



UNIVERSIDAD DE DEUSTO

EFECTO DE LAS TERTULIAS PEDAGÓGICAS DIALÓGICAS EN
FACTORES COGNITIVO-AFECTIVOS DEL APRENDIZAJE DEL
INGLÉS (L2) EN FORMACIÓN DE PROFESORADO

Programa de Doctorado en Educación
Universidad de Deusto

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Tesis Doctoral presentada por Nerea Gutiérrez Fernández

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Efecto de las tertulias pedagógicas dialógicas en factores cognitivo-afectivos del aprendizaje del inglés (L2) en formación de profesorado

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A mi aítite, que comenzó conmigo esta aventura, pero no ha podido verla terminar,
por su cariño, apoyo incondicional y por ser parte fundamental de mi vida.

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Resumen

En una sociedad globalizada y diversa resulta de gran importancia aprender inglés. Permite conectarse con personas de todo el mundo, participar plenamente en la comunidad global, lo que es esencial en un mundo cada vez más interdependiente. Siendo esto así, es esencial que el profesorado domine el inglés como segunda lengua para una enseñanza eficaz a los futuros ciudadanos, adaptándose a las necesidades de los estudiantes, fomentando habilidades comunicativas y promoviendo la conciencia cultural.

El proceso de aprendizaje de segundas lenguas está influenciado por una serie de variables psicológicas, afectivas y cognitivas. La motivación, la ansiedad y la competencia percibida son tres factores clave que pueden tener un impacto significativo en el proceso de aprendizaje. Por todo ello, es fundamental identificar estrategias que favorezcan la motivación en el aprendizaje de una L2, disminuyan la ansiedad y mejoren la confianza del alumnado en el dominio de la lengua inglesa como L2.

Investigaciones realizadas en el área han demostrado el potencial de la participación activa en el proceso de aprendizaje como un factor clave para mejorar la motivación del alumnado. Cuando los y las estudiantes se sienten involucrados y participan activamente, experimentan un sentido de pertenencia en el aula que fomenta su motivación intrínseca, encontrando valor y sentido a aprender. Igualmente, la creación de un clima de respeto y confianza en el aula contribuye a disminuir la ansiedad que el alumnado experimenta al utilizar la segunda lengua. Entre las razones que pueden favorecer dicho proceso estaría sentirse valorados para crear un ambiente de seguridad emocional, fomento de la colaboración entre compañeros y compañeras y apoyo entre iguales para crear un entorno propicio de aprendizaje. Asimismo, el diálogo en el aula tiene un impacto positivo en la competencia percibida del alumnado en la segunda lengua. La práctica activa de un

idioma ayuda al alumnado a fortalecer su confianza en su capacidad para utilizar la segunda lengua, mejorando así su competencia percibida.

Las Tertulias Pedagógicas Dialógicas (TPD) son una actuación educativa que fomenta las características mencionadas, tales como la participación activa del alumnado y el diálogo igualitario. Aunque esta actuación ha demostrado tener efectos positivos en el aprendizaje y la inclusión en diversos contextos educativos, es importante destacar que su impacto específico en las variables psicológicas, afectivas y cognitivas que afectan al aprendizaje del inglés como segunda lengua no ha sido aún analizada. Para cubrir ese vacío esta investigación tiene como objetivo principal analizar el efecto de esta actuación educativa en la mejora de la ansiedad, motivación y de la competencia lingüística percibida en el aprendizaje del inglés como L2. Asimismo, se pretende identificar las características de las TPD que ayudan, en su caso, a que dichas variables mejoren.

Para dar respuesta a este objetivo se ha llevado a cabo un diseño cuasiexperimental de tipo mixto con medición pre-post. Se ha desarrollado en una institución de educación superior con estudiantes del área de inglés del grado de Educación Primaria. Los resultados muestran que las TPD proporcionan un entorno seguro y participativo que reduce la ansiedad y fomenta la motivación y la competencia percibida en el aprendizaje del inglés como L2. Asimismo, se han identificado ciertas características de las TPD que han demostrado ser beneficiosas para lograr los objetivos arriba planteados, tales como el tamaño limitado del grupo, el apoyo entre compañeros y la inclusión de la lectura de artículos científicos.

Palabras clave

aprendizaje del inglés, factores afectivos, formación profesorado, aprendizaje de L2, Tertulias Pedagógicas Dialógicas.

Abstract

In a globalized and diverse society, learning English is of great importance. It allows you to connect with people from all over the world, to fully participate in the global community, which is vital in an increasingly interdependent world. This being so, it is essential for teachers to master English as a second language in order to effectively teach future citizens, adapting to the needs of students, fostering communication skills and promoting cultural awareness.

The second language learning process is influenced by a number of psychological, affective and cognitive variables. Motivation, anxiety and perceived competence are three key factors that can have a significant impact on the learning process. Therefore, it is essential to identify strategies that promote motivation in L2 learning, reduce anxiety and improve students' confidence in mastering English as an L2.

Research in the area has demonstrated the potential of active participation in the learning process as a key factor in improving student motivation. When students feel involved and actively participate, they experience a sense of belonging in the classroom that fosters their intrinsic motivation, finding value and meaning in learning. Likewise, the creation of a climate of respect and trust in the classroom helps to reduce the anxiety that students experience when using the second language. Among the reasons that can favor this process are feeling valued to create an environment of emotional security, fostering collaboration among peers and peer support to create a conducive learning environment. Likewise, classroom dialogue has a positive impact on students' perceived proficiency in the second language. Active practice of a language helps learners strengthen their

confidence in their ability to use the second language, thus improving their perceived proficiency.

The Dialogic Pedagogical Gatherings (DPG) are an educational action that promotes the aforementioned characteristics, such as active student participation and egalitarian dialogue. Although this action has been shown to have positive effects on learning and inclusion in various educational contexts, it is important to note that its specific impact on the psychological, affective and cognitive variables that affect the learning of English as a second language has not yet been analyzed. In order to fill this gap, the main objective of this research is to analyze the effect of this educational action on the improvement of anxiety, motivation and perceived linguistic competence in learning English as a second language. It also aims to identify the characteristics of the DPGs that help, if so, to improve these variables.

In order to respond to this objective, a quasi-experimental study with pre-post measurement was carried out. It has been developed in a higher education institution with students of the English area of the Primary Education degree. The results show that DPGs provides a safe and participatory environment that reduces anxiety and fosters motivation and perceived competence in learning English as a second language. In addition, certain features of the DPGs have been identified as beneficial in achieving the above objectives, such as limited group size, peer support, and the inclusion of reading scientific articles.

Key words

English language learning, affective factors, teacher training, L2 learning, Dialogic Pedagogical Gatherings

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Introducción

El auge del inglés en este siglo ha sido considerable; se presenta como lengua de comunicación global para el entendimiento (González-Martín y Querol-Julián, 2016) y esto se debe a las tendencias globales en tecnología, demografía y economía (Narvaéz, 2011; Graddol, 2006). Además, dominarlo resulta necesario por un lado debido a la evolución de la sociedad a nivel económico; y, por otro lado, como requerimiento de una sociedad intercultural que evoluciona (Arboleya, 2016).

El uso de una lengua distinta a la materna en las aulas universitarias no es un fenómeno del s. XX. En palabras de Coleman (2006) en la Edad Media y el Renacimiento las universidades europeas ya impartían su docencia en latín. Sin embargo, lo que sí presenta novedad en las últimas décadas, son los cambios y razones para iniciar estudios universitarios en otra lengua, como es el inglés (Martín del Pozo, 2013), como puerta de ingreso a estudios, empleo y mayores ingresos (Graddol, 2006). Formando parte de un mundo cada vez más globalizado hace falta, por lo tanto, manejar al menos dos lenguas para afrontar los retos que se le planteen y es por ello que cada vez se observa más la presencia de segundas lenguas en el contexto escolar (Cenoz 2003).

Las investigaciones, frecuentemente, suelen englobar el inglés como segunda lengua (L2) y el inglés como idioma extranjero (LE) bajo un mismo término. Sin embargo, para algunos autores, los dos términos tienen significado diferente (Manga, 2008). La primera de las acepciones (L2) hace referencia al estudio del inglés por hablantes de otros idiomas (no nativos) que experimentan una inmersión en un país de habla inglesa (Garagallo, 1999). La segunda, (LE), en palabras de Mei (2008), se centra en el aprendizaje de un idioma extranjero, diferente al de la lengua materna, que no se emplea en la vida cotidiana del estudiante ni en el medio en el cual desarrolla sus actividades. No obstante, en este

estudio se utilizará el término L2 para hacer referencia al aprendizaje de una lengua distinta a la lengua materna.

El aprendizaje de una segunda lengua puede entenderse como un proceso cognitivo y social en el que los aprendientes comienzan a utilizar la lengua meta como herramienta para hacer frente a las distintas realidades sociales de las que forman parte (Lantolf y Thorne 2006; Van Lier 2000). No en vano, la investigación sobre el aprendizaje de segundas lenguas ha llamado la atención sobre la estrecha relación entre este aprendizaje y el contexto social, siendo un factor de éxito o de fracaso en el proceso (Li y Jeong 2020; Santana Villegas et al., 2016).

La escuela es un contexto fundamental para el aprendizaje de segundas lenguas (López, 2004). Como consecuencia de esto, se torna indispensable que los maestros y maestras dominen la L2 y la enseñen de forma adecuada. Por ello, es muy importante su desarrollo durante la formación del profesorado. Asimismo, estudios realizados en el área muestran que, así como la mayoría de personas aprenden sin dificultad su primera lengua, no ocurre lo mismo con el aprendizaje de las segundas lenguas (Lightbown y Spada, 2013).

Además de la importancia del contexto social, en el proceso de aprendizaje de segundas lenguas intervienen otros factores que inciden en su dominio y aprendizaje, tales como: a) factores biológicos; b) psicológicos; b) factores cognitivos y c) factores afectivos (Brown, 2000; Lightbown y Spada, 2013; Mitchell et al., 2019; Nussbaum y Bernaus, 2010).

Entre los factores biológicos se encuentran, por ejemplo, la edad y la salud, y entre los factores psicológicos, se puede citar la personalidad (Nussbaum y Bernaus, 2010).

Los factores cognitivos incluyen la inteligencia, la aptitud o el estilo y uso de estrategias de aprendizaje (Santana Villegas et al., 2016; Nussbaum y Bernaus, 2010). La forma en la que los individuos ven el mundo y se perciben a sí mismos tiene un impacto directo en

su aprendizaje (Williams y Burden, 1999), pudiendo ser éste, negativo o positivo (Mena et al., 2009). La percepción de uno mismo está directamente relacionada con el autoconcepto, la autoeficacia y la competencia percibida.

Por último, los factores afectivos incluyen aquellos aspectos relativos a la emoción, sentimiento o estado de ánimo que condicionan la conducta del individuo y, por tanto, influyen también en el aprendizaje de idiomas (Arnold, 2006). Entre los factores afectivos con mayor poder explicativo del rendimiento del alumnado en contextos formales de enseñanza se encuentran la motivación y la ansiedad (Roncel Vega, 2008). Desde el punto de vista del aprendizaje de una segunda lengua, la ansiedad se describe como un estado de nerviosismo o preocupación desagradable que afecta al aprendiente de la lengua meta (Pappamihel, 2002) e incide negativamente en el proceso de adquisición en contextos formales de instrucción (Horwitz, 2001). La motivación es otra variable clave que favorece o dificulta la adquisición de una segunda lengua (Krashen, 1985) y es definida como el mantenimiento y la inversión tanto de tiempo como de energía para desarrollar el esfuerzo necesario para alcanzar los objetivos de aprendizaje (Nussbaum y Bernaus, 2010).

