and fluent in English, they still need the intervention of an expert. For these specific target students, bearing in mind their IT profile, their proficient digital skills and the reduced number of weekly teaching hours allocated to the English module, which impede a rationalised distribution of hours for the four different skills, we could say that the use of H5P tools is the ideal solution to enhance their speaking skills and reduced their FLA since they are already familiar with Aeducar.

3.5. Design and implementation

The set of speaking tasks will consist of four different activities, one per didactic unit taught from September to March. It will take place during the second year of their two-year certificate. It is in March when the second term ends and their internship period begins. Students will have to work on different speaking activities, either individually, in pairs or in small groups. All these activities would involve speeches of different types with the purpose of practicing English in work-related situations. MATBL will allow for high portability and will provide learners with "anytime, anywhere" access (Kukulska-Hulme, & Shield, 2008).

The tasks are divided into three stages, which will be explained in detail a bit further ahead: pre-task, task and post-task. The pre-task exercises will be done in class, the task will be done from home and this is when students will have to upload the different audio messages or videos to the H5P assignment in Aeducar.

Some time will be allowed between assignments so that students have time to prepare the tasks: learn to identify the main ideas of the topics, organise the contents of the speech and, search for the pronunciation of new words and practise the speech before uploading the task. The process will be scaffolded and the level of difficulty would increase from one unit to the next as well as the incrementation on the time length of the activities: a small talk, a job interview, an infographic presentation and a video presentation.

The time between each speaking task will allow the teacher to provide constructive formative feedback (post-task) before the next task, which will help students to learn about their strengths and weaknesses when speaking English. The organization of the tasks can be seen in Table 1:

Term	Didactic Unit	Title	When	Mode	Grouping
1st term (Sept-Dec) 22 hours	no. 0	Introduction	September	Not applicable	Not applicable
	no. 1	Small talk	1st November	Audio	Individual
	no. 2	Job interview	1st December	Audio: Role-play	Pairs
2nd term (Jan-March) 18 hours	no. 3	Internet safety	30th January	Audio: Infographic presentation	Pairs
	no. 4	Computer lab	1st March	Audio: Video presentation	Groups of 4

Table 1. Organization of the tasks

On the first two days of school, the four activities will be introduced to students. All the activities will be already open in their Aeducar English course; therefore, students will have access to the contents and the timing of the tasks. The rubrics will also be available in the course and they will be explained. These rubrics have been created by the

members of the English department adapting them to the learning outcomes set in the Aragonese curriculum (2010) and with the B1 CEFR (2020) as the reference document. To succeed in achieving the activity's goal, it is mandatory to be clear from the beginning about what needs to be done, what needs to be evaluated and the guidelines for assessing it. These first two days might give space to learners to express their concerns and worries.

As mentioned before, the tasks will be divided into different phases according to Willis (1996) TBLT model:

1. Pre-task phase: This phase is used to introduce the topic and the task. This is when the teacher will present the topic and the task instructions. H5P interactive exercises will be used in this phase. Students will have to do some exercises such as: dialog cards, drag the words, fill in the gaps or crosswords. All these exercises contain the words and phrases that are important to accomplish the main task. This phase will be done in class with the supervision of the teacher.

2. Task: This phase is designed to increase the students' fluency and thus the role of the teacher is a passive one. Learners start their work, individually or collaboratively, feeling free to experiment with language. They will have to prepare a report of the outcome. When they are ready, they will have to upload the speech activity. Some periods of the classes will be devoted to discuss any problems they face in the process but this task will be done mainly from home. Together with the task itself, students will have to submit their self-assessment. The instructions would be supported with a recording of a similar task done by the teacher that students can use as a model. This supportive material will be shared in Aeducar so that students can watch it whenever they need it.

3. Post-task phase: In this phase there is a direct and more explicit focus on language in which the teacher explains important aspects of the language and brings to learners' attention language items by recording a video providing individual feedback.

You need to be enrolled in Aeducar to have access to the materials. That is the reason why some screenshots of the activities can be found in the appendix.

Introduction:

See Figure 2 in the appendix.

This course is a two-hour a week course. Each teaching period is 50 minutes. During the first two hours of the academic year, the speaking activities and will be introduced. The rubrics, self and teacher, will be explained to make sure everyone understands how to get the final mark of the task.

This is the second year therefore, no placement test will be passed since the teacher has access to previous year marks.

