

Treball de fi de màster

The Impact of the Learning Stations Methodology on EFL Catalan Students' Writing Performance and Beliefs

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Abstract

This paper aims to investigate the effect of the Learning Stations Methodology on students' writing skills and their beliefs towards them. The writing skill is not usually given the attention it demands in the EFL lessons, and as a result, students do not feel motivated and confident when they have to write a composition. Therefore, the LSM was expected to improve students' beliefs and writing performance. The experiment was conducted in a Catalan semi-private school with 12 and 13-year-old students for three weeks. Six different stations were designed to make up the learning circuit. The stations addressed all the required aspects students needed to write the final task. This investigation also aimed to demonstrate the effectiveness of the LSM in giving rise to peer-scaffolding scenarios, thereby lessening students' level differences due to the diversity in the group. Thus, the activities were created, including some collaborative techniques to prevent students from taking the lead role or free-riders. The results showed that LSM is an efficient method to address writing skills in the EFL lessons and that it was effective in improving students' beliefs. However, it was also found that this methodology is not effective for students with special needs since they avoid participating because of their fear of making mistakes in front of others, their lack of autonomy or their difficulties in communicating with others.

Keywords: Learning Stations Methodology, students' beliefs, writing skills, Collaborative Learning, EFL

Resum

L'objectiu d'aquest estudi era investigar l'efectivitat de la metodologia de les estacions d'aprenentatge en les habilitats d'expressió escrita dels estudiants i les seves creences relacionades amb aquestes. L'escriptura no acostuma a rebre l'atenció que requereix a les classes d'anglès com a llengua estrangera i per tant, els estudiants no se senten motivats ni prou segurs quan han d'escriure un text en anglès. Així doncs, s'esperava que les estacions d'aprenentatge milloressin les creences dels estudiants i alhora les seves habilitats d'escriptura. L'experiment es va du a terme en una escola concertada de Catalunya amb alumnes de 12 i 13 anys durant tres setmanes. Es van dissenyar sis estacions d'aprenentatge que tractaven tots els aspectes lingüístics necessaris per a que els alumnes escrivissin la tasca final. A part de millorar les habilitats i destreses d'escriptura dels estudiants, la investigació també pretenia demostrar l'eficàcia de les estacions d'aprenentatge per donar lloc al co-andamiatge entre alumnes, i disminuir així les diferències de nivell entre alumnes causada per la diversitat en el grup. Per tal d'aconseguir-ho, es van crear activitats que incloïen algunes tècniques de col·laboració perquè tots els estudiants participessin per igual. Els resultats van demostrar que les estacions d'aprenentatge són efectives per millorar les creences dels estudiants així com les seves habilitats d'escriptura. Tanmateix, també es va concloure que aquesta metodologia no és adequada pels estudiants amb necessitats especials ja que presenten baixos nivells de participació degut a la por d'equivocar-se davant d'altres companys, la seva falta d'autonomia o fins i tot les seves dificultats per comunicar-se amb els altres.

Keywords: Estació d'aprenentatges, creences dels estudiants, habilitats d'expressió escrita, aprenentatge col·laboratiu, anglès llengua estrangera

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1. Introduction

Productive skills are generally the least addressed skills in English as a Foreign Language lessons, and as a result, students present several difficulties in their performance. Although each teaching unit includes at least one activity devoted to each skill, it does not tackle sufficiently the writing skill for the students to develop it successfully.

However, teachers keep insisting on addressing this skill by just requesting the students to write a text about a specific topic and grading it. Because of not handling the complete writing process, which is regularly disregarded in the EFL lessons, students tend to receive bad feedback about their compositions, which worsens their self-beliefs related to their writing skills. Consequently, students feel unconfident and unmotivated when writing in English, and they do not make enough effort to meet the activities' aim. Therefore, these students may need to improve their self-beliefs towards this skill through an innovative methodology which could help them discover new steps and new methods to structure and write a good text in English.

1.1 Motivation and Justification

As a result of the shortcomings in traditional teaching methods, the study was motivated to investigate how to improve writing instruction. During an observation period in a Catalan semi-private school, it was identified that the writing skill was given the least attention in the English as a Foreign Language subject. In addition, students presented a negative attitude and felt unconfident, unmotivated and bored when they were assigned a writing task. As a result of this traditional approach, along with their low self-esteem towards writing activities, students' writing skills were identified as the weakest among the four language skills.

Assisting students in developing skills to create and command an organised and logical text is a task that falls on the English teachers.

Since productive skills generally involve more practice (Zilora & Hermsen, 2016), the English teacher must apply different techniques and methodologies to lead students to acquire grammatical, lexical, structural, cognitive and logical knowledge to write an organised text (Srinivas, 2019). In order to enhance students' writing skills and beliefs, it was considered to devote more time to this skill during the EFL lessons and address it through an innovative methodology.

The Learning Stations Methodology (henceforth LSM) was implemented in the EFL lessons for three weeks. This methodology comprises different spaces around the classroom, called stations, where various real-life problems or topics are addressed by means of varied short activities or challenges created by the teacher. After organising the students into different groups, they change from one station to another so that they attend all the stations in the circuit. As students work at stations, the teacher assists and monitors how they acquire various competencies and skills (Pho et al., 2021). It may be worth implementing this methodology to improve writing skills and students' self-confidence by encouraging them to practice specific language aspects at each station to fully grasp all the knowledge needed for the final task. Furthermore, LSM may benefit the students' learning process because it emphasises their active role and self-regulation of their learning process (Fernández-Rufete, 2020).

Therefore, addressing the writing skill and process through an innovative approach that differs from the traditional teaching method is expected to improve students' writing skills and their beliefs. Moreover, since this methodology entails group activities, it may result in a practical approach to lessen students' level differences and raise peer-scaffolding scenarios.

2. Theoretical Background

2.1. Writing skill in the EFL context

Writing skills and their improvement are considered a challenge in the EFL lessons, but students also find it challenging to have a good command of writing in their mother tongue (Gilmore, 2009). However, producing a text in the L2 could be more complicated since it requires a vast language knowledge that numerous students lack (Nation, 2009). Therefore, teachers should know which is their task in the students' improvement process and take into account several aspects.

One of the foremost aspects to be considered is the writing purpose. The ability to write is now widely recognised, compared to the past, when it was merely a tool for improving vocabulary and grammar (Reid, 2001). Harmer (2007) distinguished between two types of writing based on their purpose: writing-for-learning and writing-for-writing. On the one hand, writing-for-learning refers to using writing as a method to reinforce a particular grammar aspect or consolidate new vocabulary students learned recently in class. Therefore, rather than improving a student's writing ability, writing-for-learning aims to make them practice a particular aspect of the English language. On the other hand, writing-for-writing is intended to enhance and assist students in communicating real messages accurately. Hence, writing-for-writing emphasises content, language, style, and other factors than syntax, vocabulary and collocations. Teachers should always keep this distinction in mind when conducting or designing any writing activity.

The teachers' role in improving students' writing skills and beliefs is another aspect to consider in an EFL classroom. It is commonly believed that the only method to tackle writing activities is assigning a writing task to students and grading it once the students have finished it (Scrivener, 1994). Nonetheless, the teacher has to consider planning real-life activities that engage students and make them feel their work is practical. Therefore, the teacher should create practical and

applicable activities that relate to the students' real-life experiences since these are the activities that are most likely to benefit their learning (Scrivener, 1994).

Nation (2009) asserted that there are multiple approaches to tackle writing difficulties and help students enhance their writing skills. It is one of the teacher's responsibilities to plan activities that consider the topic choice, students' prior knowledge, age and interests, and competencies they must acquire by the end of the academic year. In addition, another teacher's function is to help the students, responding to their compositions and correcting them during the writing process. Teachers should guide students through the writing process by considering the purpose of the text, teaching students to analyse samples, gathering and organising ideas, writing the ideas down, reviewing, and editing. Indeed, as per Nation (2009), students' improvement cannot be achieved without providing the teacher's feedback, which is essential for the students to learn and enhance their skills. Therefore, assessment cannot be limited to correcting the students' errors and giving the task back to them since that would deteriorate their writing habits and make them take an unconfident attitude towards writing skills. Feedback is supposed to help students and not just let them know their mistakes. Giving feedback to the students once the text is written has an insignificant effect on students' learning because they are not allowed to reflect on their errors or correct them (Nation, 2009).

Responding is another crucial step for the students to enhance their writing skills and beliefs. By responding, teachers address the order of the ideas or the coherence and cohesion of the text. As a result, they are not simply indicating the errors but showing that their activity has been thoroughly read (Nation, 2009). In addition, the teacher can give positive feedback to the students, contributing to their motivation (Harmer, 2007). Indeed, responding consists of a dialogue with the students about their writing process to know the most difficult

steps for them. Discussing their composition instead of judging them would be more relevant for students' learning (Nation, 2009). In conclusion, teachers cannot immediately improve this skill if they only deal with compositions that students write independently without their support. Improving writing skills should be considered a long-term process during which the teacher aids, helps, recommends, suggests, encourages, and assesses by responding to students' work.

2.2. Students' beliefs about writing

Aforementioned, this study was motivated after detecting students' unwillingness and lack of motivation when they were asked to write a text in English. In addition, they showed a lack of confidence due to their spelling weakness, low capacity to structure sentences or paragraphs, or even their inability to gather ideas for the topic and organise them. As a result, improving students' beliefs was identified as an essential factor for the group to succeed in the writing skill performance.

Borg (2001) stated that beliefs play an influential role in people's actions and behaviours and, therefore, several teaching aspects. By analysing students' beliefs, teachers might predict what level of engagement students will exert in an activity or their performance level in a composition (Majchrzak, 2018). Early experiences often shape a person's beliefs, and once those beliefs have been established, changing them is a challenging endeavour. In the EFL classroom, beliefs are significant because they influence the students' learning process and attitudes towards an activity or a skill. However, students' beliefs are frequently determined by the teachers' beliefs (Majchrzak, 2018). Indeed, teachers' perspectives of a particular skill define how it is approached, leading to students' belief formation. Thus, teachers need to familiarise themselves with students' beliefs to address a skill following students' needs (Majchrzak, 2018).

In order to improve the students' writing beliefs, teachers have to cope with students' reluctance and build the writing habit, which consists of making students feel at ease as writers in English (Harmer, 2007). Majchrzak (2018) discovered that designing innovative and real-life activities instead of relying on ready-made material improved not only students' attitudes and beliefs regarding their writing skills but also their writing level performance. Addressing writing skills through non-traditional methods increases students' willingness to participate, especially those activities that engage and involve students emotionally and intellectually (Harmer, 2007). Therefore, the teacher must consider students' beliefs, among other aspects, while planning and designing engaging activities and determining topics, methodology, and feedback.

2.3. Collaborative Learning

Since the present study is based on LSM to improve writing skills, which involves group activities, it applies to expose the benefits of Collaborative Learning. Writing is usually perceived as an individual activity, although it can be addressed through collaborative tasks. This teaching approach is especially beneficial for students' learning because it obliges students to play an active role in their learning process and therefore grants a high performance to students (Kagan & Kagan, 2009). Collaborative Learning is based on Vygotsky's social-cognitive theory, which confirms that language learning requires the verbal exchange and, thus, all cognitive development and language learning is socially situated. In other words, the interaction involves using language, which plays a key role in cognitive development. Indeed, the interaction between students with different weaknesses and strengths facilitates learning because they can share ideas and pool their knowledge to achieve a common objective. This concept is known as the peer-scaffolding concept. (Grannott, 2005).

2.3.1. Peer-scaffolding Scenarios

The interaction between students leads to another advantage of collaborative tasks, which is the opportunity given to peer-scaffolding scenarios. According to a Fernández Dobao's and Blum's study (2013), working in a group is helpful because students can help their peers and benefit from other peers' knowledge. They asserted that through peer-scaffolding, the activity is often accompanied by active feedback, which leads to prompt responses from other students regarding the activity they are performing.

Hence, peer-scaffolding is related to *languaging*, which uses language to make sense of complex information or to face a task. *Languaging* occurs through collaborative dialogues when learners work in groups and provide ideas to solve a problem by discussing it together. However, it is also indispensable that they know to respect and express their ideas (Storch, 2013), which would improve social relationships between them. As per Swain (2000), "collaborative dialogue is a dialogue that constructs linguistic knowledge. It is a cognitive and social activity". Therefore, collaborative dialogue helps students regulate their mental activity and that of others and makes them aware of gaps within their knowledge. In summary, collaborative dialogue fosters peer-scaffolding and facilitates language learning between small groups.

2.3.2. Use of L1 in EFL activities

Another concern related to collaborative learning may be using the L1 among the students while doing a task. The L1 in EFL lessons may be considered counterproductive for L2 learning. However, using L1 in collaborative groups is positively recognised since it serves essential functions, such as task management, understanding, and vocabulary deliberations (Swain & Lapkin, 2000). Moreover, Storch (2005) found that the L1 is also used to organise the text's ideas and focus on language form. In her study, she stated that the L1 is essential to support the L2 learning and use, and she added that restricting the use

of the L1 would mean taking away a valuable cognitive tool that students need to learn. Besides, the L1 can help learners establish an objective and help each other solve difficulties (Bao & Du, 2015). Thus, L1 is essential for collaborative dialogue and peer-scaffolding.

2.3.3. Obstacles of Collaborative Learning

Several studies acknowledged that Collaborative Learning positively impacts learners' skills acquisition because it may promote interaction in several aspects of language (Wigglesworth & Stoch, 2009). However, when planning a collaborative activity, the teacher should consider the derived obstacles of this approach. Janssen and Wubbles (2018) found various barriers that hinder the obtention of collaborative task objectives. On the one hand, students lack collaborative skills, and therefore, they do not know how to accept different opinions, do not give elaborated explanations to their peers, do not receive or provide help, or negotiate their answers. On the other hand, the second finding entailed free-riding, which consists of different levels of participation from each member group, with stronger students dominating and low-level students not participating. Free-riding has a negative impact on students' collaborative experiences since strong students often take the lead, and low-level students are passive because they lack confidence. Finally, friendship was identified by the authors as an obstacle to Collaborative Learning because students become less disciplined and they do not take the task seriously, which causes time-management issues in the group.

2.3.4. Collaborative Techniques: Talking Chips

Nonetheless, in order to tackle these obstacles, introducing collaborative techniques may be worthwhile to limit each student's participation time and role in the group. For example, the present study includes the Talking Chips technique. It consists of a technique that aims to regulate the participation of students so that, finally, their participation is equal (Muklas, 2017). Students are provided with

tangible materials (it may be a piece of paper, pens, coins, or designed Talking Chips by the teacher), and they have to spend one chip each time they want to speak. This technique ensures all students' participation: those who tend not to participate are obliged to intervene, and those who play a dominant role when working in a group are restricted from outshining lower-level students (Kagan & Kagan 2009).

2.4. Learning Stations Methodology

The Learning Stations Methodology is a method that promotes active learning. Active learning boosts language learning skills by engaging students in activities that impel them to "do things and think about the things they are doing" (Ryan & Martens, 1989, p. 29). In this sort of learning, students play a central role in their learning process compared to traditional learning, in which students are limited to listening to the teacher, most of the time, passively. According to Bonwell and Eison (1991), students prefer strategies that promote active learning to playing a passive role in their learning process. Although it has been proved that active learning is beneficial for students' learning process, some barriers hinder its implementation in the classroom. Active learning entails an increase in preparation time and may be complicated to execute in a large class. In addition, it sometimes can be unsuccessful when the students do not make an effort nor participate actively in the activities (Bonwell & Eison, 1991).