Coincidiendo con Gargallo (1999), el profesorado está interesado en conocer el proceso de aprendizaje y los factores psico-afectivo, sociales y educativos que en él influyen para orientar de la mejor manera posible el proceso de enseñanza y, de esta forma, facilitar el aprendizaje de la lengua meta. Efectivamente, tener conciencia de los factores que influyen en el aprendizaje ayuda a vislumbrar cómo las dinámicas que se establecen repercuten en la consolidación que adopta cada estudiante (Bergflet, 2008). No obstante, debido al gran número de factores que inciden en él, resulta complicado abarcar todos ellos (Manga, 2008). Siendo esto así, este estudio se centra en aquellos aspectos que han demostrado tener una gran influencia en el aprendizaje de segundas lenguas para

proporcionar alguna idea que facilite el cambio hacia actuaciones docentes eficaces. En concreto, se pretende profundizar en el estudio de las variables afectivas de motivación, ansiedad y de la variable cognitiva percepción de competencia lingüística.

La investigación ha demostrado que la motivación es un factor clave en el aprendizaje de idiomas (Dörnyei, 2001, 2019) e influye en el compromiso académico (Bell y McCallum, 2012). A su vez, la ansiedad en el aprendizaje supone una amenaza a la autoestima (Erhman, 1996) y es uno de los trastornos psicológicos con mayor tasa de prevalencia entre la población general y mayor presencia entre el alumnado universitario (Othman et al., 2019). La competencia percibida se refiere a las concepciones que el alumnado tiene sobre su propia capacidad (Ismail, 2006) y se considera un importante predictor del rendimiento del alumno en el marco del aprendizaje de idiomas (Macintyre et al., 2003). Viendo el importante papel que todas ellas tienen en el aprendizaje de idiomas, es crucial identificar estrategias que ayuden a mejorarlas.

En relación a la motivación, numerosos estudios confirman la importancia del papel motivador del profesorado para asegurar el éxito en el aprendizaje (Dörnyei, 2001; De Naeghel, 2014). Centrándonos en la ansiedad, estudios en el área identifican la importancia de generar un ambiente agradable en clase para hacer frente a situaciones de estrés académico. En esta línea, Barraza (2011) plantea hacer frente a aspectos estresores que considera responsables, en parte, del estrés académico, tales como la competitividad grupal, el ambiente desagradable o tenso y los problemas o conflictos con compañeros. En este tema, estudios en la materia identifican al profesor como la piedra angular para la aplicación de cualquier estrategia para reducir la ansiedad (Hortwitz et al., 1986) que ayude a minimizar la ansiedad de sus alumnos, especialmente en el desarrollo de la destreza oral (Rafada y Madini, 2017). Focalizando en la competencia lingüística, investigaciones han demostrado que el uso de estrategias de aprendizaje de idioma

eficaces, mejoran el aprendizaje al desarrollar no solo la competencia lingüística, sino también la autoconfianza de los alumnos (Ardasheva y Tretter, 2013; Lee, 2010; Rao, 2016).

Por tanto, para optimizar el aprendizaje de inglés L2 hay que identificar estrategias didácticas que ayuden a mejorar la motivación, a aumentar la competencia percibida y a disminuir la ansiedad académica entre el alumnado. En este sentido, las TPD son una actuación educativa basada en el aprendizaje dialógico (Flecha, 2000) que fomentan la participación y el diálogo.

Una de las características principales de las tertulias dialógicas es que la comprensión de un texto mejora, ampliando su significado por medio de la interacción entre varias personas (Flecha, 1997). De esta forma, la incorporación de diversas opiniones y experiencias favorece una comprensión más profunda a la que se podría alcanzar a través de la lectura individual.

En esta línea, la investigación sobre el aprendizaje de segundas lenguas ha constatado el papel crucial de la interacción (Morita 2004; Kayi-Aydar 2014). Sin embargo, varios estudios han mostrado cómo la interacción en el aula ha sido durante tiempo casi inexistente (Heritage y Drew, 1992) en las aulas, lo que ha provocado un entorno de aprendizaje bastante fijo y estático. En contraposición el aprendizaje dialógico promovido por las TPD favorece la interacción en un entorno dinámico.

Asimismo, considerando el papel que el profesor tiene para generar un buen clima en el aula, en las TPD la persona que modera garantiza un clima igualitario en el aula, asegurando que las ideas aportadas por los y las participantes se respetan y valoran. Con este fin, las tertulias dialógicas se suelen llevar a cabo con el alumnado de una clase en la que el profesor, como persona moderadora, facilita la participación equitativa entre el alumnado.

Los y las estudiantes deben leer el texto acordado antes de la sesión de TPD e identificar algunas ideas para compartir con sus compañeros, al tiempo que aportan argumentos de la elección, todo ello cumpliendo los principios del aprendizaje dialógico. El aprendizaje dialógico se enmarca dentro de las teorías centradas en la intersubjetividad, las interacciones y el diálogo como elementos generadores de aprendizaje, incluyendo aportaciones teóricas de diferentes campos (Bruner, 1997; Freire, 1970). Así, mediante la discusión de fragmentos de grandes obras se crean nuevos conocimientos y significados. Investigaciones previas han demostrado el impacto positivo de las tertulias en diversos contextos y grupos. En este sentido, se ha comprobado su eficacia, entre otros aspectos, en la adquisición de la competencia lingüística, concretamente, en la comprensión lectora, e interpretación de obras clásicas (López de Aguilera et al., 2020; Soler, 2015), en el vocabulario (Santiago-Garabieta et al., 2021), y en la adquisición de habilidades lingüísticas y de lectoescritura relevantes para la escuela (López de Aguilera, 2019), así como en aspectos afectivos del proceso de aprendizaje, como, por ejemplo, las actitudes (Santiago-Garabieta et al., 2022).

Sin embargo, hasta el momento no se ha estudiado en profundidad el posible impacto que las TPG tienen en aspectos cognitivos y afectivos que inciden en el aprendizaje de segundas lenguas en futuros profesores de inglés. Siendo esto así, la presente tesis doctoral pretende analizar el efecto de esta actuación educativa en la mejora de la ansiedad, motivación y de la competencia lingüística percibida en el aprendizaje del inglés como L2. Asimismo, se pretende identificar las características de las TPD que ayudan, en su caso, a que dichas variables mejoren.

Para lograr este objetivo general se han identificado seis objetivos específicos que se han materializado en los tres estudios que conforman la tesis (Tabla 1).

Tabla 1*Objetivos Específicos*

Objetivo Específico (OE)	Estudio
OE.I. Analizar si las TPD mejoran la motivación hacia el aprendizaje del inglés como L2	I <i>The effect of Dialogic Pedagogical Gatherings on motivation towards English (L2) learning</i>
OE. IV. Identificar qué características de las TPD pueden favorecer la motivación hacia el aprendizaje de inglés L2	
OE. II Analizar si las TPD ayudan a reducir la ansiedad en el aprendizaje del inglés como L2	II <i>Fostering student participation through Dialogic Pedagogical Gatherings to face anxiety toward English (L2) learning</i>
OE. IV. Identificar qué características de las TPD, en su caso, ayudan a conseguirlo.	
OE.III. Examinar en qué medida las TPD mejoran la competencia lingüística percibida en L2 del profesorado en formación	III <i>Improving perceived linguistic competence in English (L2) through Dialogic Pedagogical Gatherings</i>
OE. IV. Identificar características de las TPD que, en su caso, ayudan a mejorar la competencia percibida en L2	

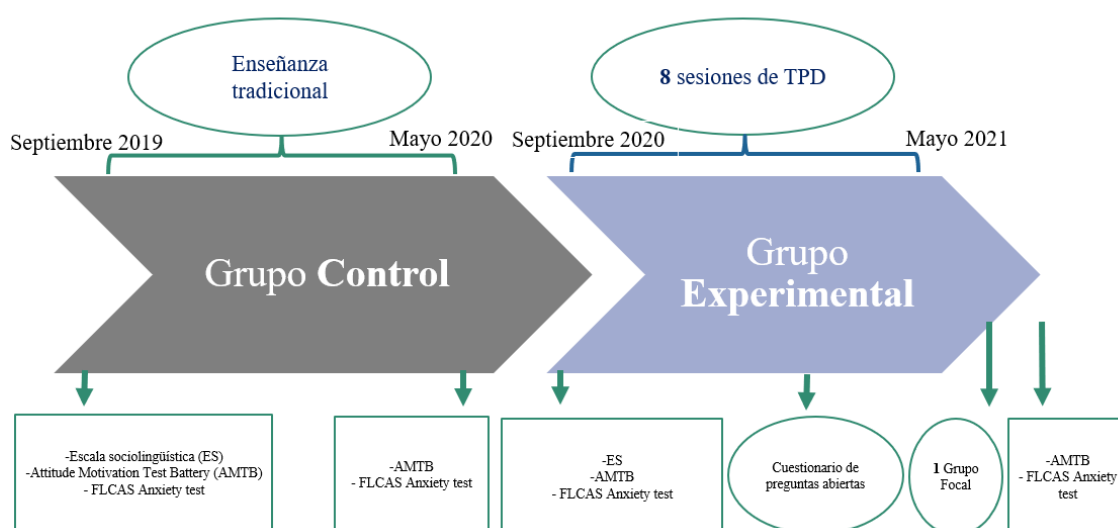
La presente investigación tiene un diseño cuasi-experimental de tipo mixto (Creswell 2003), y se ha desarrollado en una institución de educación superior con estudiantes del área de inglés del grado de Educación Primaria en dos cursos académicos diferentes. El grupo del curso 2019-2020 ha participado como grupo cuasi-control, mientras que el del curso 2020-2021 lo ha hecho como cuasi- experimental.

Para medir las variables afectivas motivación y ansiedad vinculadas al aprendizaje del inglés se han aplicado respectivamente estas escalas, validadas por estudios previos, antes y después de la intervención: a) Attitude Motivation Test Battery (Gardner, 2004) (Apéndice 3) y b) Foreign Language Anxiety Scale (Pérez-Paredes & Martínez-Sánchez, 2000) (Apéndice 4). Además, se ha recogido información cualitativa, con el objetivo de completar la información recabada a través de las escalas, así como para obtener información sobre el proceso de intervención con TPD. Para ello, además de observar las ocho sesiones de tertulia (Apéndice 5) desarrolladas con el grupo cuasi-experimental, se

ha aplicado un cuestionario de preguntas abiertas a mitad de la intervención (Apéndice 6) y un grupo focal (Apéndice 7) con el alumnado al terminar la implementación de la intervención. La siguiente figura (Figura 1) recoge el diseño completo de la investigación.