Unit 1: Small talk

See Figure 3 in the appendix.

- Pre-task exercises: 50'. Introduction of the assignment. Interactive exercise: Dialog cards. To be done individually at their work station with the supervision of the teacher. The feedback is immediate and automatic.

  This exercise includes some sentences that students can use in their small talk.

- Task: This task will be done from home but once every two weeks the teacher will allow time in class to answer questions and problems.

  Students have been selected to be part of the Erasmus+ programme. They are going to meet students from different fields of study at school. They will have to prepare a small talk that highlights their enthusiasm for what they are studying, making it relatable and engaging for the other students. The final product will be a 2-3 minute audio message. This task will be done individually.

  There is an example of a small talk done by the teacher in the exercise explanation.

- Post-task: A chat will be created so that the teacher can share general feedback on the most common mistakes with students. Here the students have a space to share their problems and concerns. In the individual feedback, the teacher will share some extra resources to reinforce those parts that need improvement.

Unit 2: Job interview

See Figure 4 in the appendix.

- Pre-task exercises: 50'. Introduction of the assignment. Interactive exercise: Fill in the gaps. To be done individually at their work station with the supervision of the teacher. The feedback is immediate and automatic.

This exercise includes some job interview typical questions and answers so students can practise different structures and forms.

- Task: This task will be done from home but once every two weeks the teacher will allow time in class to answer questions and problems and to supervise that students are working collaboratively. Role-play activity to be done in pairs.

  Each student will play the assigned role. Each of them will have to prepare the questions and the answers. The final product will be a 3-4 minute conversation that they will have to record and upload.

- Post-task: A chat will be created so that the teacher can share general feedback on the most common mistakes with students. Here the students have a space to share their problems and concerns. In the individual feedback, the teacher will share some extra resources to reinforce those parts that need improvement.

Unit 3: Internet safety place presentation

See Figure 5 in the appendix.

- Pre-task exercises: 100'. Introduction of the assignment. Interactive exercises: Drag the words and interactive video (embedded comprehension questions). To be done individually at their work station with the supervision of the teacher. The feedback is immediate and automatic.

  This exercise includes some concepts and problems derived from Internet safety.

- Task: This task will be done from home but once every two weeks the teacher will allow time in class to answer questions and problems and to supervise that students are working collaboratively. Presentation about an infographic on internet safety.

  In pairs, they will have to work together to develop awareness and understanding of internet safety practices (phishing scams, password security, cyberbullying, etc.). They will have to record a 3-5 minute video showing the presentation.

- Post-task: A chat will be created so that the teacher can share general feedback on the most common mistakes with students. Here the students have a space to share their problems and concerns. In the individual feedback, the teacher will share some extra resources to reinforce those parts that need improvement.

Unit 4: Setting up a computer lab

See Figure 6 in the appendix.

- Pre-task exercises: 50'. Introduction of the assignment. Interactive exercises: Crossword. To be done individually at their work station with the supervision of the teacher. The feedback is immediate and automatic.

  This exercise includes hardware and software terms.

- Task: This task will be done from home, but once every two weeks the teacher will allow time in class to answer questions and problems and to supervise that students are working collaboratively. Video presentation on how to configure microcomputer equipment (assemble the computer, connect the peripherals, install the operating system and the necessary drivers).

  In groups of four, they will have to record a 5-7 minute video explaining the process, the challenges and the solutions.

- Post-task: A chat will be created so that the teacher can share general feedback on the most common mistakes with students. Here the students have a space to share their problems and concerns. In the individual feedback, the teacher will share some extra resources to reinforce those parts that need improvement.

3.6. Assessment proposal

The summative assessment for the above mentioned tasks will be developed following the current educational laws of Aragon, Order of July 14th, 2010, of the Councilor for Education, Culture and Sport, establishing the curriculum for the title of Higher Technician in Network Computer Systems Administration for the Autonomous Community of Aragon (Official Bulletin of Aragon, August 12, 2010). Modifications of the curriculum: Order of July 26, 2011 (Official Bulletin of Aragon, August 30, 2011).

The speaking tasks will represent 20% of the final mark of the term. The interactive exercises done in the pre-task phase will show immediate and automatic feedback but this assessment will be just formative and not considered for the final mark.