2.5. Learning Stations Methodology: design and functioning

Depending on the purpose, the LSM can either achieve and reinforce prior knowledge or create a new learning objective. In the beginning, this methodology was implemented to allow gifted children to work individually at their own pace. However, eventually, it became a common methodology in classrooms. Maria Montessori, Peter Petersen, and Celestine Freinet were some pedagogues who first

implemented this methodology in their classrooms because they identified several advantages. They perceived the LSM as a suitable tool for creating a new motivational space and a change in the teaching approach, which resulted in a great difference in the roles of students and teachers compared to the traditional method.

Different student groups have to move from one station to another during the LSM implementation (also known as the Station Rotation Model). A station is a place in the classroom where students have to conduct an activity that addresses a specific content, either individually or collaboratively. An ensemble of stations forms the learning circuit, which may vary based on the activities and functions designed. On the one hand, the circuit can be closed, where all the groups must participate in the activities of all the stations. On the other hand, it can be open, where the students have some mandatory stations to pass on and other optional stations (Espiñeira, 2005).

An LSM-based lesson requires careful planning from the teacher's side. The foremost aspects to consider are the students' needs, the purpose of using this methodology, the number of students and their level to design the activities. It is also necessary for the teachers to create the groups based on the students' abilities, either grouping them within the same level or mixing different levels and skills and ensuring that weaker and stronger students collaborate and cooperate (Lonigro, 2021).

Despite the benefits of working in groups, such as in developing the negotiation competency and cooperation and collaboration competencies, the LSM may sometimes be counterproductive. One drawback of working in a group is lessening their participation: the more students, the less participation. Whether the teacher has to design a lesson including Learning Stations and the class is large, a good solution is creating hot wheels stations. Hot wheel stations consist of repeating the same learning circuit twice or more times and dividing the classroom into two or more rotating groups (Pho et al., 2021). For

example, in a class of 30 students, ten groups of three students might be organised and divided into five. There will be two identical learning circuits of five stations, and fifteen students will rotate in each circuit.

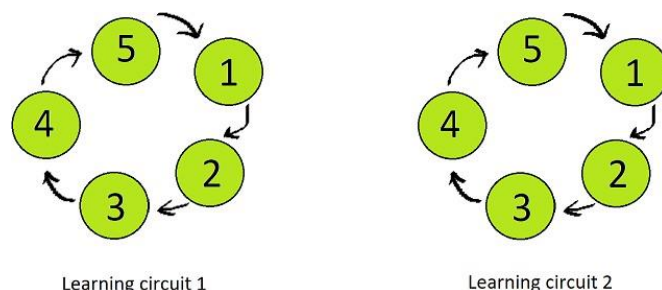


Figure 1 - Hot Wheel Stations

Regarding the topic to address at the stations, teachers can either work on one topic in all the stations, connected by a common thread or deal with a different topic in each station to work on the same skill (Espíñeira, 2005). Espíñeira (2005) emphasised giving students a checklist or portfolio, which enables them to have self-control over the learning process. Students can mark the stations they already attended in this checklist and the contents, comments, opinions, and self-assessment after each station. The author also incorporated a central station, where students can find answers to some activities, a rest station, which includes one less-demanding activity and a map of the circuit that connects all the stations. Also, the teacher is responsible for explaining the LSM rules and functioning and making sure the students understand what they need to do before beginning to implement this methodology. Lastly, each station should have instructions for each activity so that students can understand the task and, hence, avoid unnecessary questions (Lonigro, 2021).

2.6. Benefits and drawbacks of LSM

Numerous studies have demonstrated that implementing the LSM benefits students' learning process and ability to acquire knowledge. The LSM provides students with more engagement, better comprehension, and permanent knowledge (Köseoğlu, 2009). It is also

relevant to highlight the inherent flexibility this methodology demonstrates. The teacher can use this methodology to reinforce knowledge and skills or introduce new content (Pho et al., 2021). In addition, LSM allows the teacher to design individual activities in which students work at their own pace or in a group, which improves collaboration and negotiation competencies and gives rise to peer-scaffolding scenarios. LSM also helps students be responsible for their learning process and promotes the awareness of their autonomy (Españeira, 2005).

Moreover, the LSM is a flexible methodology that enables online and offline activities and a wide range of materials, resulting in a dynamic lesson for the students. This method is characterised by dynamism, as moving around the classroom and doing short activities increases the students' engagement and reduces their frustration (Lonigro, 2021). Finally, the LSM provides students with different opportunities to practice more than one ability, and, as a result, they may feel comfortable and rewarded. Thus, the LSM allows students to practice more than one skill, which increases their motivation when they realise that they have been able to complete different activities.

Furthermore, the LSM assures better and more specific attention from the teacher. Working in small groups allows the teacher to move around the different stations to check students' progress, difficulties and weaknesses and give particular attention to those students who may need it (Lonigro, 2021). In this methodology, the teacher plays an important role, comprising guidance and help to the students during the activities. Also, the teacher must be capable of organising students and being aware of their differing levels in order to act accordingly. Hence, the teacher should assist at all stations to help weaker students and supervise students' progress and activities (Pho et al., 2021).

Even though the LSM entails several benefits, there are some drawbacks to take into account before designing the stations. Fulbeck

et al. (2020) confirmed after implementing the LSM that designing learning stations is more time-consuming than preparing a traditional lesson. Moreover, in his study, Aldukhi (2021) concluded that some learners are not prepared to work independently, which may require the teacher to understand the task and translate some content. In addition, in cases where digital activities are included in the learning circuit, issues related to Internet connectivity or specific tools in the computer may arise. These issues would request the teacher's attention to fix the problem. Thus, it is essential to check that students know how to manage the needed tools and that the Internet connection works before starting the activities.

2.7. Learning Stations Methodology in the EFL classroom

The effects of LSM in EFL classrooms are increasingly being studied. Researchers, in general, drew that this methodology is appropriate and helpful for foreign language acquisition. Aldukhi (2021) carried out a study to discover the effects of this methodology on students' writing skills. The findings demonstrated students improved their writing performance by increasing the coherence of their texts and demonstrating better vocabulary acquisition. Apart from being well-structured and well-organised, students' compositions also proved that the ideas and contents were more complex due to the collaboration with peers.

2.8. Learning Stations Methodology: a blended learning modality

With the massive impact of technologies during the last years, including digital tools in a lesson is eventually more needed. As mentioned before, one of the advantages of the LSM is its inherent flexibility. Including digital tools and technology in a learning circuit is an easy task. The LSM is flexible enough to fit into the blended learning

models, consisting of face-to-face instruction and online learning experiences (Garrison & Kanuka, 2004).

Albelazi and Ganapathy (2021) conducted a study to determine if the LSM was appropriate to improve students' writing skills in English, using it in a blended learning modality. They combined online stations with face-to-face stations, in which the teacher provided them with the theory about writing compositions. The obtained results were positive since they concluded that this method helps the students to improve their vocabulary and expression and organise the ideas to compose a more coherent text. Moreover, their students confirmed that using computers to work on their writing skills was advantageous because online tools supply the required information resources and information they need to compose a text.

3. Research Method

3.1. Research question, objectives, and hypotheses

Traditional learning is still standing despite several investigations and innovations in the educational field due to competency-based learning and digital competencies. Indeed, Catalan schools are implementing these new methodologies in their classrooms; however, not sufficiently. The high school where this study was carried out was not an exception: the traditional approach still played a vital role despite the rise of innovative methods. After an accurate observation period, students' writing skill level was identified as the lowest compared to the other skills, not only because of their capacity or knowledge but also their beliefs. Some students felt distressed and unconfident when writing a text. As a result, their self-perception regarding this skill worsened, entailing lessening students' self-esteem and leading to a lower motivation and low-level compositions. In addition, the group comprised students with different English levels and some with learning disorders. Thus, an innovative and efficient methodology such as the LSM could, on the one hand, immerse

students in various difficulties and, on the other hand, set out peer-scaffolding scenarios that allowed weaker students to work at their own pace and learn from the others. This methodology could also enable students to face real-life situations, helping them acquire the expected competencies and increasing their writing skills and self-esteem.

3.1.1. Research question

Considering the participants, the detected need and the proposed methodology, this study aimed to answer the following research question:

To what extent can the LSM enhance students' writing skills and their beliefs towards them and, at the same time, be effective in a diverse classroom?

3.1.2. Objectives

Regarding the objectives, this study has one general objective and three specific objectives:

General objective

- To determine whether the LSM effectively enhances students' writing skills and beliefs towards them.

Specific objectives

- To determine whether the LSM is efficient as an inclusive methodology to lessen the students' level differences.
- To explore whether the LSM may give rise to peer-scaffolding scenarios and collaborative learning.
- To investigate the appropriateness of LSM and whether it may lead to different opportunities to put in practice the comparative adjectives form.

3.1.3. Hypotheses

The expected results before conducting the study are presented in the following hypotheses:

- The implementation of the LSM will enhance students' writing skills.

- By conducting activities based on LSM, students will have the opportunity to be involved in peer-scaffolding scenarios, which will lead to a lessening of their level differences.
- LSM will lead to different opportunities for the students to acquire the comparative adjectives form.
- The implementation of the LSM will positively modify students' self-perception of their skills in writing.

3.2. Research Design

Since this study aimed to shed light on the effect of the LSM in changing students' beliefs, improving their writing skills and lessening level differences among the students, the design chosen was the case study.

The case study was chosen considering different criteria. On the one hand, the high school characteristics were taken into account. The high school in which the study took place had only one group per level, which undoubtedly dismissed the option of having an experimental and control group for a quasi-experimental study.

On the other hand, the expected collected data could not be measured through numerical data; thus, it was not feasible to conduct a quantitative design method. Assessing students' writing skills usually strikes teachers as a complex task. That is to say that writing cannot be assessed as though only a unique answer is correct. Several aspects need to be considered to assess students' writing skills. Compared to students' receptive skills assessment, which may result in an easy task for the teachers, productive skills require more effort to be assessed. Hence, the teacher needs to focus on students' written compositions or oral productions differently. Writing skills do not admit a severe numeric mark, and consequently, a quantitative design would not be appropriate. Indeed, the students' beliefs modification can neither be measured through tests or numbers but through students' opinions and

feelings after the implementation. That is another reason that confirms the study demands a qualitative design, such as the case study.

3.3. Educational context

The study was conducted at the first level of *Educació Secundària Obligatòria* (ESO) in Escola Sant Josep, a semi-private school in Vilafranca del Penedès (Barcelona), a little school with only one line. Regarding the educational levels, the school offers Pre-Primary, Primary and ESO courses.

Due to globalisation, this school has been attaching importance to foreign languages in the last years, especially the English language, although it also offers French as a second foreign language. As a result, the school has included different complementary subjects related to English culture or literature and CLIL subjects (Content and Language Integrated Learning) in its programme. This decision was feasible since it gets 3,5 hours more each week compared to public schools. Thus, the school takes advantage of these extraordinary hours to give rise to better English language learning. Even though the school gives the same importance to all the communication skills in the EFL lessons, students generally lack writing skills.

3.4. Participants

Thirty participants of 1st of ESO participated in the present study. Group members were 12 and 13-year-old girls (17) and boys (13). The participants' families in this group came from middle-class backgrounds. Nevertheless, there is a considerable variation in economic and social resources within the group, and some families receive grants from the house hall (Escola Sant Josep, 2015).

In terms of diversity, some students in the group have different disorders, and, as a result, they require special attention. One student has severe autism, another girl has been diagnosed with dyslexia, and one boy puts up with ADHD (Attention-Deficit/Hyperactivity Disorder). Aside from these cases, three more students with specific difficulties in

comprehension and expression made up the group. Lastly, a girl with specific communication and social skills difficulties also composes this group.

On account of the diversity in this class, the groups were made up according to their characteristics to mix students and give rise to peer-scaffolding scenarios during the activities course. Six groups of five students carried out the activities. However, the student with severe autism did not attend the school, and therefore the activity was conducted with five groups of five students and one group of four students.

Overall, students' English levels were consistent with their ages, although some were weaker in specific skills than others. A noticeable difference was found in students' receptive skills over productive skills, undoubtedly due to the impact of Covid-19 in the educational context. They found it hard to practice their speaking and writing skills due to a lack of self-confidence and self-belief. Consequently, since they felt incapable of writing a suitable text or performing an oral presentation, they failed when they attempted these activities.

3.5. Variables

This study aimed to demonstrate whether the LSM efficiently improved students' writing abilities and its effectiveness in positively modifying their beliefs. Therefore, the independent variable of this study was the LSM. Regarding the dependent variables, there were four. Firstly, the enhancement of students' writing skills; secondly, the improvement of students' beliefs regarding the skill in the matter. The third dependent variable was lessening students' differences through peer-scaffolding scenarios. Lastly, the fourth dependent variable was the appropriateness of the LSM to entail different opportunities to practice a specific grammar aspect, in this case, the comparative adjective form.

3.6. Data Collection Instruments

The selected instruments to collect the data were participant observation, interviews, questionnaires and students' compositions. Before implementing the LSM, the observation sheet, the interviews, and the questionnaires were designed based on the research question, the objectives, the hypotheses and the variables.

In order to determine whether the LSM was effective in enhancing students' writing beliefs and capabilities, participant observation was considered one of the data collection instruments. This instrument allowed the researcher to interact with the participants to gather further information and detect first-hand students' interactions, weaknesses and attitudes during the activity course. Conversations with students were crucial for the data collection because they provided meaningful and personal information with respect to the LSM. In order to facilitate the data collection process, an observation sheet was designed to organise the data during the note-taking process and determine the aspects to focus on during this observation. Therefore, short conversations with students, students' behaviours, impressions, and involvement in the activity, were noted down on the observation sheet. This instrument was also crucial to examine whether the LSM could lessen the students' level differences and give rise to peer-scaffolding situations.

Questionnaires, answered anonymously by the students, were another instrument for the data collection. Since personal data was neither requested nor used for the experiment, the researcher did not need to request from students' families or educational centre consent. This instrument was expected to provide the researcher with students' opinions and feelings about LSM.

Due to the low level of students in expressing themselves in English, the questions were formulated in Catalan (students' native language) to gather more relevant and further information from their side. Students answered the questionnaires in paper format because

using a computer would have distracted them, entailing them not to take this task seriously.

A semi-structured interview with the mentor was conducted to gather further data about students and the LSM in an EFL lesson. Since she was present during the activities and profoundly knew the students' differences, her impressions were crucial to determining the impact of the LSM, especially on lessening students' level differences and the opportunities given for peer-scaffolding scenarios. The interview was conducted after the implementation, aiming to know the impressions of the students' teacher about the LSM and its effect.

Finally, students' final task was also considered an instrument to determine the effect of the LSM on the improvement of students' writing performance. However, the data collected through this method was not analysed using Atlas.ti.

3.7. Data Analysis

Before analysing the collected data, students' answers to the questionnaire were translated into English. After, all the information was copied in a digital format for later analysis using Atlas.ti, except for the students' compositions, which were carefully assessed and responded to. Since some students were confined, they could not answer the questionnaire, and others sent the answers via e-mail to the English teacher. Therefore, the gathered questionnaires did not correspond to the number of students that conducted the activity: out of the 29 students, only 22 questionnaires were collected.