Figura 1

Diseño de la investigación



La recogida de información ha estado dividida en dos fases principales. La primera de ellas desarrollada el año 2019-2020, donde se han recogido datos en el grupo cuasi-control, formado por 22 estudiantes. Para ello, se ha aplicado un pre-test al inicio del curso y un post-test al finalizar el curso sin variar la metodología utilizada en la asignatura. La segunda fase, realizada en el curso 2020-2021 se ha llevado a cabo con el grupo cuasi-experimental, constituido por 26 estudiantes. En este grupo, se ha realizado de nuevo una medición pre-test aplicando las escalas de ansiedad y motivación, así como el cuestionario de preguntas abiertas, todo ello mientras se implementaban las TPD en el aula. El grupo focal se realizó al terminar la intervención. Esta intervención se ha realizado en el marco de dos asignaturas de inglés, “English for Primary Teachers I” y

“Didactics of Foreign Languages I”, donde la profesora de la asignatura actuaba como moderadora durante la implementación de las TPD.

En el presente estudio se han tenido en cuenta los principios éticos para las investigaciones (World Medical Association, 2001). Así, durante la recogida se informó al alumnado de los objetivos generales de la investigación y del carácter voluntario de su participación. Asimismo, se aseguró la confidencialidad de la información y la protección en el almacenamiento de datos. Todo el alumnado aceptó participar firmando un consentimiento informado (Apéndice 1). El proyecto fue aprobado por el comité ético de la universidad donde se ha llevado a cabo el estudio.

La tabla 2 resume la información más relevante sobre la metodología de los estudios que conforman el monográfico.

Tabla 2

Metodología de la investigación

Estudio	Objetivo Específico (OE)	Muestra	Diseño	Técnicas
I <i>The effect of Dialogic Pedagogical Gatherings on motivation towards English (L2) learning</i>	OE.I. Analizar si las TPD mejoran la motivación hacia el aprendizaje del inglés como L2 OE. IV. Identificar qué características de las TPD pueden favorecer la motivación hacia el aprendizaje de inglés L2	48 estudiantes Grupo control: 22 Grupo experimental: 26	Diseño experimental (pre-post)	cuasi-mixto -Cuestionario sociodemográfico (Apéndice 2). -Attitude Motivation Test Battery (Gardner, 2004). -Grupo Focal de preguntas abiertas.
II <i>Fostering student participation through Dialogic Pedagogical Gatherings to face anxiety toward English (L2) learning</i>	OE.II. Analizar si las TPD ayudan a reducir la ansiedad en el aprendizaje del inglés como L2 OE. IV. Identificar qué características de las TPD, en su caso, ayudan a conseguirlo.	48 estudiantes Grupo control: 22 Grupo experimental: 26	Diseño experimental (pre-post)	cuasi-mixto -Cuestionario sociodemográfico -Foreign Language Anxiety Scale (Pérez-Paredes & Martínez-Sánchez, 2000) -Grupo Focal -Cuestionario de preguntas abiertas
III <i>Improving perceived linguistic competence in English (L2) through Dialogic Pedagogical Gatherings</i>	OE. III. Examinar en qué medida las TPD mejoran la competencia lingüística percibida en L2 del profesorado en formación OE. IV. Identificar características de las TPD que, en su caso, ayudan a mejorar la competencia percibida en L2	26 estudiantes	Estudio cualitativo post-intervención	-Grupo Focal de preguntas abiertas -Cuestionario de preguntas abiertas

A continuación, se presentan los tres estudios que componen esta tesis doctoral, seguidos de la discusión de los resultados y unas conclusiones generales.

Estudio I:

The effect of Dialogic Pedagogical Gatherings on motivation
towards English (L2) learning

1. The effect of Dialogic Pedagogical Gatherings on motivation towards English (L2) learning

Abstract

In a globalized world, English is the language most commonly used for communication, hence learning it and having communicative skills in this language is particularly important. Affective variables such as motivation influence the acquisition of English as a second language, therefore, special attention must be paid to promote them in the learning process. The Dialogic Pedagogical Gatherings (DPGs) is an educational action that has been shown to foster participation in the classroom ensuring an egalitarian dialogue among participants. However, the impact of this educational action on motivation towards learning English as a second language has not been sufficiently studied. The aim of this study is to analyze the effect of the DPGs on the aforementioned affective variable. A quasi-experimental study was carried out and forty eight pre-service teachers participated in it. Data has been analyzed both quantitatively and qualitatively. After the intervention, the results indicate that the level of motivation of the pre-service teachers when learning English has increased considerably. The characteristics of this intervention have implications for second language teaching.

Keywords: pre-service teachers; Dialogic Pedagogical Gatherings; Second Language acquisition; learning motivation; English learning.

1.1 Introduction

English is widely used in the world and is of paramount importance for academic and professional careers in the Spanish context (Lasagabaster & Doiz 2017). Given the usefulness of English in a global society, education should encourage all students to achieve an adequate level of English. However, although most students in Spain start learning English at school at age 4, the general concern about English proficiency levels remains (Lasagabaster 2017). Sierens & Van Avermaet (2015) argue that there is evidence that inequality, in terms of the English level students have, persists in the educational context.

In the process of teaching and learning English, there are many factors that can determine its quality. Among those, there are some related to the teacher's activity, such as teaching conception and approaches, methodology and evaluation, and other related to the student: age, socioeconomic contexts, cognitive or affective factors (Rodríguez et al, 2020).

Affective variables are key to facilitating or hindering the acquisition of a second language (Brown 2007). Affective variables cover a broad spectrum referring to feelings, emotions, beliefs and attitudes that influence our behavior when learning a language (Jalongo & Hirsh, 2010). The affective factors involved in the language teaching-learning process interact with other factors, hindering or facilitating the students' learning process (Pintrich & Schunk, 2002). One of these affective variables is motivation, which is positively linked to learning. Due to its greatest impact on learning success this study will focus on the affective variable of motivation.

Motivation is the sustaining of interest and the investment of both time and energy to develop the necessary effort to achieve learning objectives (Bernaus, 2001). The role of motivation in the language classroom has been studied for decades (Kormos & Dörnyei,

2004) and research has shown that motivation is a key factor in language learning (Dörnyei, 2001) and can have influence on academic engagement (Bell 2005). Moreover, motivation in second language learning, groups together a set of situations that impel a person to learn a new language (Hamers & Blanc, 2000)

In fact, in formal educational contexts, motivation is one of the affective factors that most concerns teachers (Navarro, 2018). Brown mentions that motivation in second language learning is a combination of effort, desire and favorable attitudes towards the target language (1988). Bearing this in mind, language teachers have an inescapable role in fostering student motivation by planning, elaborating and using a variety of foreign language teaching-learning strategies that allow students to access knowledge while considering the individual differences of students (Martínez-Agudo, 2001; Clark & Schroth, 2009) and their learning context. Numerous studies confirm the importance of the motivational role of teachers (Dörnyei, 2001; De Naeghel, 2014). For example, Madrid (2002) investigated the effectiveness of 18 motivational strategies and how students and teachers perceived the motivational effects of these strategies in the Foreign Language classroom. The results indicate that the least effective strategies for promoting motivation are characterized by a lack of student participation. As a consequence, active participation and interaction were identified as critical for learning.

Research on second language (L2) learning highlights that interaction is crucial for learning (Gass & Mackey 2015; Morita 2004; Kayi-Aydar 2014). Interaction can be either between the teacher and the students, collectively or between students themselves (Tognini, 2008). Some theories indicate the importance of interaction on learning processes by involving the entire educational community. Finding spaces to freely interact is particularly relevant. Barnes (1976) and Cazden (1972) highlighted the importance of sharing codes if we want students to improve the engagement in classroom

interaction. Thus, some studies in the field of language acquisition and teaching suggest that it is necessary to move towards a sociocultural concept of learning where the focus is on the social organization of learning, activity and the quality of mediation (Razfar et al., 2011).

However, higher education has traditionally prevailed in monological discourse by teachers. Numerous studies show how the interaction in the classroom is barely non-existent (Heritage & Drew, 1992), which causes the classroom context to be seen as something fixed, static and concrete.

For this reason, dialogic learning, is selected versus other types of approaches to interaction. Dialogic learning favors participation and thus learning and is aimed at promoting a change in the intersubjective construction of the people participating in education, so that social interactions between them are fostered (García-Carrión et al, 2020). Dialogic learning takes place in interactions that enhance instrumental learning, favor the creation of personal and social meaning, are guided by principles of solidarity, and in which equality and difference are compatible and mutually enriching values (Aubert et al., 2008). To this end it is essential to promote dialogue and interactions in the classroom (Mercer et al., 2019). Likewise, Habermas' Theory of Communicative Action states that dialogues produce transformative actions while reducing educational inequalities (1981). This being the case, it is essential to identify effective ways in which learning can be enhanced through interaction. According to Santiago et al, (2021) the dialogic gatherings serve as a tool both for teachers and students to transform the classroom communicative patterns so that it favors the flow of dialogic interactions and participation, which increases motivation and that promote students' mutual scaffolding.

Dialogic Pedagogical Gatherings are an educational action based on the theory and practice of dialogical learning (Flecha, 2000; García-Carrión, 2015). They consist of the

shared reading of universally recognized classic literary works and subsequent conversation about it. No previous knowledge of the work to be discussed is required to participate in the DPG. The importance lies in the dialogue and interactions that arise between the participants as they contribute their understanding and opinion of what they read, producing new points of view (Flecha & Álvarez, 2016). Based on egalitarian dialogue and aimed at the construction of joint knowledge (Flecha & Molina, 2015; Bonell-García et al., 2019) this educational action facilitates the creation of shared knowledge and has been shown to have a positive impact in various socio-cultural contexts.

Impact of DLGs has been proved on learning, academic language and development. Improvements have also been observed in terms of the transformation of the personal and social environment and reconstruction of autobiographical memory (Lopez de Aguilera, 2019; Racionero-Plaza, 2015). DLGs have also proved to improve the prosocial behavior of primary school students (Villardón-Gallego et al, 2018), and boost the different ways of thinking of everyone in the classroom (García-Carrión, 2015).

As Darling-Hammond (2017) stated, teacher's professional development is one of the key aspects to achieve the education policy agenda and it is essential for school improvement. Scientific evidence-based teacher education is needed and has to put scientific evidence at the service of teachers to ensure educational improvement (Roca-Campos et al, 2021). In order to do so, Dialogic Pedagogical Gatherings (DPGs) are going to be applied. DPGs have been replicated in several countries such as Spain, England, Portugal, Mexico, Chile, Colombia or Brazil (Roca-Campos et al, 2021) and consist of reading previously and discussing, carefully selected on the scientific-based criteria, universal relevance academic and scientific educational texts while ensuring the use of egalitarian dialogue (Flecha, 2000). Studies have shown that this educational action generates a collaborative

process of co-creation of knowledge in teaching professionals and transcends the reflection to the classroom students (García et al, 2017). Thus, through dialogue and interaction, participants express their point of view, difficulties and look for collective solutions adapting the reading to the student's experience.