In order for students to know how their speaking task will be assessed, rubrics will be provided. Boud & Molloy (2013) contend that feedback's fundamental purpose should not be to simply provide comments on student work, but to have a positive impact on what students can do. That is the reason why apart from using rubrics, two different

types of assessment will be included, self-assessment and teacher assessment. As Gibbs & Simpson, (2005) put in, marks and grades without feedback or feedback that is not consistent with the mark/grade given can have a negative impact on the learner's self-confidence and sense of competence. For feedback to be of good quality and usable it has to be detailed, frequent enough and timely; concentrate on the learners' performance; be appropriate to the task and the learners' understanding of it; and be attended to and acted upon by the learner. Following these recommendations teacher assessment will be provided after each task and self-assessment will be submitted by students together with the task to be marked.

1. Self-assessment: this rubric (see figure 7 in the appendix) will let the teacher know about any difficulties the students experience during the process. It makes students reflect on what worked well, what might have worked better and what the learner intends to focus on for the future (Amoraga-Piqueras et al., 2011). The self-assessment rubric for teamwork (see figure 8 in the appendix) will allow students to reflect on their collaborative work. This part of assessment will represent 2% of the total mark of the speaking activity.

2. Teacher-assessment: will be provided by screencast, which will not be longer than three minutes, since according to Anson et al. (2016) encourages students to view teachers as coaches rather than judges and this will help them to overcome their FLA. With this oral feedback comments can be provided in a clearer way, students can be praised for what has been done well, pronunciation and intonation errors can be corrected and teachers can leave a gap between utterances to allow repetition form student. Students can pause, repeat and rewatch the video as many times as they wish. The oral feedback will be submitted together with the speaking rubric. This part of the assessment will represent 8% of the final mark of the speaking task. (See rubric in figure 9 in the appendix).

3.7 Application assessment

To evaluate the effectiveness and feasibility of this set of MATBL activities, different assessment tools will be used to obtain qualitative and quantitative data. The first parameter that will be considered is the number of students that have completed the

activities, pre-task, task and post-task, and the grade they got in each of the assignments. Students will be encouraged to participate and submit assignments since the total mark of these activities will represent a 20% of their final mark.

To gather information from students, a feedback activity will be created. This Aeducar resource allows teachers to create a custom survey for collecting feedback. The survey (see figure 10 in the appendix) will consist of five different questions, multiple choice five-point Likert scale ranging from 1, totally disagree, to 5, strongly agree, yes/no or text input questions. The questions include topics related to the usefulness and satisfaction of the H5P tools to enhance their speaking skills and reduce their FLA with the use of the tool. The feedback responses will be anonymous.

EFL teachers and teachers from other school departments will be invited to test the tool and a custom survey will also be created to gather their feedback. Apart from its usefulness and satisfaction we would like to get a critical analysis of the activities created. Peer feedback will give us information about the weaknesses and strengths of the tool. (See figure 11 in the appendix).

4 EVALUATION OF THE PEDAGOGICAL APPLICATION

The MATBL activities allow teachers to search for the most appropriate media contents and expose students to authentic intercultural discourse according to their needs. With this pedagogical tool teachers can customize their videos and adapt real materials to the age and level of students.

Besides, MATBL together with the timing of the proposed speaking tasks allow students to work "anytime, anywhere". It is important to remember that H5P is a tool provided by Aeducar, the official institutional platform in Aragón; therefore, it is free to use by all enrolled users, and both teachers and students feel safe in terms of privacy and confidentiality when sharing their media content. Besides, the fact that is used by all teachers at school makes it easier to use and allows for the sharing of pedagogical ideas and even solutions to technical problems. Moreover, we can rely on the technical support team provided by the school if needed.

It also allows a scaffolded teaching process. The MATBL activities are thought to be worked in cycles: pre-task, task and post-task. This creates a teaching-learning environment where students get feedback at the end of an activity cycle so they can use it for the next assignment. This feedback will be provided with the aim of encouraging

and motivating them for the next speaking assignment. Through self-assessment students can evaluate their progress and identify the parts in need of improvement. By doing so, they will feel more confident and less anxious when speaking English.

Nevertheless, it also has some limitations, especially in terms of collaborative learning due to the tool rigidity for videos and audio recordings in the pair and group activities. This may require some editing knowledge on behalf of the students. The video and audio recordings will be done from home though some time between assignments will be devoted in the classroom to monitor the students. Although some advice and technical instructions will be given, some students may not follow them. This may lead to face-to-face collaborative learning, ignoring the "anytime, anywhere" affordances.