The information was processed by coding it with a mixed method (deductively and inductively). The categories were created before the data analysis according to the expected information gathered, including the following: beliefs, collaborative tasks, diversity, and grammar acquisition. Moreover, the first-mentioned category included subcategories such as students' self-awareness, opinions on their text and feelings. Nevertheless, unexpected data was found during the

analysis process, and, as a result, new categories were created, and others were disregarded. After coding the information in Atlas.ti, it was processed using an Excel file to filter the categories and grasp the main idea for each objective.

4. Implementation

The LSM was implemented during an internship period of one hundred and seventy hours in Escola Sant Josep, in Vilafranca del Penedès (Barcelona). The experiment took part from a three-week implementation period of ten sessions, from which four complete sessions of one hour (Session 5, Session 6, Session 8 and Session 9) and a half of another two sessions (Session 4 and Session 7) were devoted to this study.

The observation period consisted of observing different teaching methods carried out in the school, especially in the English as a Foreign Language lessons. Groups of all levels were observed, but the first level of ESO stood out because of students' lack of writing skills and their low self-esteem towards this skill.

4.1. Competencies

The teaching unit included varied core competencies in the foreign languages field. However, since the primary skill considered was the writing skill, the core competencies were mainly related to the written expression dimension. Nevertheless, other activities besides the stations included competencies from other dimensions in the teaching unit.

Therefore, the most relevant competencies from this unit focused on students' competency to structure a text based on a specific typology and use communicative situations (Competency 7). Moreover, students were expected to acquire skills in producing written texts of different typologies and formats using writing strategies. Lastly, they developed their revision skills, which enabled them to improve the text according to the communicative purpose (Competency 9). These

competencies are stated in the Curriculum published by the Generalitat de Catalunya (2015).

4.2. Objectives

This teaching unit's overall objective was to develop students' confidence in various aspects of language and skills and to acquire new competencies in these areas. On the one hand, one of the main objectives was to enhance students' writing skills. During the observation period, it was detected that students' level on this skill was not in line with their age but rather was lower. Therefore, to accomplish this goal, half of the teaching unit was devoted to dealing with several language aspects through the LSM to provide students with all the needed elements to write a good text.

On the other hand, another purpose was to increase students' vocabulary acquisition and consolidation and provide them with new grammar structures to enrich their texts. In order to reach this objective, these aspects were tackled through different skill-based activities, games and collaborative tasks such as the Learning Stations mini-activities. Finally, this teaching unit was intended to improve students' self-beliefs about their writing abilities and provide them with tools to help make them aware of their strengths and weaknesses. For this reason, students carried out varied activities, such as the Exit Tickets, the questionnaires and peer-assessment, aiming to promote and achieve these objectives. As a result, they could obtain information about their learning process and self-knowledge, which helped them know what they needed to change to improve.

Besides the general objectives, some specific goals were set for the LSM. For instance, through the LSM implementation, students were expected to learn to write an informal email by acquiring greetings and closures characteristic of this text typology. Also, in regard to grammar, students attended two stations related to comparative adjectives and two other stations that tackled the basic prepositions of

time and connectors. Furthermore, it was expected through LSM that students acquire and consolidate weather vocabulary in order to write the final task. The last specific objective concerned students' awareness of their learning process through different tools they were provided with, such as the Exit Tickets.

4.3. Contents

Therefore, the teaching unit and the LSM implementation entailed the inclusion of different contents related to vocabulary, grammar, and pragmatics. On the one hand, students were addressed with weather vocabulary and basic inherent elements of an informal email. Furthermore, students also dealt with the comparative structures in some stations. Finally, two different stations also regarded prepositions of time (*in, on* and *at*) and basic connectors (*because, so, but, or, and*).

By incorporating all these contents into the different mini-activities of the circuit, students were able to cope with all the content and aspects they needed to create their composition.

4.4. Activities

Before implementing the LSM, different steps needed to be carried out; the first step consisted in creating the groups after identifying particular students' needs during the observation period. The students were grouped considering their strengths and weaknesses, aiming to form mixed-ability groups where students could help each other and collaborate. Therefore, considering thirty students at this level, six groups of five were formed, including one student with special needs, one low-level student, one strong student and two average students.

Once the groups were structured, the second step regarded the activities design and the Portfolio for the students. The learning circuit included six stations, and students had to rotate from one to another in order to attend all of the stations after three lessons and a half. Table 1 below describes each activity in detail.

Table 1 - Station activities detail

Station 1	Station 1 tackled the inherent vocabulary of an informal email through different hand-made cards by the teacher. Students had to classify these cards in a chart in accordance with their function: greetings, introduction, conclusion and closure. They also were provided with different cards they had to put in order to read an email from an English friend. Finally, they had to copy the elements of an informal email in the chart in their Portfolio.
Station 2	Station 2 included a big mural with some Velcro pieces stuck, weather and clothes cards designed by the teacher. The students were asked to attach the weather cards to the mural and place around them the cards with the clothes they should wear based on the weather. While they were sticking the cards, they had to make sentences using the Zero Conditional structure, for example: 'If it rains, I wear rain boots'.
Station 3	Station 3 was designed to tackle the grammar aspects. It consisted of a board game in which the squares contained two elements to compare or one adjective to include in a comparative sentence. Students were also given a card with some ideas to build sentences. The objective of this mini-activity was to create comparative sentences and note them down in their Portfolio, which served as an example for students' final task accomplishment.
Station 4	Station 4 also tackled grammar, in this case, equality comparisons. Even though the students did not know this form, they were expected to deduct its structure and meaning through weather forecast maps and sentences. A weather forecast map of Europe was designed, along with several sentences that students had to relate to the map to understand. Once the structure was understood and noted down in their Portfolio, students had to make new sentences using the new structure based on a designed weather forecast map of the United Kingdom. This activity also allowed students to know the most important cities in this country.
Station 5	Station 5 tackled the prepositions of time. Students had to watch three videos (one per preposition) submitted in the online tool (Classroom) in pairs and individually. Once they had watched them, they had to share the contents of the videos and correct a text in the Portfolio.
Station 6	Station 6 dealt with connectors, in which students had to translate each connector into Catalan, understand their meaning and function and write a story altogether in turns.
Individual Final task	In Session 9, students were requested to reply to an email they had received from an English friend. In the email, they had to advise their friend about clothes to pack to travel to Barcelona, comparing the weather to the United Kingdom's weather. This final task, which was carried out individually, demanded students include all the aspects addressed during the LSM implementation.

It is relevant to highlight the collaborative techniques in each station to limit strong students' lead and talking time and engage the free-riders in the activities. The first collaborative technique was the Talking Chips (Stations 1, 2 and 4). Before starting the activities, each student was provided with three chips they had to spend when they wanted to participate. Once they finished each station, they had to specify the Talking Chips they had in their Portfolios, aiming not to have any.

The second collaborative technique was The Spinning Sheet. This technique was included in Station 6, where the students had to write a story in turns for a minute by using the different connectors they had learnt. While one student was writing, the others read and made suggestions or corrections. After the minute was over, it was time for another student to write. All students should have written a part of the story and corrected it after the station was finished. Each student had to be as involved as possible in the composition writing process since the final result was the group's responsibility.

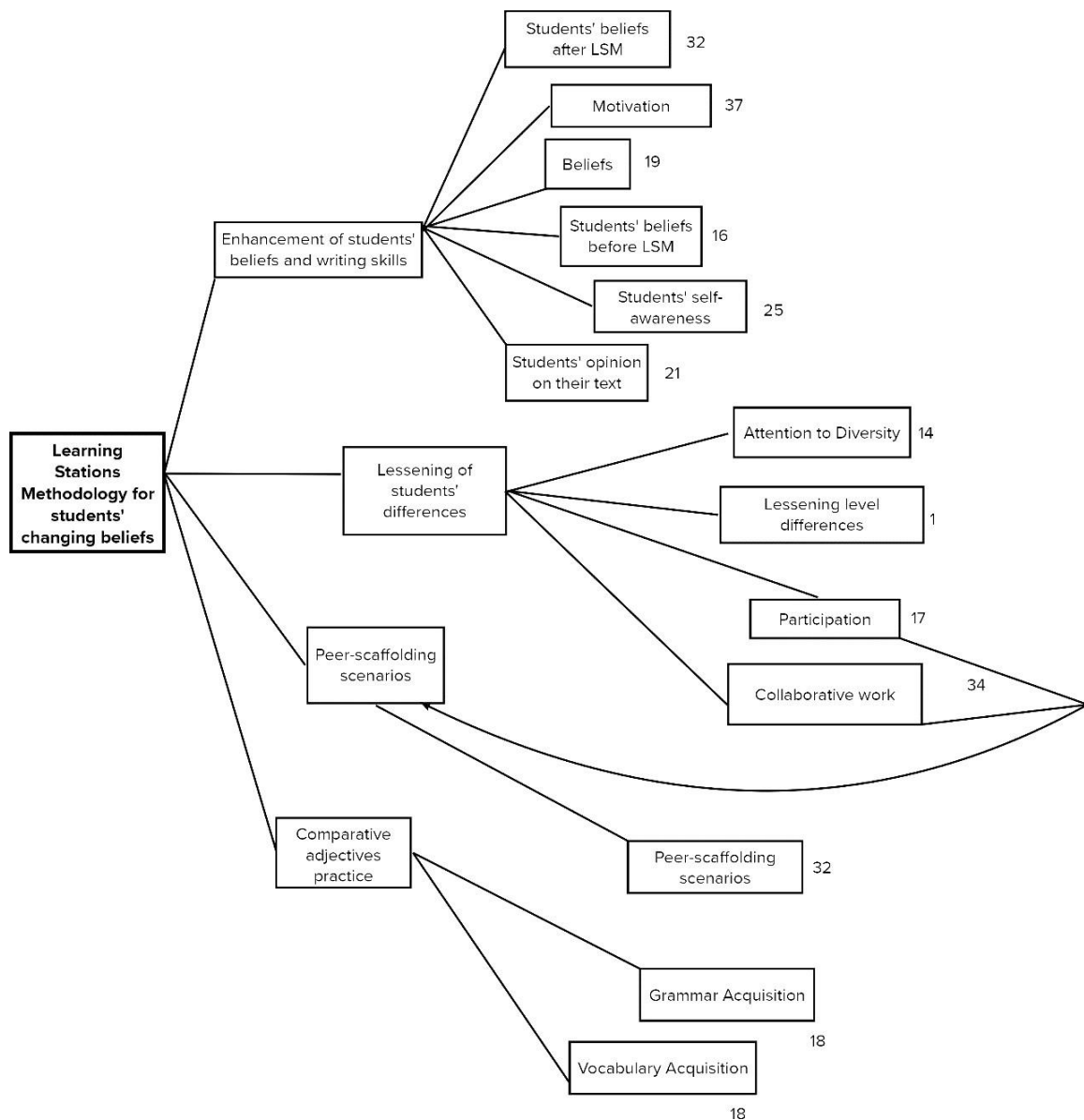
Finally, the third collaborative technique was the Pencil in the Middle. This technique was used in Station 5, where students had to watch different videos to understand the uses of *on*, *in*, *at*. Two pairs of students watched two different videos, and another student watched the one left. After that, students discussed when each preposition was used (day of the week, hour, date, etc.), but they had to put their pens and pencils on the table before talking. This technique contributed to students' attention and avoided some of them doing the activity without listening to their classmates.

5. Results

The data collected was analysed through the Atlas.ti software under a mixed-method approach. After reading and analysing the data collected through observation, questionnaires, and interviews, new codes had to be added, and some of the old ones had to be

removed. The researcher identified four themes resulting from data analysis based on the research question and objectives. The first theme is the enhancement of students' beliefs and writing skills; the second one is the lessening of students' level differences. The third theme is opportunities for peer-scaffolding scenarios, and comparative adjective practice is the fourth one. Each of these themes comprises one or more codes (Figure 2), which may also be assigned to two separate themes.

Figure 2 - Thematic codification emerged from the data collection



Note: The numbers correspond to the quotations that emerged from the analysis of the gathered data. Furthermore, some codes have been considered to conclude on two themes: Participation and Collaborative work.

To better understand the experimental findings, they are presented separately according to the objectives and the research question.

Enhancement of students' beliefs and writing skills

As for the research question and the general objective, which addressed how LSM could change students' beliefs about writing skills and improve them, the results were evident. Students acknowledged through the questionnaire that they saw themselves as more capable of writing a good text in English after the implementation. However, the results can be classified into two groups. On the one hand, some of the students felt already comfortable when they had to do a writing activity in the EFL lessons, and they believed themselves to be good at writing in English, despite having some mental blocks on some occasions. Nevertheless, these students recognised that the LSM implementation increased their motivation and confidence to write in English. From the 16 quotations of students' feelings about writing activities before the implementation, the two most representative to evince the findings of these groups of students are:

"I feel comfortable when I have to write in English because, in general, the vocabulary is easy, and I usually learn it quickly." (Participant 14)

"It depends on the writing topic. If the writing I have to do is similar to the individual task, I feel comfortable and do not have a lot of difficulties. However, if I have to write a text using new vocabulary I do not know, I find it difficult, but I always try to surpass myself." (Participant 2)

Even though these students believed that they were capable of writing a good text in English before the implementation, they recognised that they gained greater confidence through this methodology. In their answers, the same students recognised that after the implementation of the LSM, they felt even more confident and capable of writing a good text in English.

"My motivation after the stations is almost the same, but now I see myself as more capable of making better sentences than before." (Participant 14)

"After working through the LSM, I believe I like writing English texts more.

Now I think I am more capable of writing an English composition."

(Participant 2)

On the other hand, other students were aware of their lack of confidence when writing a text in a foreign language. These students recognised their low English language level in the questionnaire, which made them think they would write a poor text.

"I feel nervous when I have to write in English because I'm not good at English." (Participant 7)

"I don't feel much confident when it comes to writing a text in English because I believe I'm going to write a bad text, since I'm not good at

English." (Participant 13)

These students were aware of their lack of confidence and their difficulties in English language learning. Moreover, they also were worried and nervous due to their awareness of making spelling mistakes or lack of vocabulary. Nevertheless, these students acknowledged in the questionnaire that they felt more capable of writing a good text in English after the LSM methodology sessions, either because they had gathered the needed vocabulary throughout the stations or had learned new grammar structures. Of the 32 quotations regarding students' feelings after the implementation, these three are the most significant, which are from students who seemed to have improved their beliefs with respect to their feelings before the LSM:

"After the stations, you have more information to create the text, so I felt more motivated and secure when writing the individual task." (Participant

20)

"After working in stations, I see myself as more capable of writing a text in English, and I feel more self-confident than before. Also, I like writing in English now more than before." (Participant 18)

"Yes, now I see myself as more capable of writing a good text in English, although it's not my passion. Now I have more vocabulary and new structures to build up a text in English." (Participant 22)

Except for three, all the students admitted they were more capable of writing a good text and recognised they were proud enough of their final task. These three students admitted the methodology did not help them to write a better text, and they felt equal than before its implementation:

"I don't think after the stations I am more capable than before to write a text." (Participant 16)

"My motivation during the final task hasn't improved because I didn't feel confident while I was writing the text." (Participant 13)

Lessening students' level differences

The mentor who attended the LSM implementation sessions acknowledged during the interview that although the methodology was suitable for low-level students, it was not appropriate for students with special needs.