Together with this, DPGs, as a successful educational action has shown several benefits in the improvement of pre-service teacher's academic performance, as well as increase in cohesion, enrichment of vocabulary and use of complex linguistic constructions (Santiago-Garabieta et al, 2021; De Bottón et al, 2014; Álvarez et al, 2018; Barros et al, 2020). Moreover, considering pre-service teachers and involving them in experiencing can help them feel enthusiastic (Keller et al., 2016; Moè et al., 2021) and motivated (Aelterman et al., 2019; Moè & Katz, 2022). Thus, that would reflect in student learning and instructional quality (Beni et al, 1997; Kunter et al., 2011; Moè & Katz, 2022).

However, despite the importance of motivation in second language learning, there are not many experimental studies that evaluate the effect of an intervention as the DPG on the variable of motivation. Bearing that in mind these are the research questions (RQ) of the study:

RQ1: Does the motivation to learn English as a L2 improve with DPGs?

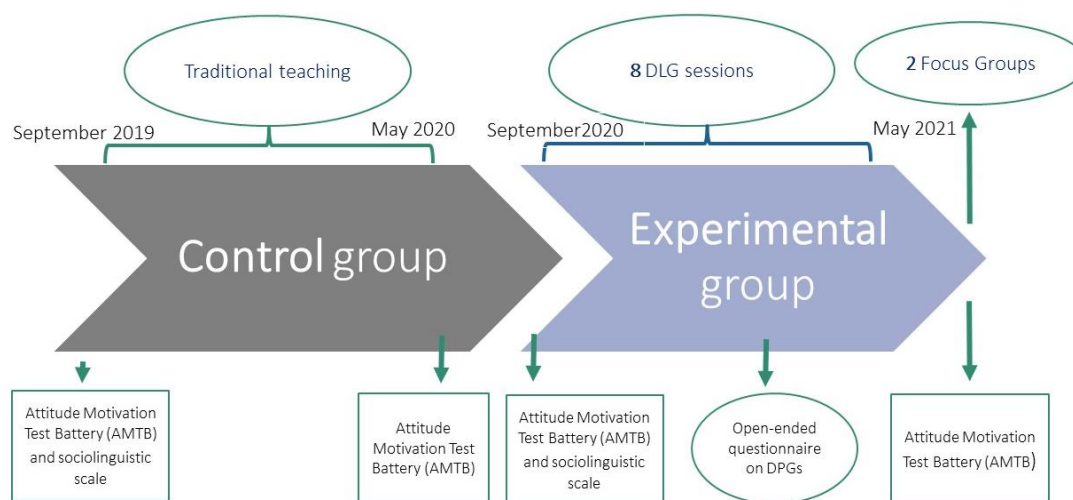
RQ2: What are the characteristics of DPGs that could favour the motivation in second language learning?

1.2 Methods

A quasi-experimental study, following a mixed-method design (Creswell 2003; MMARS, APA, 2020), has been carried out in a higher education institution with students in the English minor of the Primary Education degree in two different academic years (2019-2020, 2020-2021). Although the experimental design is the most appropriate to determine the impact of an intervention, due to the impossibility of randomly assigning individuals to the control and experimental groups, since they were formed by two different cohorts, made up of the students enrolled in the course, the quasi experimental methodological design was selected. Besides, qualitative information regarding its application has been retrieved in order to complement quantitative data.

1.2.1 Research design

The quasi-experimental design consisted of a quasi-control and quasi-experimental groups, including pre-post measurement for each group using quantitative and qualitative data. (see figure 1). After the first round of measurements, the control group followed the established programme for the course during the academic year 2019-2020. Measurements were taken again at the end of the academic year. The quasi-experimental group, instead, followed the DPG intervention and completed the pre-post measurements during the 2020-2021. The teacher was the same for both groups.

Figure 1*Research design***1.2.2 Participants**

Two groups of higher education students in their third year of their degree in Primary Education of a University of the Basque Country participated in the study. Both groups were enrolled in these two subjects: English for Primary Teachers I and Didactics of Foreign Language (English) I which belongs to the English Minor. The English minor enables future teachers to teach subjects in English in Primary Education. This sample was selected because there were students enrolled in these subjects. As aforementioned, the participants were not randomly assigned to the control and experimental group because they belong to different courses. Group 1 constitutes the control group and consists of 22 students, 12 girls and 10 boys. Group 2 is the experimental group made up of 26 students, 19 girls and 7 boys. Permission was requested from both groups to participate in the study.

These two groups, control and experimental, are homogeneous in terms of age, they all are between 20 and 21 years old. Likewise, all of them come from families with medium

or higher education. Regarding the linguistic profile, both groups are made up of students who have Spanish or Basque as their mother tongue and English as their Second Language. All the students started learning English at school, and their parents do not have a good command of the language.

1.2.3 Data collection

Data collection included quantitative data, gather through (a) a questionnaire about sociolinguistic data, (b) the Attitude Motivation Test Battery of Gardner (2004), and qualitative information, gather through (c) an open-ended questionnaire with, and (d) two focus group with 48 students.

Sociolinguistic data

In order to collect this data a questionnaire with 21 closed questions organised in three blocks was used. First, a section with socio-demographic data included 4 questions about the participant's age, date of birth, sex or nationality. The second section, made up of another four questions, deals with academic data, such as the studies undertaken prior to access university or the level of qualification of their parents. (E.g. What is your parents highest level of education? What is your parent's level of English?) Finally, a third block of 13 questions about linguistic data, with questions related to their experience with English was included: class attendance, immersion programmes, hours of study/reading in the language, or the use of the language in formal and informal contexts, among others. These are some examples of the questions: Do you have any experience as an English teacher? Have you attended English classes other than school? Have you had any experience abroad with the objective of improving your English language proficiency? Do you practice speaking/writing English with non-native English speakers?...

The scale was distributed in Spanish to ensure a perfect understanding of the items.

Attitude Motivation Test Battery (AMTB)

Gardner's (2004) Attitude Motivation Test Battery (AMTB), designed to measure attitude and specific motivation in the L2 classroom, was used to measure motivation. The overall reliability of this scale is .79.

The original test is composed of eight dimensions in Likert-type scale and three dimensions in multiple-choice format in which students select the option that best describes them. Due to the purpose of our study, only three dimensions of motivation have been selected: attitudes towards learning English, motivational intensity and desire to learn English. The structure of the dimensions is explained below.

The *Attitudes towards learning English* dimension is a ten-item scale. Five of the items are positively worded, while five items express negative feelings. The students had to select the degree of agreement they have with 1 being "strongly disagree" and "5 strongly agree". A high score indicates a positive attitude and motivation towards learning the language.

Motivational intensity represents a student's degree of effort being spent in acquiring the language. This dimension consists of ten multiple-choice items with 3 possible answers. Option one showed a student motivated towards learning English, option two was neutral and option three showed a lack of motivation towards learning English. They are designed to measure the intensity of the student's motivation to learn English in terms of work done for class assignments, plans to use the language and study the language, etc. The different answers were scored as a high score meant a high level of effort in language acquisition.

The *Desire to learn English* dimension consists of ten multiple-choice items with three possible answers. One of the options showed interest towards English, another option

showed a neutral attitude and the third one denied her interest towards learning English. A high score in the results expresses a strong desire to learn English.

The scale was translated into Spanish to ensure a perfect understanding of the statements among the students. First the translation of the scale was carried out. Bearing in mind that version, the scale was submitted to the judgment of experts, professionals in the area of English Teaching; specifically, two university teachers and a teacher of Early Childhood Education with a C2 level in the language. Each teacher worked on the document individually and, in case of disagreement, it was resolved by consensus among them.

Open-ended questionnaire about DPGs

In order to gather information about DPG sessions, the students in the experimental group filled out an open-ended questionnaire of 8 questions. The questions were related to the role students were developing during the gatherings: frequency of interventions, feelings when participating or benefits they identified, among others. The questions were distributed in Spanish, which was the students' mother tongue, in order to avoid comprehension problems.

Focus groups

All the students in the experimental group participated in it, which made a total of 26. The students provided their consent form before participating in the Focus Group. The FC was conducted in Spanish and the objective of it was to speak about the process and outcomes of DPGs. A script was used with questions around two blocks. The first block contained 15 questions related to DPGs and classroom climate such as the following: How did you feel during the gatherings? How was the climate in class? How often did you participate? How would you describe your participation in the DPGs? Do you think

that your way of participating has changed from the first gathering to the last one? And the second block consisted of 20 questions related to student motivation in the classroom which included questions to the following ones: What characteristics of the DPGs do you think have helped you feel better when using English? Have the DPGs in class changed your level of motivation to use English (do you use it more, are you more interested in it...)?

Procedure

Once the students provided their consents forms to participate in the study, control and experimental group filled in the instruments described above. Afterwards, the control group followed the planned curriculum, and the experimental group received the intervention. After the experimental group has finished its intervention in the PDGs, some instruments are passed back to the experimental group.

The procedure followed to apply each of the techniques will be explained below.

- a) Sociolinguistic data: Participants answered the questions individually in class through a google form questionnaire, and were given about 20 minutes to do it. The researcher collected the data through an excel file that was automatically created after filling in it.
- b) Attitude Motivation Test Battery (AMTB): It was filled individually and online at the beginning and end of the semester. The student had 30 minutes to do it.
- c) Open-ended questionnaire about DPGs: This questionnaire was individually completed in the middle of the process in January. The students did it online through a google forms questionnaire.

- d) Focus Group: The session was carried out collectively and it lasted about 1.5h. The Focus Group was audio recorded and later transcribed verbatim.

DPGs consisted of reading individually an agreed scientific article in the field of education and selecting the sentence or idea that has caught their attention, justifying their choice. All the students in the class took part in them, as a curricular activity for the subject. In order to ensure this reading and subsequent reflection, each student had to upload their work to the subject's virtual platform before holding the gatherings. In the DPGs, the students were placed in a circle in order to maintain visual contact with the rest of the classmates. The teacher moderates and introduces the publication read, being responsible for promoting an egalitarian dialogue, facilitating interaction between participants and ensuring that the principles of dialogic learning are met. Participants are given the floor to express their selected idea and the reason for the choice and the rest of the participants can add comments to this contribution by asking for a turn to speak. The aim is for all participants to have the opportunity to give their opinion on the basis that all opinions are valid to create meaning in the text. In this way, the collective interpretation of the text including diverse opinions and experiences generates a higher level of understanding than could be achieved by an individual person (Flecha, 1997).

In order to carry out the gatherings, the texts were selected according to several inclusion criteria: they had to be published in English, and deal with topics related to education and language teaching. In addition, it was decided that they should be quality scientific publications, considering their indexation (publication either in WOS or SCOPUS) and scientific impact. In total, seven scientific articles and one book chapter were selected. The gatherings were held monthly between September 2020 and May 2021 lasting an hour and a half. The sessions were video-recorded and afterwards transcribed. The study was approved by the university's ethics committee (REF: ETK-14/21-22).

1.2.4 Data analysis

The data analysis was mixed. On the one hand, data related to the motivation scale was analyzed quantitatively. The DPG interventions, opinion on DPG questionnaire and focus groups were examined qualitatively.

For the quantitative information obtained with the AMTB of Gardner (2004) the calculation of the variables and data analysis was carried out using the SPSS version 26 statistical software. In order to know if the differences between groups in each time-point were significant, non-parametric analysis was conducted given the sample size (n=48) and the no normal distribution of variables. In the same way, given the small sample size of the experimental (n=26) and the control (n=22) groups, non-parametric analyses were carried out to know if differences between each timepoint scores (pre and post) in each dimension were statistically significant.