CONCLUSIONS

The purpose of this study was the implementation of a set of MATBL activities aimed at vocational training students who are interested in performing their internship period in a European company and that are afraid of doing so because they do not feel comfortable and at ease when speaking English in public, due to their anxiety and due to the lack of practice. This hinders them from improving their job prospects on the labor market in an internalized society.

Our students have minimal exposure to English and contact with native speakers. In order to reduce their level of stress, stage fright and nervousness when interacting in the foreign language and in order to make up for the limited hours of the English module and continuing speaking English beyond the classroom, MATBL activities that include meaningful language and that engage the students in authentic language use, have been created thanks to H5P interactive tool.

With this set of MATBL activities, we have covered the objectives set in the Erasmus+ programme (Erasmus+ Programme Guide, 2024) by exposing students to different work practices in their study field such as preparing for job interviews, giving presentations on work-related topics, and setting up computer labs. Thanks to that, they have developed their transversal skills such as communication and language skills, problem-solving and research skills, and they have been challenged to tackle demanding

situations, which has contributed to their personal development. The five objectives set in this study, to develop fluency in the English language, to expand vocabulary, to build confidence and to increase cultural awareness, have also been reached and assessed in the rubric. These selected activities have also contributed to the improvement of the grammatical, sociolinguistic, discourse and strategic competence.

The activities have been scaffolded and students have been given the opportunity of asses themselves, therefore they have had the chance of reflecting on their own progress and improving for the next assignment.

This tool usefulness and feasibility make it practical for other modules at school. It could be used to help and guide students in the preparation of the defence of their final project. This happens in June, at the end of their internship period and it is mandatory in order to get their certificate. Students have to prepare their project while performing their internship period in companies and therefore, they are not attending school. Due to their IT profile, most of them are neither used to writing essays nor making presentations in front of an audience since all their exams are computer-based. It is possible to say that MATBL activities and H5P interactive videos could be a practical solution to help them improve the part of the oral presentation even if it is Spanish.

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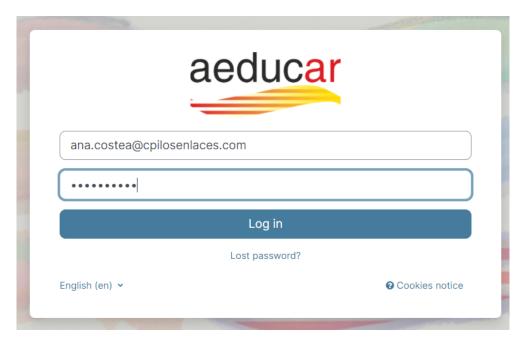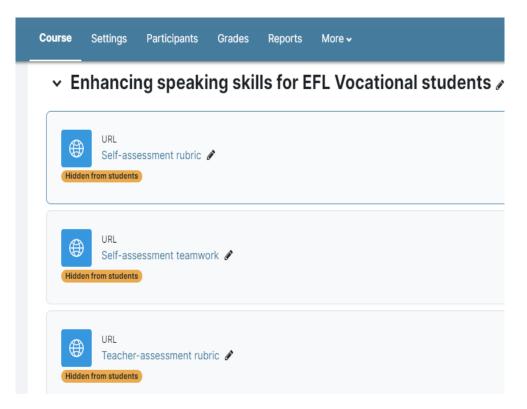
APPENDICES

Figure 1. Aeducar access

Figure 2. Introduction

Figure 3. Unit 1

Figure 4. Unit 2

Figure 5. Unit 3

Figure 6. Unit 4

Self-assessment: Teamwork   Name: Mark:

	Exceeds Expectations 4 p.	Meets Expectations 3p.	Needs Improvement 2p.	Below Expectations 1p.
Teamwork Task Assignment Who will do what 4 points	Identified and made complete list of tasks that needed to be done. Used the list to divide work fairly. Evaluated tasks and assigned them to appropriate team members.	Identified and made list of tasks that needed to be done. Assigned work that was too easy or too hard for one or more team members.	Did not identify some of the tasks that needed to be done. Did not assign work fairly between team members.	Did not identify many tasks that needed to be done. Did not assign work fairly between team members.
Teamwork Cooperation Listens, shares ideas and work, supports team 4 points	Always listened to, shared ideas with, and supported others. Worked consistently for the good of the team.	Listened to, shared ideas with, and supported the efforts of others. Did not disrupt the group.	Did not consistently listen to, share ideas with, or support the efforts of others. Made some effort to be a team player.	Rarely listened to, shared ideas with, or helped other team members. Was not a team player.
Teamwork Contribution Ideas and assistance 4 points	Actively participated in all group discussions and activities. Shared ideas freely. Located additional information or resources.	Shared ideas in every group discussion. Attempted to locate additional resources or materials.	Participated in most group discussions. Shared a few ideas.	Did not participate in most group discussions. Rarely shared ideas.
Teamwork Problem-solving Discussed, compromised, and made changes 4 points	Met frequently to identify problems. Discussed possible solutions, soliciting feedback from all team members. Chose best solution and made appropriate changes to project work.	Met frequently to identify and discuss problems. Worked as a team to solve problems.	Infrequent or unproductive discussions between team members. Did not find best possible solutions to problems.	Did not discuss problems with other team members. Pretended there was not a problem.

Figure 8. Self-assessment teamwork

UOC Faculty of Arts and Humanities

Assessment and Grading criteria.   Student name:

Criteria & grades		
GRAMMATICAL ACCURACY / VOCABULARY RANGE **(2,5 points)**	Use grammatical structures accurately. Varied structures and use of wide range of simple vocabulary appropriately when discussing familiar topics.	**2 / 2,5 points**
	Use grammatical structures correctly and shows good control of elementary vocabulary but major errors occur when expressing more complex thoughts or handling unfamiliar topics and situations.	**1,5 points**
	Frequent basic mistakes in simple grammatical structures and vocabulary. Repetitive structures and basic vocabulary.	**0,5 / 1 points**
PRONUNCIATION **(2,5 points)**	Good pronunciation and intonation. Noticeable mother-tongue influence.	**2 / 2,5 points**
	Average pronunciation and intonation. Errors occur, but it is clear what he/she is trying to express.	**1,5 points**
	Poor pronunciation and intonation. It is difficult to understand what he/she trying to express.	**0,5 / 1 points**
APPROPRIATNESS **(2,5 points)**	Appropriate length and register. Detailed information. Well-developed parts of the task.	**2 / 2,5 points**
	Sufficiently adequate length and register. Develops most of the parts of the task with enough information.	**1,5 points**
	Inappropriate length and register. Many parts of the task are unclear. Repetitive information.	**0,5 / 1 points**
COHESION / FLUENCY **(2,5 points)**	Good interaction. Well-structured speech. Good use of communicative skills.	**2 / 2,5 points**
	Average interaction. Sufficiently organized speech. Average use of communicative skills.	**1,5 points**
	Poor interaction. Poor organized speech. Lack of communicative skills.	**0,5 / 1 points**

Figure 9. Teacher-assessment rubric

H5P tools

Continuar

Modo: Anónima

Regarding your FLA, have you noticed any improvement from the first to the last activity? (ranging from 1 totally disagree to 5 strongly agree)
○ 1
○ 2
○ 3
○ 4
○ 5

Do you find the set of speaking activities useful to improve your fluency and accuracy in English? (ranging from 1 totally disagree to 5 strongly agree)
○ 1
○ 2
○ 3
○ 4
○ 5

What is the part that you have enjoyed the most?

What would you like to change?

Would you like to use these kind of interactive activities in any other module?
○ Yes
○ No

Continuar

Figure 10. Feedback survey. Students

Teacher survey

Continue

Mode: Anonymous

Do you find the set of activities useful to enhance speaking skills?
○ Yes
○ No

Would you like to implement them in your lessons?
○ Yes
○ No

If your answer is No, could you explain why?
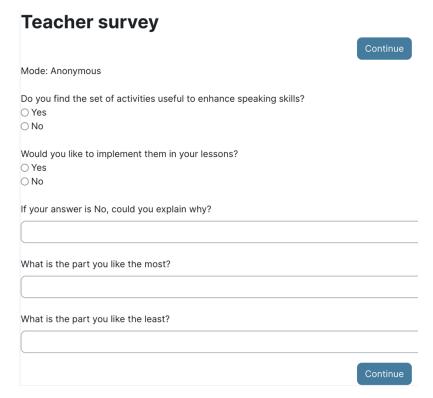
What is the part you like the most?

What is the part you like the least?

Continue

Figure 11. Feedback survey. Teachers