"I think that this methodology is suitable for low-level students, but it is still not appropriate enough for students with special needs, which still find lots of difficulties to get to the content we want to achieve, despite adapting the methodology and the station to the level they were supposed to get."

In accord with the mentor's impressions, the researcher noticed the difficulties of a student with special needs during the observation process. In addition to not understanding the activities, he was unable to communicate with his peers since he did not know nor speak his classmates' native language. As a result, he showed many level differences from the rest of the students. Besides this student, other students with special needs neither participated, either because they

did not understand the activity, despite having adapted it to them, or because they felt ashamed and afraid of being laughed at. Once the session was over, the researcher asked some questions to these students who recognised they were aware of the need for participation during the activities for their learning process.

In addition, the mentor asserted that the LSM “is a good strategy to help students lessen their level as weaker students get a more active role in their learning process”. She highlighted the benefit of this methodology because it involves students in their learning process. Moreover, she considered the chance of participation this methodology offers to low-level students and students with special needs.

“Low-level students and students with special needs had the chance to be active in a little group and so, also learn from their peers.”

“These students with a low level were able to participate within the group, and they were able to deal with content in a different way, and this helped them.”

The researcher was apprised that low-level students had a good feeling and learnt better through the LSM than under the traditional method through the participant observation. A low-level student was asked about his impressions after one session when he recognised that he was learning. He felt comfortable because he saw the chance to participate more than in a traditional class. This student usually did not use to participate due to the fear of making a mistake in front of the teacher or the whole class. He was satisfied because he felt integrated within the group, and the other members even encouraged him to participate because of the Talking Chips technique.

Students’ impressions of this methodology were positive because they felt more comfortable and secure during the activity’s course. Since the LSM provided students with more participation opportunities, they felt more at ease working through it than in a traditional classroom. This entailed them playing a more active role in their

learning process, which resulted in better and more meaningful learning.

“Collaborative tasks are fantastic and enjoyable, and I think they motivated me to participate and work without being aware of it.” (Participant 12)

“Working in groups motivates me a lot because I can focus more on the tasks and better express my ideas. Also, I participated more than in the whole class activities.” (Participant 17)

“Group work is better because I participate more than in a traditional lesson.” (Participant 3)

Opportunities for peer-scaffolding scenarios

Considering the second specific objective, related to the appropriateness of the LSM to give rise to peer-scaffolding scenarios, the researcher distinguished three different situations. On the one hand, it was observed that peer-scaffolding scenarios arose at the different stations but not in the expected line. Even though, in general terms, students helped each other to complete the activities, the researcher noticed that others tended to work individually, specifically stronger students. Some students explicitly stated their preferences for working independently rather than conducting group activities:

“I would instead prefer working alone because it makes it easier to get concentrated.” (Participant 7)

“Collaborative tasks are good. However, I believe I am better off working alone. Group work is funny, but I can get more focused if I work individually.” (Participant 20)

Along with this scenario, in which high-level students preferred working on their own, it was detected that students with special needs did not participate in the activity, and therefore, they were not involved in peer-scaffolding situations. Indeed, most students with special needs did not participate since they were not well integrated with their classmates due to their fear of being belittled if they gave a wrong

answer or did not understand the activity. Hence, they did not express their opinion or participate in the activity.

On the other hand, the researcher could witness different peer-scaffolding scenarios. These scenarios occurred in the groups in which members shared a good friendship, which promoted their communication and made students feel more comfortable and confident to participate and ask their doubts. Students were less afraid to commit a mistake in these cases since they felt more integrated and comfortable during the activity's course. In accordance with these researcher's observations, students acknowledged through the questionnaire the same impressions:

"I have always felt that all the classmates in the group helped each other. I have tried to help them understand what they did not understand, such as using prepositions. I felt satisfied when I helped them. They helped me too." (Participant 2)

"Yes, we have helped each other, and if a group member did not understand an activity or word, we didn't continue until we all understood the goal of the activity." (Participant 17)

Comparative adjectives practice

Aiming to prove the third specific objective, related to grammar acquisition through the comparative adjectives practice, the researcher considered the observations during the implementation and the students' answers to the questionnaire.

The researcher could observe that, in general, students were able to acquire this structure. Nonetheless, it is essential to consider two distinguished situations: on the one hand, students did not find it hard to practice the comparative structure because they were exposed to it through an inductive approach in the previous sessions. However, on the other hand, the station that dealt with equal comparisons seemed more difficult for the students since they did not know it and had to

deduct its meaning and structure. Nevertheless, thanks to peer-scaffolding, students considered they finally learnt this structure.

Students' answers are in agreement with the researcher's observations. Students considered LSM as a good methodology to acquire this grammar aspect. They could practise it throughout the LSM, and they affirmed this methodology was helpful for them in order to consolidate their knowledge of comparative adjectives structures:

"Working through stations was useful to improve my capabilities to write a text and learn new structures I can use in it." (Participant 21)

"Yes, my classmates and I have helped each other. I like the comparative structure, and I could learn it perfectly." (Participant 7).

Despite the third specific objective emphasising the students' grammar acquisition, students claimed that they had also learned vocabulary along with grammar. Hence, students acknowledged that the LSM was helpful for them in terms of vocabulary and grammar acquisition, a result unexpected by the researcher.

"Especially, I learned a lot of vocabulary (about the weather, writing an e-mail, and clothes...). Also, I could solve my doubts about the use of *in*, *at* and *on*. I have made a lot of sentences, so now I know how to use the structures to make comparisons. But we didn't make only comparisons; one striking station for me was the one at which we had to make a text."

(Participant 20)

"Working through stations helped me in vocabulary acquisition, and I also learnt new ways to express myself, such as using the comparative form and the vocabulary on the weather..." (Participant 9)

Likewise, some of the students did not focus on the grammar learning in their answers but only on the vocabulary acquisition they experienced.

"I think I like writing texts in English more than before, and now I see myself as more capable of writing a good text in English because now I know more vocabulary." (Participant 15)

"After the stations, I like more writing in English since, thanks to this methodology, I have increased my vocabulary knowledge."

(Participant 1)

In conclusion, students' opinions on the LSM as a tool to acquire grammar are positive. For them to gain practical grammar and vocabulary for their future texts, the methodology in the matter was worthwhile.

6. Discussion

This paper dealt with the hypothetical effects of the LSM on students' writing skills and beliefs towards them. To reach this goal, the LSM was applied in the whole group of 1st of ESO, aiming to provide all the students with different needed aspects and tools to write a good text in English. The results have been obtained after analysing the data collected through the questionnaire, the interview with students' English teacher, the researcher's observations, and students' compositions.

6.1. Connection between results and initial hypotheses

The results support the first hypothesis that addressed enhancing students' writing skills. Students' compositions slightly improved their writing skills, particularly for low-level students, who showed positive changes in their texts compared to how they wrote before the implementation. They used appropriate vocabulary and structured complete sentences accurately. Thus, after the data analysis, this methodology is acknowledged as effective in improving students' writing performance.

Following the data analysis, the second hypothesis, which implied that the LSM would give rise to peer-scaffolding scenarios and thereby

reduce level differences between students, is partially refused. Indeed, the methodology effectively lessened the level differences between low and strong learners. However, it was not considered a suitable method for students with special needs. As these students did not participate in the activity, they neither contributed to its resolution nor interacted with their classmates, which excluded them from peer-scaffolding scenarios. Thus, the level differences were reduced, except for the case of students with special needs.

One of the reasons that may explain the hypothesis refutation is that students with special needs might not have understood the activities, and as a result, they could not participate. Moreover, students with special needs were not well integrated within the class group, which signified a barrier to participating and interacting with their classmates. Showing their lack of capabilities to the other students in the group might have made them feel unconfident or ashamed when they did not understand an aspect or made wrong interventions. Contrarily, low-level students do not struggle in terms of interaction when doing collaborative tasks since they were successfully integrated within the group.

The third hypothesis, which dealt with comparative adjective form, was confirmed after the data analysis. The LSM resulted in an excellent method for acquiring grammar aspects. Students carried out two different activities where they had to learn and use these structures, and they were able to complete them, showing in their final tasks their understanding of that aspect. Furthermore, although this study did not aim to prove the impact of the LSM on vocabulary acquisition, it was found that it is an appropriate method to approach vocabulary in EFL lessons. Indeed, students' answers in the questionnaire focused more on vocabulary acquisition rather than on grammar acquisition.

Finally, the study results support the fourth hypothesis, which referred to improving of students' beliefs about the writing tasks. Either

those students who had better self-beliefs or those whose beliefs were weaker before the implementation confirmed having gained more confidence and capability when they were required to write the text for the final task.

6.2. Connection between results and previous research

Based on previous studies on the effects of the LSM on students' writing skills, beliefs, vocabulary, and grammar acquisition, the present study's results are consistent with prior research. After the data analysis, the LSM can be recognised as an effective method to enhance students' beliefs, which was already confirmed by Pho et al. (2021), who discovered the benefits of this methodology in improving students' confidence and engagement in activities. According to their results, this methodology "enhances the teaching quality and boosts students' activeness, independence, and creativity, which gradually forms their happiness and passion". As a result, students felt better and more confident in accomplishing a writing task. Moreover, a study conducted by Soselisa et al. (2021) also demonstrated that this methodology is influential in developing students' high order skills, which improves their beliefs since this method boosts students' autonomy.

According to the results, the LSM also improved students' writing skills and helped them acquire a particular grammar aspect or vocabulary more effectively. Other studies in the field obtained similar findings. On the one hand, regarding writing skills improvement, Albelazi and Ganapathy (2021) asserted that, unlike the traditional method, the LSM provides students with abundant resources for writing. In addition, they also demonstrated how this method positively contributed to students' idea development apart from introducing diverse ranges of vocabulary and structures. In addition, Alduki (2021) acknowledged that this methodology improves students' writing

performance by introducing new ideas, reflection, vocabulary, and text organisation.

The results of the present study, on the other hand, reflect the effectiveness of the methodology in enhancing the students' grammar and vocabulary learning. Previous research obtained similar results, such as a study conducted by Albelazi and Ganapathy (2021), who acknowledged the effectiveness of this methodology in spelling, vocabulary and grammar acquisition. The same idea was endorsed by Pho et al. (2021) in a study in which they recognised the relevance of this methodology to students' vocabulary development.

Lastly, it was proved that this methodology is appropriate when the objective is to give rise to peer-scaffolding situations through collaborative tasks. Even though the participation level was not as high as anticipated, the students collaborated with their peers to complete the challenge of each station. This result is in line with previous findings that acknowledged this methodology was beneficial for students since it allows them to help each other by finding excessive possibilities to go beyond their teacher's help, which boosts their autonomy and solve-problem skills (Albelazi & Ganapathy, 2021).

6.3. Connections between results and school context

Even though the students belonged to a wide range of socioeconomic backgrounds, no digital divide situation arose because the implementation of this methodology neither incorporated individual digital tools nor their work at home.

Besides, it is relevant to highlight that only some students took English lessons in a private school language. Those students whose economic resources were lower could not afford to take after-school English lessons. Therefore, the only source of exposure to the English language for those students was in school. Implementing this methodology in this group allowed all the students to relate their

English language learning to real-life situations and find a real purpose in learning this language.

6.4. Connections between the results and methodological aspects

The implemented methodology yielded good results regarding the anticipated hypotheses and objectives. Applying this methodology in this school resulted in an innovative teaching method since students had not worked through the LSM before. Using an innovative method roused the students' engagement in the activities even before the implementation.

Therefore, the LSM was an innovative method that broke the mould for what students thought about learning a foreign language. Simply by displaying a different seating arrangement at the beginning of the lesson, the students became more motivated. Moreover, working with different and more attractive materials and activities from those in the student's book and workbook was more effective in stimulating those students who had little interest in English.

7. Conclusion

The primary purpose of this study was to examine the efficacy of the LSM in enhancing students' writing skills and their beliefs towards them. Moreover, it intended, on the one hand, to prove its effectiveness in giving rise to peer-scaffolding scenarios, which could contribute to lessening the students' level differences. On the other hand, it aimed to investigate the efficacy of this methodology for students' better acquisition of a particular grammar aspect. In order to meet these objectives, the LSM was implemented in the 1st of ESO group of a Catalan school during the EFL sessions.

The study's findings demonstrated that this methodology positively impacted students' beliefs about their ability to write in English and increased their self-confidence and motivation to be

engaged in writing activities during the EFL lessons. Furthermore, the LSM proved to be an effective method to develop and improve students' writing skills. The fact of tackling the various language aspects required for the final task throughout the learning circuit provided students with a better understanding of the contents and structure of the text they had to compose.

Regarding the specific objectives, they were partially met. On the one hand, the LSM was demonstrated to be an effective method to give rise to peer-scaffolding scenarios, which reduced to some extent the students' language levels between low-level students and stronger students. However, on the other hand, the gathered data showed the inefficacy of this methodology in a classroom with diversity which includes students with special needs. The students with learning disabilities generally did not feel comfortable working through the LSM since they could not participate in the activity because they feared making mistakes in front of their classmates. Moreover, because the LSM demands autonomy from the students, they were not able to perform the activities since most of them lacked this ability.

The obtained results also confirmed the achievement of the third specific objective, which was intended to explore the efficacy of the LSM in approaching grammar. This methodology showed positive results, not only in students' grammar acquisition but also in learning vocabulary, an unexpected finding before the implementation. Despite this methodology focused on the comparative adjective forms, it also addressed other grammar aspects, such as some basic connectors or the use of certain prepositions. The findings revealed that students successfully employed all grammar aspects and vocabulary presented throughout the learning circuit, not just the comparative adjective, which was a specific objective of this study. Thus, the LSM can be recognised as a suitable method to address grammar and vocabulary.

Considering all the results and the literature reviewed, this methodology is acknowledged as effective and beneficial in EFL lessons. Even though students used the L1 (Catalan) to intervene and interact, they played an active role in their learning process, which was meaningful for students' confidence and the enhancement of their beliefs. Moreover, it provided students with several aspects and resources they needed to write a composition in English, such as grammar, vocabulary, and connectors, among others. Besides, despite it being a time-consuming method in terms of material preparation, it was considered an excellent methodology in the EFL lessons thanks to its flexibility for adaptation to all the skills and language aspects.

8. Limitations, future research, and implications

8.1. Limitations

The results of this study should be interpreted by considering the varied limitations encountered during the LSM implementation. The main limitation that may explain why this methodology was ineffective for students with special needs was their lack of autonomy. These students used to need the teacher's attention constantly, either to work and complete the activities or to feel more confident in the task they were carrying out. The LSM is characterised by the high level of autonomy it requires and provides students with. However, during the implementation period, these students showed low autonomy abilities. As a result, they demanded more attention from the teacher, who could not assist all the students during the activities course. Hence, the teacher played an unexpected role during the implementation. Instead of rotating from one station to another, checking all students' attitudes and progress and promoting collaborative learning, the teacher's role was limited to assisting students with special needs and encouraging students who had a passive attitude.