The scale is composed of thirty items. Firstly, the items from 1 to 20 were recoded, so that a higher score means higher motivation. Then, in order to calculate the totals and compare the results between the different dimensions, the values of items 21 to 30, which had scores from 1 to 5 were unified to a range of 1 to 3 so that all items would have the same range of responses.

The means and standard deviations of each dimension, as well as of the instrument as a whole, were calculated. To check whether the groups were equivalent at the beginning, non-parametric Kruskal-Wallis was calculated in order to know if initial differences between the groups were statistically significant, as well as finals (Figure 1). Besides, Wilcoxon test was conducted to know if the differences between both measures were statistically significant for each group. Although the test has been conducted based on

differences of mean ranges, Table 2 shows the Mean and Standard Deviation to facilitate understanding.

On the other hand, qualitative analysis was carried out to examine the interactions during the DGPG, and the answers to the open-ended questionnaire and to the focus groups. The data was analyzed both deductively and inductively. On the one hand data were analyzed deductively considering the three dimensions of the AMTB: attitudes towards learning English, motivational intensity and desire to learn. On the other hand, the characteristics of the DPGs that enhanced motivation were identified inductively. It should be noted that in both situations the categorization was carried out by two independent researchers. Discrepancies were resolved by consensus. No software was used for coding.

1.3 Results

The results of the qualitative and quantitative analysis are presented below.

1.3.1 Quantitative results

Table 1 shows the descriptive results of the dimensions and the total motivation scale of each group (control and experimental). Regarding differences between groups, there are no significant differences between control and experimental group in the pretest measures in the total score, in “Motivational intensity”, “Desire to Learn”, nor “Attitudes”. Thus, both groups are similar regarding the dependent variable at the beginning of the implementation. On the contrary, the groups scored significantly different in the posttest in “Desire to learn” ($H(2) = 4.3; p = .037$), “Attitudes” ($H(2) = 8.7; p = .003$) and the total scales ($H(2) = 6.22; p = .013$), showing a significant increase in the experimental group, whereas in “Motivational Intensity” there was no significant difference between groups.

Table 1*Descriptive measures between groups in each timepoint and subscale*

	PRE-TEST M (SD)				POST-TEST M (SD)			
	Motiv. Intensity	Desire to learn	Attitudes	Total	Motiv. Intensity	Desire to learn	Attitudes	Total
Experimental	1.70 (.39)	1.83 (.35)	1.80 (.44)	1.78 (.38)	2.12 (.39)	2.15 (.32)	2.38 (.36)	2.22 (.34)
Control	1.81 (.38)	1.90 (.37)	1.87 (.49)	1.86 (.40)	1.98 (.31)	1.98 (.31)	1.98 (.31)	1.98 (.31)

M= Mean; SD= Standard Deviation

In particular, differences between pretest and posttest have been calculated for each group (experimental and control). In both cases, there is a significant increase in all the motivation scales. Nonetheless, the differences in the experimental group are bigger than in the control group (see Table 2).

Table 2*Means and Standard Deviation of motivation dimensions*

		Pretest M (SD)	Posttest M (SD)	Difference between Pretest and Posttest	Wilcoxon test (sig)
Experimental (n=26)	Motiv. Intensity	1.70 (.39)	2.12 (.39)	-0.42	Z=-4.48 (p<.001)*
	Desire to learn	1.83 (.35)	2.15 (.32)	-0.32	Z=-4.47 (p<.001)*
	Attitudes	1.80 (.44)	2.38 (.36)	-0.58	Z=-4.46 (p<.001)*
	Total	1.78 (.38)	2.22 (.34)	-0.44	Z=-4.46 (p<.001)*
Control (n=22)	Motiv. Intensity	1.81 (.38)	1.98 (.31)	0.17	Z=-3.98 (p<.001)*
	Desire to learn	1.90 (.37)	1.96 (.33)	0.06	Z=-2.41 (p=.016)*
	Attitudes	1.87 (.49)	1.99 (.42)	0.12	Z=-3.74 (p<.001)*
	Total	1.86 (.40)	1.98 (.35)	0.12	Z=-4.08 (p<.001)*

M= Mean; SD= Standard Deviation

In short, the quantitative analysis shows a statistically significant increase in English motivation in both the experimental and control group of students. However, as seen in Table 2, motivation increases more in the experimental group. This increase in motivation in the group where DPG was implemented is supported by the quotes and interactions of the participating students.

1.3.2 Qualitative results

Motivation toward English

The qualitative results are described following the dimensions of Gardner's AMTB (2004), for which a deductive analysis of categories was carried out.

In relation to the first dimension, *Attitudes towards learning English*, students say that they got involved in the English gatherings to the extent that they felt they could contribute to it in English. In general students mentioned that at the beginning their role was mostly passive because they were not motivated to learn English. However, the following gatherings helped them participate more. Jon, a student with a basic level of English explained that at the beginning he did not have an active attitude because he did not know what to share with his classmates, the fact of having to speak in English hindered that. However, after seeing that the level of the student was not something that was being evaluated, he gained self-confidence and dared to participate and share thoughts and reflections in the target language.

At the beginning I had a rather passive role, I didn't know what to say, what idea to share, and above all, considering that it was in English. When I saw that my colleagues were also encouraged (...) I felt encouraged to let go and speak English (...). It has been a great experience, I feel much more confident speaking English now. (Student 1_FG_)

In this regard, Ibai, another student, was not feeling motivated towards participating in English class. However, his attitude towards the language changed and he started gaining interest and participating in the gatherings.

At the beginning of the course, I was too lazy to take subjects in English, I was not motivated. And in the end, the ones in which I have participated the most have been in the English subjects... Being interactive and participative, I have been much more motivated in these subjects. (Student 2_FG)

In relation to the second dimension, *Motivational intensity*, which measures participants' degree of effort spent in acquiring the language, Maria mentioned that she has difficulties with the target language but as she saw her peers making a big effort to participate she also did it to make herself capable enough to express her ideas in English.

It is quite difficult for me to speak English, but seeing that my classmates were trying, I did it too. (Student 3_FG)

Tomás mentioned that the fact of working with the text before class helped him prepare the intervention. As a consequence, he summarized that doing that effort at home made him feel more secure in class.

English is not a language I am very good at, but by working on the text at home I have tried to participate and say my intervention in that language has made me feel more confident in the classroom. (Student 4_FG)

In relation to the third dimension, *Desire to learn*, which measures the level of desire to learn English, students consider that the gatherings have arisen their interest towards learning this language. Carlota mentioned that participating in the gatherings has encouraged her to join an English academy and improve her linguistic competence.

At the beginning I was very lazy to speak English, but I have seen that, in the end, I am not so bad at it (...); in fact, I have enrolled in an academic English course to keep on improving. (Student 5_FG)

Dialogic Pedagogic Gatherings

As previously mentioned in this section, participation is a variable positively related to motivation, an inductive analysis was carried out to analyze the characteristics of the gatherings that have been identified by the students as favorable to improving students' participation: *climate of respect and acceptance of diverse ideas, group's small size*. As they have held gathering sessions, they have overcome initial *barriers*.

Several participants mentioned that there was a *climate of respect and acceptance of diverse ideas in the classroom*. This encouraged the students to feel confident in class. Xabier mentioned that the moderator ensured from the very first gathering that all the principles of the dialogic learning were understood and accomplished by the students.

I think the fact that the moderator reminded us of the principles of dialogic learning in each gathering helped us to situate ourselves and to remember that we had to respect turns of speech, that all contributions were valid..." (Student 6_FG)

Nerea, another student commented that all ideas were accepted, and different opinions were valued. That atmosphere of respect and support in the classroom when giving their point of view or sharing reflections in the gathering had been essential, especially because they felt valued and supported by their peers. Moreover, Jone, said that contributing and not being judged by anyone helped her to participate more and more.

As a group I felt comfortable, because I knew that if I shared an idea, people would accept my point of view, even if it didn't coincide with theirs. (Student 9_FG)

You contributed and no one judged it, this helped me to want to participate more and more, and it was something that had never happened to me until now. (Student 8_FG)

Other participants mentioned as a positive aspect that the *group of students taking part in the gathering was small* and that made them feel more comfortable speaking.

We had done large group gatherings and no one participated; the fact that there were only a few of us in the class helped to encourage us to intervene little by little. (Student 7_FG)

Finally, some *barriers* have also been identified. At the beginning it was difficult to get the rhythm in the gatherings and to get everyone involved. In the first gatherings, several students such as Irati, Jorge or Uxue confessed to feel nervous in the DPGs as they had never participated in a similar exercise where they had to justify their contributions by speaking in English in front of their classmates.

In the first DPG I felt a bit nervous because we had to express our point of view in front of the whole class. (Student 11_FG)

At first, I was nervous because I wasn't used to doing it. (Student 12_FG)

The first day participating in the Dialogic Gathering I felt very nervous because I am not used to speaking in English with other people. (Student 13_FG)

Others such as Nicolás felt insecure because they thought their contributions would not be as interesting as those of their peers. On several occasions, they mentioned that they were not used to giving their point of view to the class without being judged.

At first, I did not feel comfortable, as I felt that my ideas were not as intelligent and useful as those of my peers. (Student 14_FG)

However, overall, and above all, after the intervention, most of the students emphasized the importance of repeating this educational action in the next courses. Jon and Maria explained how positive it would be to implement the gatherings in other subjects.

I would love to see these gatherings implemented in other subjects. (Student 15_FG)

I think DPG should be replicated in other courses, we could do it next year in the English minor. (Student 16_FG)

1.4 Discussion

The importance of English in a global world makes it a fundamental educational objective in compulsory education in the Spanish educational system (Real Decreto 1513/2006). It is therefore essential for future teachers to become competent to be able to both communicate in English and to teach it (Council of Europe, 2001). Thus, this is critical for pre-service teachers. Educational research has shown the importance of motivation in academic success (Linnenbrink & Pintrich, 2002). Consequently, it becomes necessary to identify educational actions that increase student motivation in the classroom. Dialogic Gatherings have proven to favor the acceleration of instrumental learning and the improvements in the use of language, specifically, the enrichment of vocabulary (De Botton et al., 2014; Soler, 2015) and the improvement of academic language (López de Aguilera, 2019). However, the impact they have on the motivation towards English learning has not been investigated. Therefore, it is important to highlight the novelty of this study, in which the impact of DPG on motivation for learning English as a second language in initial teacher training have been analyzed.

The results led us to conclude that DPGs improve motivation towards learning English among pre-service teachers. Similar research in the field has also shown DGs to improve

attitudes towards a minority language, such as Basque (Santiago-Garabieta et al 2021, 2022). Motivation in second language acquisition is constituted by a kind of mental energy that brings together the desire to study, the effort and the pleasure of performing the task (Gardner, 2004). Studies on motivation as a predictor of second language efficacy, found significant evidence of the influence of learners' motivation in learning a second language (Ghapanchi et al 2011). This shows that students who enjoy learning the target language, score higher and achieve more proficient levels in the target language, than their peers who feel an obligation to perform correctly in the second language (Dörnyei, 2009).

The study also demonstrates that participation in the class is one of the aspects that have made dialogic gatherings successful (Villardón-Gallego et al 2018; Soler-Gallart 2019; Fernández-Villardón et al, 2021;). Indeed, research has positively related a favorable climate to motivation to learn (Cayubit, 2022) and has boosted the different ways of thinking of everyone in the classroom (García-Carrión, 2015). Thanks to the climate generated in the classroom, participants in the study have been able to participate in the gatherings at the same time as they feel more comfortable with the target language, using the language as an instrument to build dialogues, reflections or construct interpretations. Participation has shown to improve motivation. As Bruner (1997) points out, learning has to be considered as a process in which people learn from each other. For participation to take place, respect and acceptance of ideas must be ensured. Moreover, this helps to address the monologic discourse that has traditionally prevailed and overcomes the limitations of studies showing that classroom interaction is almost non-existent (Heritage & Drew, 1992).

Aubert et al (2008) indicate that educational approaches that do not encourage communication or dialogue do not favor the quality of learning. Moreover, research has

shown that by listening they learn (Aguilar et al., 2010) and this is something that the students have pointed out several occasions. In addition, working with scientific articles have made it possible to link teaching and research, allowing teacher training to be based on scientific evidence, which favors their professional development (Roca-Campos et al, 2021).

Limitations and future research

Some limitations of the study need to be highlighted. One of the major limitations of the study is that the sample was limited. We are aware that the sample is small and having a larger sample of participants can shed more light on and consequently, provide greater reliability to the study. Unfortunately, due to COVID 19, we were unable to collect data in other universities where it would have been interesting to compare students of the same age, sociodemographic and linguistic characteristics and enrolled in the same subjects to match results. In addition, it would have been interesting to compare the control group and the experimental group with students of the same cohort. However, these were the groups available at the university and due the pandemic situation, we were unable to find a larger sample. In addition to this, the academic year and the two subjects involved, marked the tasks to be performed, and therefore there were only eight gathering sessions that could be carried out. We believe that this could be easily remedied on future occasions, and could provide insight into similar research.

Despite these limitations, this research contributes to improving English language teaching by improving student motivation towards learning English, a main aspect in the academic success of future teachers.

The efficacy of the dialogic gatherings in higher education students has been demonstrated. Since teachers are an essential factor in the learning success of students

and future citizens (Andere, 2015), this contribution to the field of teacher training is important and valuable. For future research, it would be interesting to expand this study, both in sample size and diversity and in number of sessions. Taking all of this into consideration, we also think that it would be relevant for future research to continue analyzing the impact that the use of dialogic gatherings has on other affective factors important in the learning process such as anxiety or self-efficacy.

1.5 Conclusion

The aim of our study relies on analyzing the impact of the DPG on the motivation for learning English as a second language in initial teacher training. Focusing on a sample of forty-eight university students doing a pre-post measurement with intervention. The research revealed that DPGs promote effective conditions for inclusive learner participation, creating a favourable climate for interactions and thus increasing learners' motivation towards the target language. This study contributed evidence to a body of research on the impact of DPG in language learning (Santiago-Garabieta et al 2021, 2022) showing that university student's motivation for English language learning is greater when dialogic gatherings are incorporated. We observed that the characteristics of the DPGs help students to feel more confident in the classroom, encouraging them to participate, dialogue and respond to the contributions made by their classmates. These results contribute to improving teacher training as it provides ways to improve the process of teaching and learning a language.

Conflict of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Author Contributions

LV-G, NG-F and RG-C conceived the idea of the study. NG-F and LV-G contributed to the literature review. AF-V and NG-F did the quantitative and qualitative analysis. RG-C, LV-G, AF-V and NG-F reviewed and wrote the final version of the manuscript. All authors have read and agreed to the submitted version of the manuscript.

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Estudio II:

Fostering student participation through Dialogic Pedagogical Gatherings to face anxiety toward English (L2) learning

2. Fostering student participation through Dialogic Pedagogical Gatherings to face anxiety toward English (L2) learning

Abstract

Anxiety is an affective variable that negatively affects learning in general, and specifically second language learning. Several studies have demonstrated that the active participation of students helps to reduce learning anxiety. The Dialogic Pedagogical Gatherings (DPG) are an educational action that promote participation through dialogue. However, the effect of this pedagogic strategy to overcome anxiety towards learning English (L2) in pre-service teachers has not been studied in depth. To this end, a quasi-experimental study with a mixed design was carried out with the participation of 48 pre-service teachers. The results show that the anxiety level of the participants decreases considerably after the DGP intervention. These results have implications for second language teaching.

Keywords: Dialogic Pedagogical Gatherings; English learning; Learning anxiety; Second Language acquisition; Pre-service teachers.

2.1 Introduction

Affective factors determine the input and output ratio of language learners and include certain variables, such as motivation, self-confidence and anxiety (Ni, 2012). Gardner et al. (1997) affirmed that affective variables in second language learning are related among them and, as a consequence, have an effect of one another. Authors such as Minera (2010) highlight that among the affective factors of greatest interest in teaching are, anxiety, beliefs, attitudes, self-esteem and motivation. The presence of a high affective filter presented as demotivation, low self-esteem and anxiety is one of the main problems affecting students during English as a foreign language classes (Rodriguez, 2017), and this occurs in the different life stages of learning. However, anxiety is considered to be one of the main influential emotional factors (Hanifa, 2018).

Anxiety is defined as a subjective emotion or emotional response that produces great discomfort in those who experience it (Pérez-Paredes & Martínez-Sánchez, 2000). Generalized Anxiety Disorder (DSM 5) includes an excessive level of anxiety and concern related to diverse events or activities (American Psychological Association [APA], 2014). Rojas (2014) asserts that anxiety is not a unitary phenomenon, as it shows four types of responses: physical, behavioral, cognitive and assertive or social.

Horwitz et al., (2010) have identified certain formal instructional contexts as associated with anxiety. This is related to a difficulty in performing a task and has a direct influence on academic performance. Academic anxiety is one of the psychological disorders with the highest rate among the population attending health centers and also has a greater presence among university students (Othman et al., 2019). In second language learning, anxiety is considered a construct related to emotion, which intervenes negatively in the cognitive process of a subject. Experiencing an anxious response during language

learning is described as “Language Learning Anxiety” (LLA) (Coryell & Clarck 2009). Learners may experience LLA due to previous negative experiences with language learning or for several socio-cultural reasons (Hodne, 1997; Young, 1991). Being so, Pérez-Paredes & Martínez-Sánchez (2000) consider it important to understand foreign language anxiety if the affective domain of learners pretends to be understood.

Bearing in mind the impact that anxiety could have on students’ learning results, it is important to identify strategies to reduce anxiety in class (Alrabai, 2015). Ansari (2015) suggests role plays as an appropriate strategy to reduce student’s anxiety. The author states that giving the students the opportunity to achieve a new identity in the activity, makes them feel more protected and reduces the fear of negative evaluation. For example, Ludke et al., (2014) agree that signing songs has proven to be beneficial for adults, to improve speaking abilities while reducing anxiety. Atas (2015) emphasized drama techniques that reduce speaking anxiety levels as the students feel less concerned about making mistakes. Hammad (2020) pointed out the impact oral presentation techniques have on reducing student’s anxiety in a foreign language class.

Studies in the field identify the teacher as the cornerstone of the implementation of any strategy to reduce anxiety (Horwitz et al., 1986; Karakas, 2013). Moreover, Passiatore et al. (2019) affirm that those teachers that create a friendly atmosphere in class could help students to face the stressful situation of speaking a foreign language. Teachers should avoid comparing student’s performance and should find indirect ways for correcting students’ mistakes (Ansari, 2015). English as a Foreign Language teachers can play a crucial role in minimising student’s anxiety, especially in developing speaking skill (Hammad & Ahmed, 2017).

From the aforementioned studies, it could be deduced that classroom strategies promote participation are a way to reduce anxiety. Further describe what characteristics are

important for a teacher to consider when developing a session. In this line, Dialogical Pedagogical Gatherings (DPG) are an educational strategy in which people gathered to debate about scientific articles that share the above characteristics. Indeed, DPGs have been shown to foster student's participation in the classroom, sharing reflections about a text through egalitarian dialogue (Flecha, 2000). In DPGs participants are required to interact based on the exchange of the respective justifications, as they are more productive in terms of learning, than other types of non-dialogical interactions (García-Carrión & Díez-Palomar, 2015). Moreover, the person who moderates, does a very important job, as he/she is the person who ensures an egalitarian climate in the classroom, where all ideas are respected and everyone has the opportunity to intervene and reflect on the idea that has been shared.

In this regard, all the elements highlighted in the studies before, as effective factors in overcoming academic anxiety, such as creating a friendly atmosphere in class, are also present in the DPGs, however, it is necessary to analyze whether they help reduce anxiety.

Considering that the effect of this educational action on anxiety has not yet been demonstrated, this study aims to analyse how the DPGs help, if so, to overcome anxiety towards learning English as a second language. Thus, these are the research questions (RQ) to be answered:

RQ1: Does the anxiety to learn English (L2) reduce with the implementation of DPGs?

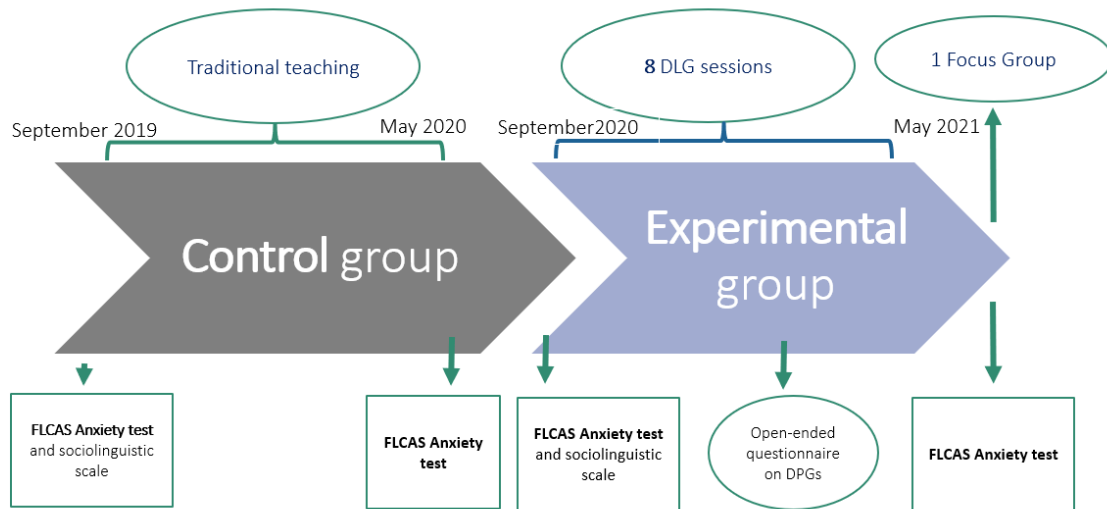
RQ 2: What are the characteristics of DPGs that help to reduce the level of anxiety in learning English (L2)?