The Covid-19 consequences were another limitation of this study. Some of the students contracted the virus, and they had to confine themselves. Consequently, they were connected to the lessons through a video call with their groups, who helped them understand the activities and showed them the materials of each station through the camera. Even though these students conducted the activities from home, collaboration and peer-scaffolding with students were not expected since the interaction was limited. Therefore, this limitation might have modified students' impressions of the LSM, and they might have thought they did not learn enough through this methodology.

Finally, the last encountered limitation was the number of participants. There were only 29 students who worked through LSM, and therefore, the obtained results may not be reliable. Hence, further research with more participants is needed to determine the impact of the LSM more conclusively on students' beliefs and writing performance.

8.2. Future Research

Based on the analysis of the collected data, future research should focus on vocabulary acquisition instead of grammar in order to explore the effectiveness of the LSM in approaching vocabulary. The findings in the present study suggested that this methodology was highly effective at teaching vocabulary to students. Therefore, a future study planning an implementation based on these objectives may reveal its impact on vocabulary acquisition by directly addressing it.

Furthermore, considering the limitations of this study, it may be relevant to carry out a new study in the future when the Covid restrictions are over. This would allow all the students to be in the classroom and to interact naturally in an actual situation.

Moreover, it would be beneficial to conduct further research on students with special needs. For instance, new lines to conduct the study may include special activities, a support teacher who works with

these students during the implementation, or the design and application of different collaborative techniques. Indeed, this methodology has already been recognised as successful in schools with inclusive practices and aiming to include all kinds of learners in the lessons (Varghese & Ranjith, 2019).

8.3. Implications

For the future implementation of this methodology, the classroom seating arrangement should be taken into account. The LSM involves rearranging the classroom seating at the beginning of the session because this methodology requires different groups of tables and chairs for each station. Since the EFL subject was the first of those days, the researcher went earlier to the classroom to arrange the tables, gaining time for the implementation. Thus, when students came into the classroom, the arrangement was ready to start working on LSM activities.

In addition, although half of a session was devoted to explaining how the LSM worked, students showed confusion on the first day when this methodology was introduced. As a result, the teacher had to explain the rules and the collaborative techniques again so that students could conduct the activities accurately. Hence, for future implementation of LSM, it would be relevant to ensure that students understand their tasks and the functioning of the LSM before starting it in order to prevent a loss of time and a reschedule of the lesson plans.

Finally, the group creation process is another factor to consider when implementing the LSM in a class. Before designing the groups, knowing each student's level and capacities is relevant. Being aware of the relationship between students is also crucial because it may affect the collaborative work or the activities' course and, as a result, affect students' impressions of this methodology. For example, placing together two disruptive students in the same group may affect other

group members and alter the obtained results. Therefore, knowing if there exist issues between them or considering their level to create mixed-ability groups will determine the result of the implementation.

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Appendixes

Appendix A - Learning Station 1

FROM: sally.smith@hotmail.co.uk.

TO: laia.vidal@gmail.com.

SUBJECT: Weather in Spain

Hi Laia,

How are things going? I'm really happy because I'm visiting Barcelona next week with my family. I hope we can meet. What do you think?

We arrive in Barcelona on Tuesday 29th March, and we leave on the 2nd April. We want to visit the Sagrada Família and the Camp Nou. Do you have any other suggestions?

Honestly, I don't know what clothes I need to pack. In spring, the weather in Spain is difficult to foresee. It usually rains, but at the same time, it can be hot and sunny.

Can you please inform me about the weather in Catalonia? What's the temperature? Do I have to take my umbrella? And my sunglasses?

Take care of yourself,

Please, write me back and tell me if you can meet as well!

Sally

1. Greetings

Hey Laia,

Dear Laia,

Hi Laia,

Hello Laia,

2. Introduction

(ask how he/she is doing?)

How are things going?

How are you?

It's so great!

It's great to hear from you!

I'm really glad to hear about.

How are you doing?

That's good news!

3. Conclusion

Don't forget to write me back if you need further information

Please, write me back

Let me know if you need anything else

4. Closure

Take care

Best

Best wishes

Look after yourself

All the best

See you soon

Learning station 1

Writing an informal email

Put in order the e-mail you received from a friend

Use a Talking Chip when you want to talk. How many Talking Chips do you have at the end of the station? Circle the number in your file.

Place the yellow cards in the chart according to their meaning

Copy the expressions in the chart in your file.

Circle in your file the correct answer: in an informal e-mail we use DON'T / DO NOT.

Appendix B - Learning Station 2



SWEATSHIRT



JACKET



T-SHIRT



SHIRT



SHORTS



COAT



RAIN BOOTS



BOOTS



SUNGLASSES



SCARF



TRAINERS



SANDALS



SOCKS



GLOVES



SHOES



RAINCOAT



RAINY



CLOUDY



SKIRT



GLASSES



SNOWY



WINDY



FLIP-FLOPS



SUNNY



COLD



TROUSERS



JUMPER



UMBRELLA



HOT



STORMY



JEANS



HAT



DRESS



CAP

Learning station 2

What do I wear if...

Classify the clothes in the mural according to the weather

Use a Talking Chip when you want to talk. How many Talking Chips do you have at the end of the station? Circle the number in your file.

Make sentences with the vocabulary in the mural. Look at the example: "If it rains, I wear a jacket."

Appendix C – Learning Station 3



How far can you go?



Learning station 3

Let's compare

Play a board game to practice the comparative form

Use the words in the "ADJECTIVES TO USE" card. In the green column you find the words for green squares. In the blue column you find the words for blue squares.

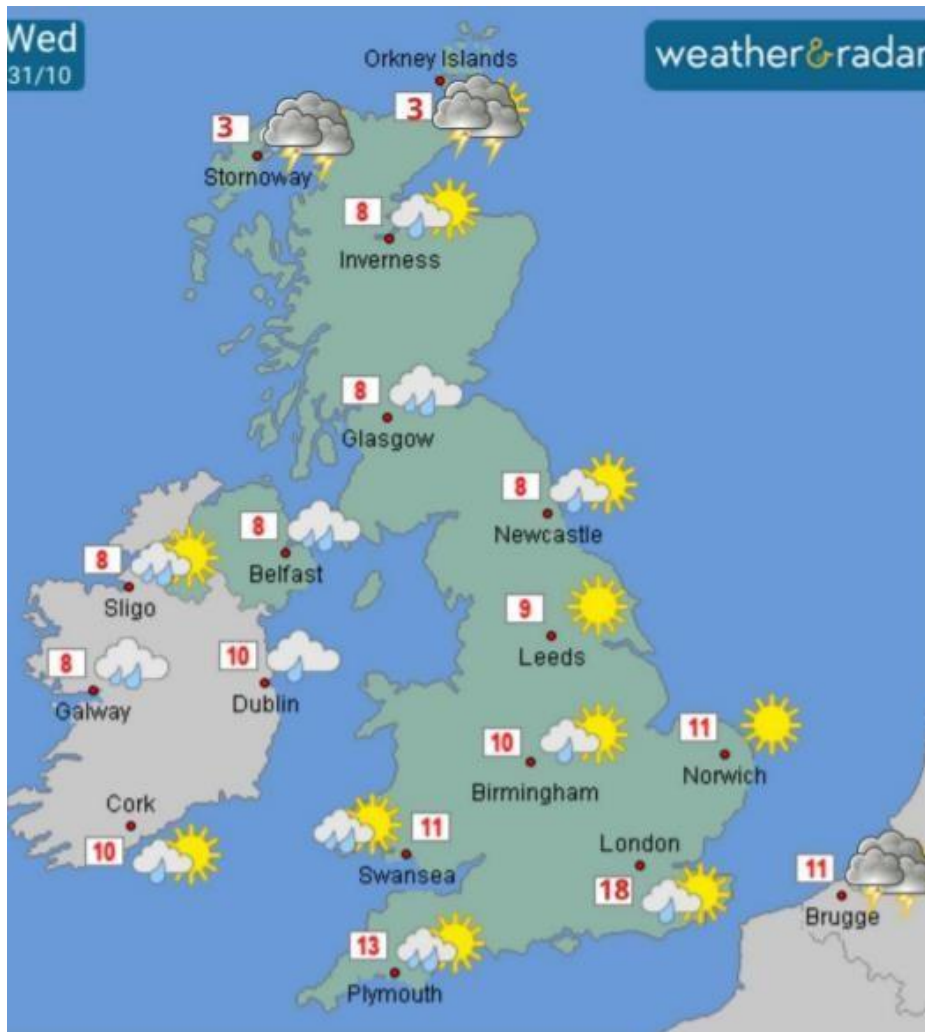
Use the correct structure: "MORE + ADJECTIVE + THAN" or "ADJECTIVE + ER + THAN"

Write your sentences and the sentences your classmates make in the file.

Appendix D – Learning Station 4

(NOT) AS ... AS

IN VIENNA IT IS **AS COLD AS** IN BERLIN
IN SPAIN IT IS **NOT AS COLD AS** IN WARSAW
IN LONDON IT IS **NOT AS STORMY AS** IN ANKARA
IN STOCKHOLM IT IS **AS CLOUDY AS** IN MOSCOW
IN BUCAREST IT IS **AS SNOWY AS** IN ATHENS





Learning station 4

What's the weather like in the UK?

Look at the Europe map in the station. Read the sentences in the white card.

By using the Talking Chips, try to know which structure is used

Use a Talking Chip when you want to talk. How many Talking Chips do you have at the end of the station? Circle the number in your file.

·Make sentences using this structure to describe the weather forecast in the United Kingdom and Ireland.

Write your sentences and the sentences your classmates make in the file

Appendix E – Learning Station 5



My life

I wake up on 7 o' clock every day, except in the weekends.

The weekdays, at the morning I have breakfast with my family

and then I go to school with my friends. I leave home on 8 o

' clock because my lessons start at 8.15 am. My favourite day

of the week is Thursday. In Thursdays, I have French lessons,

my favourite subject. On the afternoon I go to my football

training. When I finish, I have a shower at the evening, and I

have dinner with my family. On summer, my family and I

always travel to Malaga because we love the weather in this

city. It' s hot, and we can sunbathe and go to the beach. In

Christmas, we travel to Andorra, and we ski.

Learning station 5

Discovering some English prepositions

Organise yourselves: 2 pairs and 1 student. Each group has to watch 1 video (AN, IN, ON) available in the Classroom

Explain to your classmates the video and listen to the others.

Put your pencils and pens in the middle. You cannot write until each of you has explained the contents of the video.

Complete the chart in your file

Correct the mistakes in the text in your file. All the mistakes are related to prepositions of time

Appendix F – Learning Station 6

Learning station 6

Discovering some English connectors

Match the columns in your file: the English connector, its purpose and the translation into Catalan. You have some sentences in the file to help you.

Then, choose one of the four ideas below. Continue the story.

To write the story: you have only one paper. Only one of you can write. The others read and correct. After 2 minutes, the student stops writing. Another student continues the story.

The student who is writing tries to use any of the connectors.

All the group is in charge of the whole text.

CONNECTORS

Match each connector with its goal and its translation

BUT	O	PRESENTS TWO DIFFERENT IDEAS
AND	PERQUÈ	CONNECTS TWO SIMILAR IDEAS
OR	PER TANT	SHOWS THE CONSEQUENCE OF AN ACTION
BECAUSE	I	CONTRASTS TWO IDEAS
SO	PERÒ	GIVES A REASON

It's your time to write

Write a text using the following connectors: **OR, BUT, BECAUSE, AND, SO**

Choose one of the stories below


1

Sally's cat is sad. It wakes up at the street. It wants to find its family. What does it do?



2

A lion sees a zebra in the jungle. The lion is hungry. Does it hunt the zebra? What happens?



3

Jay arrives home and finds the house door opened. What happens next?




4

Leo loses his father's favourite picture. What happens next?




Appendix G – Collaborative techniques instructions

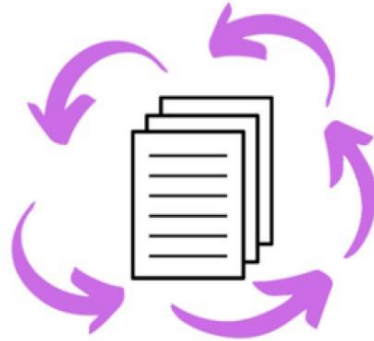


IN THE TALKING CHIPS STATIONS, YOU HAVE TO SPEND ONE CHIP WHEN YOU WANT TO TALK. THE OBJECTIVE IS TO SPEND ALL THE TALKING CHIPS WHEN THE STATION IS FINISHED

PLACE YOUR PENS AND PENCILS IN THE MIDDLE OF THE TABLE. YOU CANNOT WRITE ANYTHING WHILE YOU ARE TALKING. ONCE YOU HAVE EXPLAINED THE VIDEOS, YOU CAN TAKE YOUR PENCILS AND PENS AND COMPLETE THE ACTIVITY IN THE FILE.



IN THIS STATION, YOU HAVE TO USE ONLY ONE SHEET OF PAPER. ONE STUDENT STARTS WRITING, THE OTHERS READ AND CORRECT. AFTER TWO MINUTES, ANOTHER STUDENT WRITES. ALL OF YOU HAVE TO WRITE A PART OF THE STORY.



Appendix H – Portfolio for students



STUDENTS' NAME:

LEARNING STATION 1: Writing an informal e-mail



INSTRUCTIONS

- Circle the correct option
 - In an informal e-mail, we write DO NOT / DON'T
- Circle the talking chips you have at the end of the activity:
 - 1 2 3 0

Greetings	Introduction & Asking how s/he is
Conclusion	Closure

LEARNING STATION 2: What do I have to wear if...



INSTRUCTIONS

- Once you finish, make sentences with the vocabulary as in the example below. How many sentences can you make?

1. If it rains, I wear a raincoat.

2.

3.

4.

5.

6.

7.

8.

9.

10.

- Circle the talking chips you have at the end of the activity:

1

2

3

0

LEARNING STATION 3: Let's compare!

INSTRUCTIONS

- Write 10 of the sentences that you make below,
 1. EXAMPLE: My house is bigger than your house.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
 - 11.

LEARNING STATION 4: What's the weather like in the United Kingdom and Ireland today?



INSTRUCTIONS

- Which structure is used? Complete below:
- () + _____ + _____ + _____
- Now, make sentences to describe the weather forecast in the United Kingdom and Ireland.

- Write the sentences that you make below. Underline the main structure in each sentence.

1. In London it is not as cold as in Glasgow.

2.

3.

4.

5.

6.

7.

8.

9.

10.

- Circle the talking chips you have at the end of the activity:

1

2

3

0

LEARNING STATION 5: Can you find the mistakes?



- Then, all of you take your pencil or pen from the table and you complete the chart below:

In	On	At

- Finally, correct the mistakes in the following text. All the mistakes are related to prepositions of time.

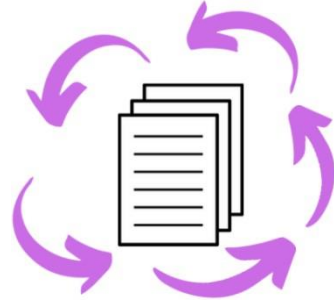
My life

I wake up on 7 o'clock every day, except in the weekends. The weekdays, at the morning I have breakfast with my family and then I go to school with my friends. I leave home on 8 o'clock because my lessons start at 8.15 am. My favourite day of the week is Thursday. In Thursdays, I have French lessons, my

favourite subject. On the afternoon I go to my football training. When I finish, I have a shower at the evening, and I have dinner with my family. On summer, my family and I always travel to Malaga because we love the weather in this city. It is hot, and we can sunbathe and go to the beach. In Christmas, we travel to Andorra, and we ski.