2.2 Methods

The study was carried out in a Spanish university with students of the English minor of the Primary Education degree in two different academic years (2019-2020, 2020-2021). Therefore, a quasiexperimental study with a mixed methods design (Creswell, 2003) was conducted. This consisted of an intervention study, with a quasi-control and quasi-experimental group, including pre-post measurement using quantitative and qualitative data.

2.2.1 Research design

Pre-post measurements were conducted in both groups, quasi-control and quasi-experimental (see Figure 1). Quasi-control group started the course in September 2019. There, the first round of measurement was taken. After that, the quasi-control group followed the traditional teaching programme until the end of May 2020 when the posttest measurement was taken. The quasi-experimental group answered the pretest at the beginning of the course, September 2020. This group, instead of following the established programme for the course, received 8 sessions of DPG. Four of them were held from September to December. In January, an open-ended questionnaire was responded by the students. Then, the four remaining gatherings were held from February to May 2021. All of the DPG were held on-site at the university. After that, the measurements were taken again at the end of the academic year. The teacher was the same for both groups, quasi-control and quasi-experimental.

Figure 1*Research design***2.2.2 Participants**

48 students enrolled in the 3rd year of the bachelor degree voluntarily participated in the study. The sample was selected because there were students matriculated in these subjects: *English for Primary School Teachers I* and *Didactics of the Foreign Languages I: English*.

The quasi-control group (G1) consists of 22 students, 12 girls and 10 boys. The quasi-experimental group (G2) is formed by 26 students, 19 girls and 7 boys. Both groups of students are homogeneous in age (20-21 years old). They all live in the Basque Country and have Spanish or Basque as their first language and English as a second language. Likewise, all of them decide to study the Bachelor Degree of Primary Education as their first choice.

2.2.3 Data collection

Data collection included quantitative and qualitative information. Quantitative data was gathered through (a) a questionnaire about sociolinguistic data, and (b) the Foreign Language Classroom Anxiety Scale (Pérez-Paredes & Martínez-Sánchez, 2000). Qualitative data was gathered through (c) an open-ended questionnaire, and (d) a focus group.

Questionnaire about sociolinguistic data

The questionnaire consisted of 21 closed questions divided into three blocks. First, a section with socio-demographic data included questions on the participant's age, sex or nationality. The second section enclosed eight questions related to academic data, such as studies completed before entering university or the level of qualification of their parents. Finally, a third block on linguistic data was included. In this section, ten questions related to their previous experience with English were added.

Anxiety scale

Pérez-Paredes & Martínez-Sánchez (2000) Spanish version of the Foreign Language Classroom Anxiety Scale (FLCAS) was used to measure student's anxiety in class. FLCAS is a Likert-type scale composed of 33 items with five response options evaluating the degree of agreement being 1 (strongly agree) and 5 (strongly disagree). The scale, which has an overall reliability of .89 includes statements referring to various situations frequently encountered in language learning: *I feel pressure to prepare well for my English classes; I have the feeling that my classmates speak English better than I do*, etc. The range of answers in the original study (Pérez-Paredes and Martínez-Sánchez, 2000) is 49-140 (91) with Mean=89,07 and Standard Deviation= 18,98.

Open-ended questionnaire about DPGs

An open-ended questionnaire was distributed to the quasi-experimental group in the middle of the intervention in order to gather information on the DPGs sessions. This questionnaire was composed of 8 questions. The questions were in Spanish to ensure comprehension and it was completed individually by the students. The questionnaire included questions related to students' feelings when speaking English in front of the classroom. Moreover, it also enclosed questions about emotions experienced during their participation in the DPGs.

Focus groups

The purpose of the Focus Group was to discuss the process and results of the DPGs. The 26 students in the quasi-experimental group voluntarily participated on them. A semi-structured script was followed in regards to the anxiety during the dialogic gatherings and about the characteristics of the gatherings that had helped them cope with anxiety symptoms. Below are some questions related to both sections: how do you feel when you have to use English in the classroom? what features of the DPGs do you think have helped you feel better about using English?, has the classroom climate influenced your participation in the DPGs, in what way?

Ethical considerations

The study was approved by the university's ethics committee (REF: ETK-14/21-22). The students were informed about the research and the voluntary nature of their participation. All agreed to participate by signing an informed consent form.

Procedure

The procedure for applying the instruments is explained below.

- a) Sociolinguistic data: This questionnaire was individually completed in class session through a Google form questionnaire. Participants took 20 minutes to do it.
- b) Anxiety scale (FLCAS): The scale was filled online. The link to answer the questionnaire was sent via a Google form. 25 minutes was the approximate time it took to respond to the scale.
- c) Open-ended questionnaire about DPGs: Participants answered the questions individually in class. They did it through a Google form questionnaire and had about 30 minutes for it.
- d) Focus group: The entire session was held in Spanish and it lasted about two hours. It was audio recorded and later transcribed verbatim.

Intervention: DPGs

Eight one-and-a-half hour sessions of DPGs were conducted once a month from September 2020 to May 2021 as part of the two subjects *English for Primary Teachers I* and *Didactics of Foreign Languages I*.

The DPGs are an educational activity that consists of reading and discussing teaching scientific texts. In this study, several articles were read in the gatherings. In order to select them, these criteria needed to be accomplished:

1. Topics related to education and language teaching
2. High quality scientific publications, considering their indexation and scientific impact

Before starting the gatherings, an explanation session was held to introduce the principles of dialogic learning (Flecha 2000). To participate in the gatherings, students must previously read the text and select the ideas they consider relevant. The DPGs are usually held in a circle to enhance visual contact with the classmates. The teacher moderates the session, being responsible for promoting an egalitarian dialogue, facilitating interaction among participants. They are given the floor to participate and share their reflections, trying to ensure that all students have the opportunity to participate on the basis that all opinions are valid to create meaning in the text (Ramis, 2018).

2.2.4 Data analysis

The data analysis was mixed. On the one hand, data related to the anxiety scale was analyzed quantitatively. After the DPG interventions, opinion on DPG questionnaire and focus groups were examined qualitatively.

Descriptive and inferential analysis has been conducted for the FLCAS using the SPSS statistical software version 26. In order to know if the differences between groups in each time-point were significant non-parametric analysis was conducted given the sample size (n=48) and the lack of normal distribution of variables. In the same way, due to the small sample size of the quasi-experimental (n=26) and the control (n=22) groups, non-parametric analyses were carried out to know if differences between each timepoint scores were significant.

Firstly, the items 8, 11, 18 and 28 were recoded, so that the relationship between score and level of anxiety is positive. The means and standard deviations of the scale for each timepoint and group were calculated. The U Mann-Whitney was calculated in order to know if differences between the quasi-experimental and quasi-control group are not due

to randomness (Table 1). Besides, the Wilcoxon test was conducted to know if the differences between both measures were statistically significant for each group. Although the test has been conducted with differences of mean ranges, the Table 2 shows Means and Standard Deviations to facilitate understanding.

The qualitative analysis was developed in two ways. To categorize the anxiety symptoms, a deductive analysis was carried out following the proposal of Rojas (2014). The four categories reflecting anxiety symptoms were identified as shown in figure 2.

Figure 2

Type of response towards anxiety

TYPE OF RESPONSE	DESCRIPTION
Behavioral responses	Behavioral reactions, for example, trying not to come to class.
Cognitive responses	Thoughts that occur while we are listening to someone talk: restlessness, concentration difficulties or generalized pessimism.
Physiological responses	Body's reaction to stressful stimuli: trembling of voice, feeling overwhelm or nail biting, etc.
Social responses	Responses that show social interaction difficulties: to initiate a conversation with another person, difficulties to show disagreement or blocking in social relationship are an example of it.

Note. Adapted from Rojas, E. (2014). *Cómo superar la ansiedad*. Barcelona: Editorial planeta.

In order to identify the characteristics of the DPGs that had contributed reducing anxiety in learning English, the second categorization of the analysis was carried out inductively. For this purpose, the responses extracted from the open-ended questionnaire and the focus group were analyzed in detail.

2.3 Results

The results are presented in two main sections. One referred to the anxiety questionnaire and the other related to anxiety symptoms at the beginning and end of the intervention.

2.3.1 Anxiety scale FLCAS differences

Regarding differences between groups in FLCAS, there are significant differences between control and quasiexperimental group both in the pre-test and in the post-test measures (based on U Mann Whitney test- see Table 1). Thus, the groups were not equivalent at the beginning of the implementation. In the same way, the two groups presented significant differences in anxiety level after intervention showing the quasi-control group a higher level of anxiety (Table 1). Considering the instrument range of punctuation (1-5), the anxiety level of the quasi-experimental group in the two moments can be considered medium and, in the case of the quasi-control group, medium-high in both timepoints.

Table 1

Level of anxiety in groups and timepoints

	Pre-test	Post-test	Wilconxon test
Quasi-Experimental (n=26)	2.99 (.62)	2.35 (.62)	Z=-4.45 (p< .00)*
Quasi-Control (n=22)	3.71 (.62)	3.66 (.63)	Z=-2.97 (p< .01)*
U Mann Whitney	Z=-3.71 p< .00*	Z=-5.15; p< .00*	

Note. Descriptive measures Mean and Standard Desviation of the FLCAS (Pérez-Paredes & Martínez-Sánchez, 2000) and differences between groups in each timepoint (U Mann-Whitney) and differences intragroup between timepoints (Wilconxon test).

Moreover, differences between pretest and posttest have been calculated for each group (quasi-experimental and quasi-control). In both groups, there are significant decrease in the punctuation of FLCAS. Nonetheless, the differences in the quasi-experimental group are slightly bigger than in the quasi-control group (based on the Mean measures and Wilconxon test-see Table 1).

2.3.2 Anxiety symptoms

In this section the anxiety symptoms identified at the beginning and its evolution at the end of the implementation of the DPGs are explained.

2.3.2.1 Before the intervention

When starting with the DPG intervention, students showed certain anxiety-related responses that affected the language learning process and their attitude in the classroom. There were some students who indicate a behavioral response and, due to the anxiety that speaking in English generated in them, would try to skip class the classroom:

Speaking in public in English generated quite a lot of stress for me and that made me prefer to skip class some days. (DL3)

Other students mentioned that due to the anxiety generated, in September they did not raise their hands to participate in the DPGs, as they preferred to have a passive role and just listen.

In September, we were all afraid to participate (...) there were no hands raised. (DL7)

Another type of response among students, had to do with cognitive responses. Students had a generalized pessimistic thinking, always considering they would do it wrong in front of their peers.

I felt that my contribution to the discussion group was going to be bad (...). (DL5)

Others thought they were not good enough speaking in English and that they would always do poorly due to their low level of English.

I feel I don't have enough level. (DL12)

Another type of answer that also occurred in the classroom had to do with the student's body language to certain situations; these were classified as physiological responses.

I was super nervous in class, I kept biting my nails. (DL6)

In the first gatherings my voice trembled every time I had to speak. (DL1)

The fourth type of anxiety response includes social responses. They included situations in which students find difficulties to speak, disagree with their peers or fear of making mistakes.

At the beginning, it bothered me to make mistakes in front of my colleagues. (DL04)

2.3.2.2 After the intervention

After the intervention, the same categories from Rojas (2014) were used to explain how these anxiety symptoms have decreased. In relation to the behavioral responses the students mentioned that in the last gatherings they participated a lot.