LEARNING STATION 6:

Discovering some English connectors



- In group, match the different columns below.
- Then, choose one of the four ideas below. You have to continue the story.

CONNECTORS

Match each connector with its goal and its translation

BUT	O	PRESENTS TWO DIFFERENT IDEAS
AND	PERQUÈ	CONNECTS TWO SIMILAR IDEAS
OR	PER TANT	SHOWS THE CONSEQUENCE OF AN ACTION
BECAUSE	I	CONTRASTS TWO IDEAS
SO	PERÒ	GIVES A REASON

- The armchair is blue, **and** the sofa is purple.
 - I like the lamp, **but** I don't like the carpet.
- I like the pillows **because** they are comfortable.
 - I missed the bus, **so** I was late for school.
 - You can use the blue pen **or** the black pen.

EXIT TICKET: LS1

HOW DID YOU FEEL AFTER THIS STATION?



LIST THREE THINGS THAT YOU LEARNED AFTER THIS STATION

DO YOU THINK THAT YOU LEARNED?

I LEARNED A LOT I LEARNED SOME THINGS I LEARNED NOTHING

WHAT DO YOU DON'T UNDERSTAND AFTER THIS STATION?

EXIT TICKET: LS2

HOW DID YOU FEEL AFTER THIS STATION?



LIST THREE THINGS THAT YOU LEARNED AFTER THIS STATION

DO YOU THINK THAT YOU LEARNED?

I LEARNED A LOT I LEARNED SOME THINGS I LEARNED NOTHING

WHAT DO YOU DON'T UNDERSTAND AFTER THIS STATION?

EXIT TICKET: LS3

HOW DID YOU FEEL AFTER THIS STATION?



LIST THREE THINGS THAT YOU LEARNED AFTER THIS STATION

DO YOU THINK THAT YOU LEARNED?

I LEARNED A LOT I LEARNED SOME THINGS I LEARNED NOTHING

WHAT DO YOU DON'T UNDERSTAND AFTER THIS STATION?

EXIT TICKET: LS4

HOW DID YOU FEEL AFTER THIS STATION?



LIST THREE THINGS THAT YOU LEARNED AFTER THIS STATION

DO YOU THINK THAT YOU LEARNED?

I LEARNED A LOT I LEARNED SOME THINGS I LEARNED NOTHING

WHAT DO YOU DON'T UNDERSTAND AFTER THIS STATION?

EXIT TICKET: LS5

HOW DID YOU FEEL AFTER THIS STATION?



LIST THREE THINGS THAT YOU LEARNED AFTER THIS STATION

DO YOU THINK THAT YOU LEARNED?

I LEARNED A LOT I LEARNED SOME THINGS I LEARNED NOTHING

WHAT DO YOU DON'T UNDERSTAND AFTER THIS STATION?

EXIT TICKET: LS6

HOW DID YOU FEEL AFTER THIS STATION?



LIST THREE THINGS THAT YOU LEARNED AFTER THIS STATION

DO YOU THINK THAT YOU LEARNED?

I LEARNED A LOT I LEARNED SOME THINGS I LEARNED NOTHING

WHAT DO YOU DON'T UNDERSTAND AFTER THIS STATION?

Individual Final Task

Reply to Sally and explain her:

- What's the weather like in Barcelona in spring? Compare the weather in Barcelona to the weather in the United Kingdom.
- Which items does she have to pack?

REMEMBER TO:

- Use the parts of the e-mail that in **Learning Station 1**. Make sure you include all the parts of an informal e-mail.
- Use the vocabulary of **Learning Station 2**.
- Include comparative adjectives to compare the weather in Barcelona to the weather in the UK. You can check the comparative forms in **Learning Station 3 and 4**.
- Use prepositions of time that you learned in **Learning Station 5**.
- Use the connectors you learned in **Learning Station 6**.

E-mail from Sally:

Hi Laia,

How are you? I'm really happy because I'm visiting Barcelona next week with my family!

We arrive in Barcelona on Tuesday 29th March, and I leave on the 2nd April. We want to visit the Sagrada Familia and Casa Batlló. Do you have any other suggestions?

Honestly, I don't know what clothes I need to pack. In spring, the weather in Spain is difficult to foresee. It usually rains, but at the same time, it can be hot and sunny.

Can you please inform me about the weather in spring in Catalonia? What's the temperature? Do I have to take my umbrella? And my sunglasses?

Appendix I – Questionnaire (English Translation)

QUESTIONNAIRE:

1. How do you feel about the text you have written? Are you proud of it? Do you think you could have written a better text? Why?
2. How do you think that working through stations could have helped you to improve your writing skills? (Talk about vocabulary, grammar structures...).
3. Did you have fun working through Learning Stations? Why?
4. How do you feel when it comes to writing a text in the EFL lessons? Why?
5. After working through the Learning Stations, do you like more writing in English? Do you see now yourself as more capable to write a good text in English?
6. What do you think about collaborative tasks? Do you think they were helpful to your learning? Do you believe that group work motivates you more than working individually? Why?
7. How was your motivation when it came to writing in English? Better or worse than before the Stations? Why?
8. Do you think that your classmates and you have helped each other? How did you feel helping your classmates?

Appendix J – Answers to the questionnaire (English Translation in digital format)

Participant 1

I have done my best, and I'm proud of my text.

Thanks to the learning stations, I have learnt a lot of vocabulary that I can use from now on in the English lessons.

The activities were fun, but I did not like working with L.L., B.G. and E.R. because they were distracted.

I like writing text in English because I can use all the vocabulary I learnt in my own way.

After the stations, I like writing in English since, thanks to this methodology, I have increased my vocabulary knowledge.

I like working in groups, but on this occasion, I wouldn't say I liked it because my classmates were distracted and were limited to bothering me.

More and more, I'm more motivated to write texts in English because I'm increasingly acquiring new vocabulary.

I always had helped my classmates when they did not understand an activity. However, they just bothered and stressed me.

Participant 2

I believe I have written a good text, and I am proud of it. I could have written fewer words because I was requested to write 50 words, and I wrote 100.

Working through learning stations was a good thing because I could learn new vocabulary that my classmates knew, but I did not. Moreover, they have helped me practice the structures, either the comparative form or the structure of an e-mail. After the different stations in groups, I made my doubts clear.

I had fun working in the learning stations. I felt comfortable with my group, and it was funny.

My motivation after the stations is almost the same, but now I see myself as more capable of making better sentences than before.

I feel comfortable and do not have a lot of difficulties. However, if I have to write a text using new vocabulary I do not know, I find it difficult, but I always try to surpass myself.

After working through the LS, I believe I like writing English texts more. Now I think I am more capable of writing an English composition.

I have always liked collaborative tasks. I participate more, and they help me learn all the things I do not know for sure. It is true that group work motivates me more than working individually because I have more time to solve my doubts.

My motivation to write texts in English is better after the LS because now they helped me acquire more vocabulary I can use in the text.

I have always felt that all the classmates in the group helped each other. I have tried to help them understand what they did not understand, such as using prepositions. I felt satisfied when I helped them. They helped me too.

Participant 3

I wrote a good text. On some stations, we did not have enough time to finish, but I was able to complete the other stations.

Learning stations helped me because we learn and have fun at the same time.

I feel a bit tired when I have to write a text in English.

I like more working in groups than individually because in this way you can have fun and learn.

Group work is better because I participate more than in a traditional lesson. After all, group work means much more than writing and taking notes.

My motivation before the stations was worse because writing activities were always boring.

I helped my mates, and they helped me.

Participant 4

I think I did a good text by following the guidelines. I used the vocabulary learnt during the lessons, and I wrote the words I had to.

I liked working through this methodology because we were playing and learning new vocabulary at the same time. This methodology also has helped me to take more part in the lessons.

Yes, I had fun during the LS, and the stations were interesting as well.

Writings make me bored, but I learn things through them.

After the stations, I see myself as more capable than before to write a good text in English.

I like group work but not always.

I believe my motivation is higher after having worked through stations.

In my group, we have helped each other.

Participant 5

I believe my text is good enough but not perfect. I think I could have done it better because I didn't remember some of the content that would have helped me.

Working through stations was good for me to correct spelling mistakes. Since we were four or five people in the group, we made fewer mistakes and corrected each other. So, we have increased our vocabulary, and better understood the structures.

I had fun at some of the stations.

I feel comfortable when it comes to writing a text in English because they are not very difficult. However, I don't like to know that I made some mistakes I do not know how to correct.

After the stations, I cannot say I like writing in English more than before, but it is true that I feel more capable of writing better texts.

Collaborative tasks are funnier than a traditional class and allow you to learn more. Also, they motivate more because usually, the lessons are blackboard, pen, notebook and test in a row.

My motivation is much better than before working through stations because we have learnt useful content to write a text.

I helped a classmate understand the structure of an e-mail in station 1.

They helped me to understand when I have to use the preposition *at*.

Participant 6

I think my text is good enough, but I think I could have done it better. Next time I will make a more considerable effort.

Working through stations did not help me, but I had fun.

Working with my group was great, and some of the stations were funny. I wouldn't say I like writing in English, but I try to do my best if I have to.

I don't like writing texts in English, but after the stations, I think I am more capable of writing better.

I believe collaborative tasks help to learn and are fun. I love working in a group, and it motivates me more.

Yes, we have helped each other in the group, and we have cooperated. I helped my classmates, and they helped me to understand some words.

Participant 7

I believe that some aspects of my text were correct, but others weren't. I made some mistakes because I didn't know some words.

Working through stations helped me a lot because it was helpful to gather all the information to write the text at the end.

I had some fun working through the stations, but I'd instead prefer this methodology over others.

I feel nervous when I have to write in English because I'm not good at English.

I don't like writing in English, but I think I've improved

I believe collaborative tasks depend on the group you work with because you can participate more, but you are not obliged to. I would instead prefer working alone because it makes it easier to get concentrated.

When it comes to writing a text, I felt more motivated because it was an individual task.

Yes, my classmates and I have helped each other. I like the comparative structure, and I could learn it perfectly.

Participant 8

I believe that my text is good, but I could have done it better.

We did many things in the stations, and I learned quite a lot.

Working through stations was funny.

Writing activities are the most difficult for me, but I feel comfortable.

After the stations, I think I learned writing a bit more; however, I did not notice much difference.

In my opinion, working in a group is better because classmates can help you.

My motivation to write a text did not change after the stations.

My classmates and I have helped each other. I felt comfortable working with my group.

Participant 9

I believe my text is good enough. I'm proud of it. I could have done it better since I didn't do my best.

Working through stations helped me in vocabulary acquisition, and I also learnt new ways to express myself, such as using the comparative form and the vocabulary on the weather...

Yes, I had fun working through stations because the activities were enjoyable.

I feel good when I have to write a text in English, but I have a mental blank when I don't know a word.

After the stations, I believe I'm more capable of writing a better text.

I like collaborative tasks a lot. I believe they helped me to learn since if I had a doubt, my classmates helped me. I think they can motivate students more than a traditional lesson.

After completing the activities in the stations and writing the text for the final task, my motivation was higher because I had all the vocabulary I needed to express myself better.

Yes, we helped each other, and I felt comfortable with my group.

Participant 10

I wrote a good text, and I am proud of it because I didn't know how to write an e-mail.

I felt comfortable working through the stations and learning new things.

I had fun working through the stations, and they were enjoyable.

I feel good when I have to write a text in English, and I like writing them. Collaborative tasks helped me to learn new things.

My motivation now is better than before the stations because I learned many new things, and I liked writing the text individually.

My classmates helped me, and I could help them as well.

Participant 11

I believe my text is not good because I could have developed my ideas better.

I think the Learning stations methodology is good to review the vocabulary.

I had fun working through the stations, and some of the activities even were funny.

I feel good when writing a text in English because I can practice the vocabulary.

I have always liked writing in English because I talk with English speakers daily. I learned a few things because I already knew most of the content. Working alone is better than working in a group because I can prove my knowledge and work at my own pace.

My motivation now is equal to before the stations.

I believe that we have helped each other. However, we can all solve the activities individually.

Participant 12

I believe my text is good enough, but I think I could have included more information.

I learnt new vocabulary thanks to the stations, and I could use it appropriately.

Yes, I believe working through the stations was funny, and I think I have learned a lot. I have better understood the content and could also connect with my mates.

I feel good when I have to write in English because I like activities that require total concentration.

Collaborative tasks are fantastic and enjoyable, and I think they motivate me to participate and work without being aware of it. Talking chips were good to participate.

My motivation is higher after the stations because I learned more vocabulary. I feel more confident and capable of writing a good text independently.

I felt comfortable working through the stations because I could use my knowledge, although my classmates have not helped me.

Participant 13

I think my text is good enough, but I think I did not do my best because I was not focused enough.

Working in stations helped me because it was easier and funny to learn the contents.

Yes, I had fun working through stations with M.A and G.S. but, in my opinion, the other classmates should have participated more because they did not use the talking chips.

I don't feel much confident when it comes to writing a text in English because I believe I'm going to write a bad text, since I'm not good at English.

After working through the stations, I consider I'm more capable to write a good text.

I believe collaborative task are good because they are easier to learn than with traditional methodologies.

My motivation during the final task hasn't improved because I didn't feel confident while I was writing the text.

I think we have been a good group and we have helped each other, but I did not feel self-confident.

Participant 14

In general, I think I wrote an excellent text and that it was coherent. Also, I had the vocabulary to write the text.

Stations helped me understand the comparative form, create better sentences, and talk about the weather. Also, they helped me to express myself.

I had fun working through the stations. It was like a game with my group, and we learnt and had time simultaneously.

It depends on the writing topic. If the writing I have to do is similar to the individual task, I

I like making comparisons after the stations because they help make sentences to compare the weather between different cities.

I prefer working in a group rather than individually because you can solve your doubts together and spend time with your friends.

My motivation after the stations is almost the same, but now I see myself as more capable of making better sentences than before.

Yes, we have helped each other with the students. When any of us had doubts, we helped them to solve them.

Participant 15

I believe my text is good, and I feel proud of it. I don't think I could have it better than I did because I made an effort in order to use the right words.

To me, working in this group was worthwhile because I had more fun.

Yes, I had fun working through stations, and the games were funny and enjoyable.

I feel good when I have to write a text in English because I learn. However, I also feel nervous because I'm afraid I will make some mistakes when I answer, and I am worried about what others can think of me.

After having worked through stations, I think I like writing texts in English more than before, and now I see myself as more capable of writing a good text in English because now I know more vocabulary.

I believe that depending on the collaborative task, and it can be funny. These activities (stations) helped me learn, and they motivated me because I am in a group and not with the whole class. If I am wrong or

make a mistake, they correct me subtly. However, if I make a mistake in front of the entire class, they criticise me.

Now I feel like writing and doing it better because now I feel more self-confident.

Yes, we have helped each other working in the group.

Participant 16

I don't think I have written a good text.

The station at which I could learn more was the one we had to write a text using the connectors.

The stations were funny, and I have learned.

I find it hard to write a text in English, and I think I make several spelling mistakes.

I don't think after the stations I am more capable than before to write a text.

Collaborative tasks are attractive because we help each other.

My motivation is still the same as before the stations because, in my opinion, writing a good text consists of a progressive process that requires a lot of time.

Participant 17

I think I wrote a good text because I could write the requested number of words, and I have used even more. Perhaps, I made some mistakes, but I believe the ideas are correct.

I think stations helped me write better because we learned to better use connectors and vocabulary. Also, the activity about the e-mail was helpful because now I know the structure of a text.

Yes, I had fun, and I liked working through stations. I could participate a lot, and I felt comfortable working with my group.

In the beginning, when it comes to writing a text in English, I feel a bit nervous because I'm afraid of the result or of not understanding a word. However, when I start writing, I feel more relaxed, trying to do my best.

Writing texts in English is not striking to me, but it is true that after working through the stations, I learned some things that have helped me to write better.

Working in groups motivates me a lot because I can focus more on the tasks and better express my ideas. Also, I participate more than in the whole class activities.

I believe that now my motivation is higher than before working through stations since at the stations, I learnt things that helped me write better, and I felt more motivated to write a good text.

Yes, we have helped each other, and if a group member did not understand an activity or word, we didn't continue until we all understood the goal of the activity.

Participant 18

I think my text is good enough. I feel proud of myself, but this does not mean I couldn't have done it better.

I believe working through stations helped me in order to write more complex and perfect texts.

I liked the stations since they are a funny and creative way to learn.

I feel pretty worried when I have to write a text in English. I recognise I am not good at writing texts in English because I am not self-confident.

Yes, after working in stations, I see myself as more capable of writing a text in English, and I feel more self-confident. Also, I like writing in English now more than before.

Yes, I like collaborative tasks because I feel more self-confident. Working in a group allows me to be with my friends and have a lot of fun while I am working. Besides this, they can help me.

I felt very motivated when I had to write the text because I learned a lot of things, and thanks to this, I felt more self-confident to write the text.

Yes, we have helped each other, although we had some conflicts during the activities. I helped classmates understand things. I felt good because I felt I'm useful and that I am not in the classroom just to ask. My classmates also helped me to understand some things.

Participant 19

I think I wrote a very good text. I am pretty sure of myself. However, I think I could have done it better, but I find English difficult.

Working in groups was pretty funny because you were working with your classmates, and we could help each other if we had a doubt.

I had a lot of fun, and it was fantastic working through the stations.

When writing a text in English, I feel odd because I find English hard.

I don't like writing in English because it is difficult for me, but I see myself as more capable after working through the stations.

I believe working in a group is a way to be in contact with your mates and, in my opinion, this collaborative task helped me to learn a lot. I feel more motivated when I have to work in a group rather than working alone.

My motivation when I was writing the text was odd because there were things I understood but some things I didn't. Doing the text was worse for me than the activities suggested in the stations because the stations helped me more.

Yes, we helped each other when we had a doubt, or we didn't understand the content. My classmates have helped me a lot.

Participant 20

I believe my text is good enough, but if I had had more time to think further about the structure, it would be an excellent text.

Especially, I learnt a lot of vocabulary (about the weather, to write an e-mail, about the clothes...). Also, I could solve my doubts about the use of in, at and on. I have made a lot of sentences, so now I know how to use the structures to make comparisons. But we didn't make only comparisons; one striking station for me was the one at which we had to make a text.

The stations were fun.

I always have liked writing texts, so writing in the English lessons is also fun. I prefer writing in the classroom rather than at home because you can ask the teacher if you have a question.

Collaborative tasks are good. However, I believe I am better off working alone. Group work is funny, but I can get more focused if I work individually. I see myself capable of writing good text.

After the stations, you have more information to create the text, which is why I felt more motivated to write the individual task.

In the beginning, I was not pleased with my group, but I believe we had fun. There were moments when my group didn't take the task seriously, but I tried to keep order. When we had doubts, we solved them together; for example, I translated some words for my classmates.

Participant 21

Yes, I am proud of my text, even though I think I could have done it better because the structure was not correct.

Working through stations was useful to improve my capabilities to write a text and learn new structures I can use in it.

Yes, I had fun working through stations because, in that way, you play, have fun and learn at the same time. In my opinion, I like working through stations because you learn, and you don't have a sloth.

It depends on the topic I have to write about. I have a mental block if I have to write a text about a topic that I don't understand. However, if I have to write about a topic that I know things about, the ideas come to me, and I struggle to write a good text, despite the spelling mistakes.

Writing in English is not my passion, but I feel more self-confident to write after the stations because I know the steps better. I believe I can know to write a better text, even though I still make many spelling mistakes.

Yes, working in a group motivates me more because my classmates help me. In addition, you have more fun. Also, you learn to work in a group, although it can be challenging to agree with your mates sometimes, or they are not taking the activity seriously.

We have helped each other during the activities. P.H did not understand what he had to do in a station, and we helped him. Personally, I felt integrated into the group. I am thankful to my mates.

Participant 22

I think that my text was good enough, even though I know I could have done it better.

I believe stations helped me improve to write texts in English and to learn new structures. Since the stations were funny, they positively influence the students' learning because they entail more enjoyable tasks.

Yes, I had fun working through stations because they allow you to learn and have fun simultaneously.

I like writing in English if the topic I have to write about is easy, however, sometimes I have a mental block and I don't know how to continue.

Yes, now I see myself as more capable to write a good text in English, although it's not my passion. Now I have more vocabulary and new structures to build up a text in English.

Personally, I find it hard to work in a group and I admit that the reason is the classmates that are in my group. I like working with my classmates who take the task seriously, and those who don't bother me and made me get angry. However, my group in the learning stations was good. Learning stations and collaborative tasks are better than other group activities we have done, and I think they motivate me more than working alone.

Yes, some classmates have worked harder than others. I have tried to help those classmates who have difficulties, for example, A.M.

Appendix K – Interview Transcription

1. What is your opinion about students' beliefs in the SLA process? Which are the skills students have worse beliefs about?

In my opinion students' beliefs in the SLA are really important and significant on their performance of this language. For example, if a student believes that he or she has not got a good aptitude for language learning, he or she may not make much an effort to learn the language as he or she does not feel confident. I think that writing and listening are both skills which students tend to identify as the most difficult ones.

2. Which are students' beliefs? Do you think these beliefs concern only on the English language subject or may affect on the other subjects too?

I think students haven't realistic beliefs, such as not making mistakes or thinking they can learn a language in a short time and without much effort. Also, these make them feel anxious when they do not get the expected results and they lose, thus, part of their motivation and self-confidence. For me, motivation and self-confidence is essential in the SLA process. And so, students who are able to take the initiative and feel encourage with their learning process will get good results in it. The lack of motivation towards this process is a very important issue regarding students' achievements.

3. For you, are students aware of their weaknesses in the writing skill?

I think students are really aware of their weaknesses, and especially, if we deal with writing. They usually want to write as they do in their native language. One fact which is really hard to make them understand is that they need to adapt their writing to the English language structure: for example the word order, and all this. When they are requested to write a text, they usually feel overwhelmed and unconfident on their skill.

4. How often do you use scaffolding methodologies in your lessons? Are they useful and productive in the EFL classroom? How do these methodologies can help the students and lessen the level differences?

Scaffolding is for me an essential tool for the EFL classroom. So, when it comes to peer-scaffolding this becomes more important and more significant, as peers always are source of motivation. I try to use it at least once in a teaching unit and learning content for them is effective. I think they are good strategies to help students lessen the level as weaker students get a more active role in their process of learning. And so, they become more aware of what they are doing and more responsible of the whole process. And at the same time they receive input in a different way from the teachers, and so, that is also more motivational for them.

5. According to your teacher experience, what impact do you think the learning stations methodology will have on students' beliefs and improvement of writing skills?

I think learning stations will promote active learning —this is my hope— and also peer-scaffolding. This way, students will probably will feel more motivated and so, this way improve their skills.

6. In your opinion, how may learning stations methodology help low-level students and students with special needs?

Low-level students and students with special needs will have the chance to be active in a little group and so learn also from their peers. I think this is going to be a real difference from the traditional class in which they are just more passive and observers just, not players of the game.

7. What is your opinion of learning stations methodology after its implementation?

I think that in general terms we can say that most students liked learning in the different learning stations and they felt really motivated at the beginning. Once they were used to the different stations, perhaps some

of them lost part of their motivation. And also we could observe that there are still students that still have difficulties despite this.

8. In your opinion, is the LSM suitable for a group with many level differences?

I think that this methodology is suitable for low level students, but it is still not appropriate enough for students with special needs, which still find lots of difficulties to get to the content we want to achieve, despite adapting the methodology and the station to the level they were supposed to get.

9. After the implementation, do you think that students changed their beliefs?

I think that the students who really changed their beliefs were low-level students. Those students who are sometimes, or who are most of the time on the narrow fail or the pass, just the pass. These students with a low level were able to participate within the group and they were able to deal with content in a different way and this helped them

10. How can this methodology be effective to improve students writing skills?

As students make their learning process more active, I think that they are able to use the contents they learn, they are practising in a more effective way than just being passive subjects, and so, they can remember while they write all the structures and all the vocabulary they have been dealing with.

Appendix L – Observation sheets (Digital format)

ATTENTION TO DIVERSITY:

Students with special needs didn't participate. They did not understand the activities and didn't participate because they didn't want to be laughed at. Moreover, these students did not feel part of the group. They had difficulties to make sentences using the comparative form.

A newcomer students had difficulties because his mates didn't help him so much.

The students with special needs are not participating. They just copied the contents in their dossiers. There are students that have not participated at all.

A girl told me that her mates have helped her but not so much.

A student with special needs told me that he learnt better and more by working in LS with his mates. Also he liked the Talking Chips technique because he likes to talk but he is usually awkward and he doesn't want to make a mistake in front of the teacher. Also, he explained me their mates obliged them to participate because they understood each component of the group has to spend the chips. He was happy.

MOTIVATION & PARTICIPATION. FEELINGS.

On the first day they are motivated and having fun. They are completing the file seriously. They are focused. Students liked playing the boardgame. Students felt good because they already knew many of the contents. Low-level students felt shy when they had to participate because they were afraid to be laughed at. Low-level students felt they didn't participate, and they were not helped. They were quite excluded from the activity.

On the second day, students feel motivated in station 5, 3 and 2, where they have to work with the computer or play a game. However, in the other stations, they feel more bored and just complete the activity because they have to. Even if this methodology is completely different to a traditional lesson, their motivation does not seem to be higher.

Students confirmed me that they prefer working in stations than the traditional teaching method. Students consider this methodology funnier because they work with their peers, and they can talk and learn at the same time. Some students recognise that they participate more in the LS than in a traditional lesson. They are afraid of saying something wrong and they think that making mistakes in front of the teachers is a bad thing. They confirm they have more fun by working with the stations.

COLLABORATIVE TECHNIQUE

Students understood the technique of the talking chips and they respected the rule. Students with special needs or low-level students did not participate although the rule of using the Talking Chips. They just completed their file as they could. Stronger students didn't help low-level students in some stations. Low-level students and students with special needs felt lost anyway.

Some of the groups don't use the collaborative techniques (pencil in the middle or spinning sheet). Shy students do not spend any chip. However, the other students liked the chips and they tried to wait to participate so that they could have time to better prepare their intervention.

Some of the students respect the rules of the collaborative techniques. Other don't and just complete the activities individually.

Other students, who are more shy, saw they were obliged to spend the chips, and as a result, they participated more than in a traditional lesson. There were students who didn't participate (even if they had the talking chips) but they become aware of they need to use them.

TEACHER'S ROLE

Going around and helping. It is difficult for the teaching paying attention to all the students. The teacher had to pay special attention to low-level students and make sure students are acquiring the contents and achieving the activity's goal.

The teacher has also to pay attention to students in order to make sure they understood the collaborative techniques and each activity.

This activity demands a lot of attention from the teacher. She tries to spend more time with low-level students and with students with special needs in order to make sure they understood the activity and the contents. While she is with these students, the others may have some doubts and questions that the teacher cannot clear up.

TIMING

The first day we only had time to complete 1 activity (Station) because the students had many questions, even if they were explained the contents and the instructions of this methodology.

Some stations are easier and the planned time is correct. However, stations 5 and 6 may need more time to be completed. These stations require more attention and effort from the students. This is an inconvenient because there are some students waiting to move and others that feel pressure because they have to finish soon.

Moving and arranging the tables for the activity is time-consuming. The other sessions devoted to stations did not request so much time

because the teacher went to the classroom before the lesson starts to arrange the tables. (The two first sessions were the first lesson of students' schedule; on Monday, English subject takes place on the 2nd hour. We needed 10 minutes to arrange the tables.

LS1

The vocabulary to write an e-mail was difficult. Shy students didn't spend any talking time. Some of the vocabulary is not known by the students. Some students take the collaborative tools seriously, but others don't.

Students didn't understand the vocabulary to write an e-mail. Also they understood they neither understood the closure and conclusion sections in the chart. The teacher had to explain this to them, what lessened their autonomy.

LS2

Students felt motivated since they could work autonomously. They liked the activity because it included vocabulary or clothes they didn't know (raincoat, cap, sweater...).

They liked this station because they found it easy. It was easy for all to complete the activity but for a Chinese newcomer student, who had difficulties and the other students didn't help him.

LS3

They found this station easy and funny. They didn't have difficulties to make sentences. Having some suggested adjectives and nouns compare made the activity more dynamic. They had fun and they were using the vocabulary and the comparative form properly. All the students liked this station because it consists of a game and instead of collaborating, they have to compete.

LS4

Students had difficulties to understand the structure although they had the map that was supposed to assist them. Students felt happy since they discovered a new structure on their own. They were able to make sentences using this structure.

They felt they could learn a new structure in a different way. However, low-level students had difficulties to understand the use and the meaning of this structure.

LS5

Today the group that has done this activity confirmed that it is better to learn the prepositions through this methodology rather than by copying them from the blackboard. Moreover, they found the correction activity dynamic and interesting.

The lower-level students of this group told me she was helped but not as much as she would have liked.

Students liked learning the use of the time prepositions through a video and through a correction activity. They explained me it was easy to understand because they were obliged to put in practice the contents.

LS6

Students didn't have enough time to finish the activity. Perhaps this is the most time-consuming activity, and it should be replanned.

Students confirmed me they needed more time in this activity than in the others. It is the most difficult to understand by the students and to be completed.

Appendix M – Teaching Unit Lesson Plans

Session 1: Learning vocabulary on the weather

Time	Interaction & Grouping	Skills	Lesson Phases	Activities & Procedure	Competencies	Aims & Objectives	Contents	Materials & Resources	Attention to Diversity
5'	T-Ss	Vocabulary	Opening	The teacher asks the students to tell all the vocabulary they already know about the weather. The teacher writes on the whiteboard the words students say.		To be aware of Ss' prior knowledge about the topic, the weather. To introduce the topic of weather.	Vocabulary on weather	Whiteboard	The lower-level students and students with special needs will participate in the activity by listening to the words and adding some words if they are able to.
20'	T- Ss Ss-Ss	Vocabulary Pronunciation Grammar	Introduction to vocabulary & instruction	In groups of 4 students, they have to write a definition of the words related to the vocabulary on the weather (Student's book p.48). After 15 minutes, one of the groups reads a word's definition, and the other students have to guess the word the other group is defining.	C8	To learn vocabulary on the weather. To define basic words related to the weather. To understand definitions of words.	Vocabulary on weather	Student's book, p. 48	The lower-level students and students with special needs participate in the activity by listening to their peers and writing down the translation of the words in their notebooks.

15'	S-S T-Ss	Vocabulary Grammar	Induction	The teacher asks the students to guess which is the morphological category of the words given before using a document made by the teacher. This document contains some sentences with these words: verb, noun or adjective, for example (<i>snow</i> , <i>snow</i> and <i>snowy</i>). Once done, the teacher corrects the activity with them.		To be aware that one word can be used as a noun and a verb. To know how to create adjectives from a noun (related to the weather).	Morphological categories of vocabulary on weather.	Student's book, p.48 Scaffolding activity made by the teacher. Projector Computer	The lower-level students and students with special needs do the same activity with a stronger classmate.
15'	T-Ss S-S	Vocabulary	Closure	The teacher explains the homework students have to do for the next day. Students can start doing the homework until the session finishes. Students can do the homework in pairs. The teacher walks around the classroom to assist any student in case they need it.		To put into practice the vocabulary learnt during the class individually and retain it.	Vocabulary on the weather	Student's book, p. 48, 1 and 3.	Students with special needs and lower-level students do the homework in pairs, with a stronger student. If they do not finish it, they will finish the homework at home.
<p>Assessment: Teacher assesses through the observation of the session: the students' capability of defining words, the speaking activity (fluency, use of new vocabulary, pronunciation, attitude...).</p>									

Session 2: Introduction to comparative adjectives

Time	Interaction & Grouping	Skills	Lesson Phases	Activities & Procedure	Competencies	Aims & Objectives	Contents	Materials & Resources	Attention to Diversity
10'	T-Ss	Vocabulary Speaking	Correction	Correction of exercises Student's book, p. 48, 1 and 3. The teacher displays the digital book on the whiteboard. Students correct the exercises and ask questions about what they do not understand.		To make sure students understood and learnt the vocabulary	Vocabulary on the weather	Student's book, p. 48, 1 and 3	Lower-level students and students with special needs also correct the exercises
10'	T-Ss	Vocabulary Listening	Warm-up	Students watch a video on YouTube. The video https://www.youtube.com/watch?v=qzPA-YKJmVk consists in a weather report. Students have to list the words related to the weather. The game consists in noting down as many words as possible.	C1	To revise and close the vocabulary topic. To discover and understand a weather forecast.	Vocabulary on the weather	Whiteboard Internet connection Speakers Projector	Lower-level students and students will special needs also play the game with the rest of the group.
30'	Ss-Ss T-Ss	Grammar Listening	Inductive instruction	Students watch two videos suggested by the book in groups of four. The videos explain the rules of comparative adjectives and their spelling rules. Once they have watched the videos, in groups of four, they try to guess the rule independently and make a recap through a scaffolding	C1	To understand the comparative form and its spelling.	Comparative adjectives	Whiteboard Student's Book (Interactive Student section) Notebook Speakers Projector	Lower-level students and students with special needs work with their peers who help them understand. The teacher assists

				<p>document prepared by the teacher. While students deduct the rule, the teacher walks around the classroom to solve students' doubts. Later, the teacher corrects the exercises and explains the rules of the comparative adjectives to the students and answers students' questions if necessary.</p>					<p>especially the groups composed of students with special needs during the activity course.</p>
Assessment: -									

Session 3: Use of comparative adjectives

Time	Interaction & Grouping	Skills	Lesson Phases	Activities & Procedure	Competencies	Aims & Objectives	Contents	Materials & Resources	Attention to Diversity
5'	T-Ss	Grammar Speaking	Warm-up	The teacher requests random students to explain the rules of comparative adjectives. The teacher writes the rule on the blackboard while the students explain them.	-	To review Ss' knowledge on the comparative adjectives form	Comparative adjectives	Blackboard	-
10'	T-Ss	Listening Grammar	Listening Grammar practice	The teacher plays the video on YouTube, which consists in listening. The listening contains a lot of comparative adjective forms. Students have to detect the comparative adjectives. The students have to fill out a document indicating if the statements about the listening are true or false. https://www.youtube.com/watch?v=ZsuptDkXpaw	C1	To be able to understand the comparative adjectives in an oral text.	Comparative adjectives. Different basic vocabulary	Speakers Internet connection Projector Computer	-
30'	T-Ss Ss-Ss	Grammar Speaking Pronunciation	Game	The teacher projects on the whiteboard a PowerPoint Presentation. It is a game in which students in a group have	-	To make sure students have understood the comparative	Comparative adjectives. Different basic vocabulary	Speakers Projector Computer	-

				to answer some questions. There are four different groups made according to the seating arrangement.		adjective forms and their spelling rules.			
<p>Assessment: The teacher assesses through the observation of the session: the students' participation during the warm-up activity. The teacher also considers the students' attitudes and communication during the game.</p>									

Session 4: Introduction to Learning Stations

Time	Interaction & Grouping	Skills	Lesson Phases	Activities & Procedure	Competencies	Aims & Objectives	Contents	Materials & Resources	Attention to Diversity
30'	T-Ss	-	Introduction to Learning Stations TFM Implementation	The teacher explains to the students the next sessions. She describes how the stations work, the time students will have to complete each of the activities, where they'll find the instructions for each station, and makes up the groups. She also explains the final task and that they need to fill in the correspondent Exit Ticket at the end of each station. Moreover, she explains the collaborative techniques rules of each station.		To organise the next session in order to gain time.		-	Lower-level students and students with special needs also listen to the teacher. At the end of the session, the teacher will explain how they will have to do the activity, adapted for them.
10'	T-Ss	Grammar Reading	Exercise correction	The teacher projects the Student's book on the whiteboard for correction.		To make sure students have acquired and understood the grammar contents	Comparative Adjectives	Projector Internet Connection Student's books	Lower-level students and students with special needs also correct the exercises with the teacher.

10'	T-Ss	Reading Grammar Writing	Pair work	Students do the exercises in the Workbook in pairs. This will be useful to consolidate the contents learnt in sessions 1, 2, 3. They needn't finish all the exercises if they don't have time.		To understand and consolidate the vocabulary and comparative form.	Vocabulary on the weather Comparative adjectives	Workbook Students' laptop. Page 36 and 37	Lower-level students and students with special needs do the same exercises in pairs and at their own pace.
Assessment: The teacher assesses through the exercises on workbook that students deliver online.									

Session 5: Learning Stations 1 (1 station)

Time	Interaction & Grouping	Skills	Lesson Phases	Activities & Procedure	Competencies	Aims & Objectives	Contents	Materials & Resources	Attention to Diversity
25'	T-Ss Ss-Ss	-	Introduction to Learning Stations. TFM implementation	The teacher explains the activity in each station and its running. The teacher also explains the collaborative technique rules. She reminds the students to fill out the Exit Ticket at the end of each station. The teacher provides students with the Talking chips.	-	To make sure students understand how they will have to work in the stations.	-	-	-
30'	S-S T-Ss	-	Learning stations TFM implementation	The students work in the students. The teacher walks around all the stations to assist the students. Each station has a duration of 20'. 1	C5, C7, C8, C9 (6 stations have been designed). PSC1, PSC3.	To let students work on different activities in order to gather all the vocabulary, grammar and writing tools to finally write an informal e-mail.	Vocabulary Parts of an e-mail Comparative adjectives Prepositions of time (<i>at, in, on</i>) Connectors.	Students' file Learning stations materials. In station 5 and 6: laptops. Students' file	Lower-level students and students with special needs have an adapted file.

				station to be carried out per group.				Pen.	
<p>Assessment: The teacher assesses through the observation after the students' participation. At the end of the Teaching Unit the teacher will assess through the different activities in the Learning Stations students' file.</p> <p>Students also assess the activities they do through the Exit Tickets in the file.</p>									

Session 6: Learning Stations 2 (2 stations)

Time	Interaction & Grouping	Skills	Lesson Phases	Activities & Procedure	Competencies	Aims & Objectives	Contents	Materials & Resources	Attention to Diversity
10'	T-Ss	-	Introduction TFM implementation	The teacher explains the activity in each station and its running. The teacher also explains the collaborative technique rules. She reminds the students to fill out the Exit Ticket at the end of each station. The teacher provides students with the Talking chips.	-	To make sure students understand the running of the learning stations and their rules	-	Students' file	Lower-level students and students with special needs have an adapted file.
45'	S-S T-Ss	-	Learning stations TFM implementation	The students work in the students. The teacher walks around all the stations to assist the students. Each station has a duration of 20'. 2 Stations are carried out per group.	C5, C7, C8, C9 (6 stations have been designed). PSC1, PSC3	To let students work on different activities in order to gather all the vocabulary, grammar and writing tools to finally write an informal e-mail.	Vocabulary Parts of an e-mail Comparative adjectives Prepositions of time (<i>at, in, on</i>) Connectors	Students' file Learning stations materials. In station 5 and 6: laptops. Students' file Pen.	Lower-level students and students with special needs have an adapted file.

Assessment: The teacher assesses through the observation after the students' participation. At the end of the Teaching Unit the teacher will assess through the different activities in the Learning Stations students' file and the final task.
Students also assess the activities they do through the Exit Tickets in the file.

Session 7: Learning stations 3 (1 station) + Reading a FAQ page

Time	Interaction & Grouping	Skills	Lesson Phases	Activities & Procedure	Competencies	Aims & Objectives	Contents	Materials & Resources	Attention to Diversity
30'	S-S T-Ss	-	Learning stations TFM implementation	The students have to arrange the tables for the stations. The students work in the stations. The teacher walks around all the stations to assist the students and take notes. They only attend one station on this day. When the station is finished, they arrange the tables again. 1 station carried out per group.	C5, C7, C8, C9 (6 stations have been designed). PSC1, PSC3	To let students work on different activities in order to gather all the vocabulary, grammar and writing tools to finally write an informal e-mail.	Vocabulary Parts of an e-mail Comparative adjectives Prepositions of time (<i>at, in, on</i>) Connectors	Students' file Learning stations materials. In station 5 and 6: laptops. Students' file Pen.	Lower-level students and students with special needs have an adapted file.
20'	T-Ss	Reading Vocabulary Grammar	Whole class activity	Students read out loud a text about the weather from in the student's book. The teacher makes some questions to the students while throughout the reading and corrects students' pronunciation.	C5, C6	To review the understanding of a text. To be able to understand some isolated words and a whole text. To make students aware	Vocabulary of weather Comparative adjectives Present simple	Student's book A pen A sheet of paper	Lower-level students and students with special needs read with the whole class.

						of the importance of pronouncing properly.			
5'	T-Ss	Reading Vocabulary Grammar	Closure	The teacher explains to the students that on next Monday they will do the activities about the reading in class.		To close the session and to remember the students they will still be working at the stations in the two next sessions.			
<p>Assessment: The teacher assesses through the observation after the students' participation. At the end of the Teaching Unit the teacher will assess through the different activities in the Learning Stations students' file and the final task. Students also assess the activities they do through the Exit Tickets in the file.</p>									

Session 8: Learning Stations 4 (2 stations)

Time	Interaction & Grouping	Skills	Lesson Phases	Activities & Procedure	Competencies	Aims & Objectives	Contents	Materials & Resources	Attention to Diversity
5'	T-Ss	-	Introduction TFM implementation	The teacher reminds how they have to work in the learning stations. She reminds students how they need to work in each station.	-	To make sure students understand the running of the learning stations and their rules	-	Students' file	Lower-level students and students with special needs have an adapted file.
45'	S-S T-Ss	-	Learning stations TFM implementation	The students work in the students. The teacher walks around all the stations to assist the students. Each station has a duration of 20'. 2 stations carried out per group.	C5, C7, C8, C9 (6 stations have been designed). PSC1, PSC3	To let students work on different activities in order to gather all the vocabulary, grammar and writing tools to finally write an informal e-mail.	Vocabulary Parts of an e-mail Comparative adjectives Prepositions of time (at, in, on) Connectors	Students' file Learning stations materials. In station 5 and 6: laptops. Students' file Pen.	Lower-level students and students with special needs have an adapted file.

Assessment: The teacher assesses through the observation after the students' participation. At the end of the Teaching Unit the teacher will assess through the different activities in the Learning Stations students' file and the final task.
Students also assess the activities they do through the Exit Tickets in the file

Session 9: Final task (Individual writing)

Time	Interaction & Grouping	Skills	Lesson Phases	Activities & Procedure	Competencies	Aims & Objectives	Contents	Materials & Resources	Attention to Diversity
5'	T-Ss	-	Introduction TFM implementation	The teacher explains the final task and the instructions.	-	To make sure students understand the final task they have to do.	-	Students' file	-
30'	S	Writing Grammar Vocabulary	Individual activity TFM implementation	The students have to write an informal e-mail. They can look up the completed activities of the learning stations in their own file.	C5, C7, C8, C9	To write an informal e-mail.	Vocabulary Parts of an e-mail Comparative adjectives Prepositions of time (at, in, on) Connectors	Students' file	Lower-level students and students with special needs have an adapted file.
20'	S	Reading Writing	Closure of Learning Stations TFM implementation	Students have to answer some questions about their impressions of the Learning Stations.	-	To know students' impressions of the learning stations.	-	Document provided with the teacher with some questions about the learning stations	Lower-level students can complete the document in Catalan.

Assessment: The teacher assesses the text students wrote with the correspondent rubric. Moreover, the teacher will also take into account all the activities carried out during the TFM implementation in their files. This will allow the teacher to know the best learnt contents according to each student.

Session 10: Reading a FAQ page

Time	Interaction & Grouping	Skills	Lesson Phases	Activities & Procedure	Competencies	Aims & Objectives	Contents	Materials & Resources	Attention to Diversity
5'	T-Ss	Reading Writing	Opening	<p>The teacher explains to the students the activities they have to do about the reading of Session 7.</p> <p>Moreover, she provides the students with the peer-assessment rubric and explain to them how they have to peer-assess their classmates. The teacher asks the students to read the text again (individually) and provides them with tools they can use to search a word's meaning (https://www.oxfordlearnersdictionaries.com/) (https://dictionary.cambridge.org/dictionary/english-catalan/)</p>		To ensure students understand the session		<p>Student's book</p> <p>A pen</p> <p>A sheet of paper</p> <p>Peer-assessment rubric</p>	-
30'	S	Reading Writing	Individual work	<p>Students read the text and complete the exercises individually. They can use the provided tools and the rubric to know how they will be assessed.</p>	C6 C8	To understand a text about the weather. To be able to make complete sentences	<p>Vocabulary of weather</p> <p>Comparative adjectives</p> <p>Present simple</p>	<p>Student's book</p> <p>A pen</p> <p>A sheet of paper</p>	Low-level students and students with special needs do the same activity but the teacher is

						(S+V+O). To be able to understand isolated words and to relate them to other words according to their meaning		Peer-assessment rubric Students' laptops	assisting them while others are reading independently.
20'	T-Ss	Reading	Peer-assessment	The teacher corrects the activities with the students, who will have a classmate's answers and correct them. Also, they will use the rubric for peer-assessment. The teacher explains the rubric and its statements.	PSC3	To make students aware of their abilities and assessment of a reading activity		Student's book A pen Classmate's answers Peer-assessment rubric	Low-level students and students with special needs correct the exercises of another low-level student or a student with special needs
Assessment: The teacher assesses through the reading activities and through the peer-assessment rubrics students have done.									