My level of participation has increased a lot in the last few gatherings, especially in the last four. (DL9)

Regarding the cognitive responses, students affirm to feel more capable and confident.

I am no longer thinking about whether my colleagues know more or less than me, now I focus on me, and I do not compare myself with anyone else. (DL7)

I was feeling more confident when participating and my anxiety level was much lower in the last gatherings. (DL13)

In relation to the physiological aspect, students report feeling calmer.

In September I was not able to speak because my voice trembled and now I have control over it. (DL1)

Finally, with respect to the social responses, students are shown to feel more relaxed seeing that no one is laughing in front of them.

Since I have seen that no one is laughing, I feel calmer now. (DL20)

I am not anxious about speaking in public in front of my colleagues. (DL1)

2.3.3 Characteristics of DPGs that helped students overcome anxiety

There are certain characteristics in the classroom that have greatly helped to generate a nice atmosphere and, thus, reduce the level of student's anxiety in the DPGs.

On the one hand, there was the support provided by the teacher. The students considered that this has been a great help to feel more confident, encouraging them to participate and continue learning.

(...) Teacher's support has helped me to realize that if I tried I was capable of improving and in the end, I have been more comfortable in the subject. (EL10)

The gestures of assent were identified by the students as a gesture of encouragement.

The teacher always nodded when we participated. (DL9)

On the other hand, there were some elements that favored the participation: the classroom climate, peer support and shared difficulties among the participants. The relaxed atmosphere in the class was positively valued.

(...) then you start to relax because you see that the atmosphere of the gatherings is very good and that all thoughts are accepted. (DL15)

Moreover, the solidarity among the students was key to knowing that their peers supported them.

My classmates helped me when I couldn't say a word in English. (DL17)

Finally, the students felt at ease when they saw that their classmates were also making mistakes. That is, these shared limitations or difficulties made them see that they were not the only ones facing difficulties.

Once you realize that your peers also have difficulties and that little by little we are all improving, you relax. (D13)

2.4 Discussion

Considering the prevalence of academic anxiety in second language learning and how this variable negatively affects learning, it is a priority to identify strategies that decrease academic anxiety. This study aimed to analyse how the DPGs could help to overcome anxiety in learning English as a second language. To this end, we sought to answer two research questions. On the one hand, whether this strategy reduced the anxiety level of the students and, if so, which were the characteristics that helped to reduce this anxiety level.

The results suggest that DPGs reduce the level of anxiety among the students. The results of the quasi-experimental study conducted indicate that at the beginning of the course the students in the quasi-control group showed a higher level of anxiety about learning English than those in the quasi-experimental group. Being the groups equivalent in age and socioeconomic level, this initial difference can be explained by the fact that the students in the quasi-control group received their classes online, due to the COVID 19 pandemic. This ultimately meant that the COVID 19 involved an unfamiliar situation in

which the students had to interact through a screen. This situation could generate more anxiety.

On the other hand, both the quasi-control and quasi-experimental groups decreased their anxiety about learning English throughout the course. This may be related to the anticipatory nature of anxiety (Grupe & Nitschke, 2013), defined as worry about the future, the fear of not being able to successfully accomplish what one has set out to do. It may also be related to the teaching strategies used even in the quasi-control group, focusing on teamwork and oral presentations in the target language. However, despite the overall improvement, the quasi-experimental group obtained a greater decrease in anxiety among the students. This could indicate the importance of participation, as well as egalitarian dialogue, overcoming anxiety in language learning. Other studies in the field show that dialogic teaching has also decreased anxiety symptoms (Özbek & Uyumaz, 2020).

Students have shown to improve behavioral, cognitive, physiological and social anxiety responses thanks to the participation in the gatherings. This comes aligned with studies in the field that also show the benefits of class participation in university classrooms (Petress, 2006; Taylor et al., 2014).

Among the specific aspects of the DPGs that have helped to reduce anxiety are the support provided by the teacher and the classroom climate. Classroom climate is defined as the combination and accumulation of diverse learning experiences that contribute to the development of academic, behavioral, and socioemotional outcomes of children and adolescents (Chapman, Buckley, Sheehan & Shochet, 2013; Hattie 2009; Pinta & Hamre, 2009). In the climate generated during the DPGs, it was possible to see how peer support was crucial for coping with difficulties. This is in consistent with studies in the area that show that peer support could influence individuals 'well-being and decrease learning

anxiety (Wentzel, 2005). It has been shown that a good support network can help students cope with academic challenges, and make students feel more confident (Collie et al., 2017).

In short, the DPGs promote effective conditions for the inclusive participation of students, thus creating a favorable climate for interaction that help to reduce anxiety. Previous educational research has shown both the academic (López de Aguilera, 2019) and social benefits of dialogic gatherings (Soler-Gallart, 2019) and this study goes a step further by demonstrating that it can also have an impact on affective factors, specifically on anxiety, reducing academic anxiety when learning a second language.

Limitations

One of the limitations encountered in this study is the small sample size. Unfortunately, due to the pandemic situation faced when data were collected, it was not possible to gather information from other universities and groups. In addition, it would have been very interesting to compare the quasi-control and quasi-experimental groups with students from the same cohort. These limitations could be remedied on future occasions by expanding the sample with students from other institutions. In relation to this, it would have been interesting to increase the number of DPGs held in the classroom and test whether it further reduces the anxiety level of the participants.

Contribution and future research

Despite the limitations, this research contributes to improving teaching by providing evidence of a strategy that helps overcome anxiety towards learning English (L2). For future research it would be interesting to test the impact of DPG in other educational stages, such as secondary education where the level of academic anxiety of the students increased (Colunga-Rodríguez et al., 2021). In addition, it would be interesting to analyze the effect of DPG on anxiety and its long-term duration through longitudinal studies.

2.5 Conclusions

The aim of this study was to analyze the impact of the DPG on anxiety about learning English as a second language in initial teacher education. Focusing on a sample of forty-eight university students doing a pre-post study with intervention, the research revealed that DPG reduces the anxiety level of students in the classroom generating favorable conditions for participation and interaction. These results contribute to improving teacher training, as they provide ways to enrich the process of teaching and learning a second language.

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Estudio III:

Improving perceived linguistic competence in English (L2)
through Dialogic Pedagogical Gatherings

3. Improving perceived linguistic competence in English (L2) through Dialogic Pedagogical Gatherings

Abstract

Perceived competence is considered an essential predictor of learner's performance in language learning. It is therefore important to identify strategies that favor its development. This study aims to analyze whether the perceived linguistic competence of English as a L2 of pre-service teachers improves after implementing Dialogic Pedagogical Gatherings (DPGs), and if so, in which skills have there been improvements. Likewise, the study also pretends to identify which characteristics of the DPGs can favor this evolution. DPG is an educational strategy based on egalitarian dialogue among participants. The research involved 26 university students who participated in 8 DPGs during a whole academic year. Data was gathered qualitatively through an open-ended questionnaire and a focus group. The results show that the participants consider that they have improved their level of English after participating in the DPGs, especially in speaking and reading skills. They also identify some characteristics of the intervention as key to fostering this improvement: collaboration among peers, solidarity, reduce groups and classroom climate. The results with respect to this teaching strategy have implications for second language teaching.

Key words

perceived competence, L2 learning, pre-service teachers, higher education, Dialogic Pedagogical Gatherings

3.1 Introduction

Self-concept is a cognitive construct (Garaigordobil & Berruenco, 20017), complex (Munné, 2000) and evolutionary (Luna & Molero, 2013), that changes as the individual goes through the life cycle. Self-concept is considered one of the key factors in human learning (Marsh and Martin, 2011). It is defined as the personal perceptions of one's own abilities or skills (Erten and Burden, 2014) and has links of interdependence with others (Mead, 1934) as owes its configuration, to the experiences lived in its different contexts. Self-concept is made up of the following dimensions: emotional, physical, social, academic and familiar (Ríos et al., 2007). However, given its close relationship with self-concept, this study will only focus on the analysis of the academic dimension.

Academic experiences of success or failure significantly affect students' self-concept (Tajfel & Turner, 2004). Academic self-concept is one of the most relevant motivational variables within the field of personality that has the greatest impact on academic performance (Pérez et al., 2008; Marsh & Yeung, 1997). In fact, there are numerous studies in the field that relate these two concepts (Amezúa & Fernández, 2000; Guay et al., 2003; Pietsch et al., 2003; Martínez-Anton et al., 2007) and the influence they have on each other (Erten & Burden, 2014). According to Sánchez-Romero (2010) the causality between academic self-concept and performance is possibly bidirectional. The student's view of his or her academic performance will affect his or her assessment of self. Similarly, beliefs about oneself will have a strong impact on performance (Sánchez-Romero, 2010).

According to Diez (2004), the academic self-concept will vary depending on the link between the nature of the subject and the diverse academic experiences that the students faces. Self-concept, is often considered to be composed of affective perceptions and

perceptions of competence (Marsh, 1992). However, this study will focus on perceived competence to learn (Hughes et al., 2011). In the area of languages, perceived competence refers to students' conceptions about their ability as language learners (Ismail, 2006; Anderman & Midgley, 1997). It is considered a significant predictor of learner performance within the framework of language learning (Macintyre et al., 2003). Moreover, research has shown that perceived competence is strongly related to language learning strategy use as well as attitudes towards learning (Plastisidou & Kantaridou, 2014). In this line, Zimmerman and Bandura (1994) highlighted that perceived academic self-efficacy had a positive effect on personal goal setting, showing a higher motivation to perform well.

Studies have proven that adequate and frequent use of language learning strategies generates more effective learning by improving learners' language proficiency and self-confidence (Ardasheva & Tretter, 2013; Lee, 2010; Rao, 2016). DPGs are an educational strategy that encourages participation and dialogue. They have proven to have a positive impact in the development of academic language encouragement (Lopez de Aguilera, 2019). However, it has not yet been studied whether they can improve the perceived linguistic competence of students during second language learning. Considering this gap, our study aims to analyze to what extent the self-perceptions of pre-service teachers in relation to their linguistic competence improve after having participated in DPGs.

Taking that into account, these are the research questions (RQ) this study aims to respond:

RQ (1). To what extent do DPGs improve the perceived linguistic competence of English as a L2 of pre-service teachers? Specifically, in which competencies?

RQ (2). If this improvement is achieved, what characteristics of DPGs favor it?

3.2 Method

3.2.1 Setting and participants

The study was conducted between September 2021 and May 2022 in a University located in the Basque Country. At the time of data collection, students were in their 3rd year the bachelor degree of Primary Education and they were all enrolled in the English minor. Students registered in this minor are required to follow the syllabus prescribed by the university and expected to develop basic communicative skills in their L2 to be able to become English teachers, specifically a B2 according to the CEFR (2002).

A total of 26 students participated on the study. The group was homogeneous as they all were the same age (between 20 and 21 years old) and have English as their second language, being Spanish and Basque their mother tongues. Moreover, they all started studying English at school. In addition, their parents are not fluent in English, so they have not been able to have added reinforcement at home.

3.2.2 Intervention: Dialogic Pedagogical Gatherings

The students involved in the study participated in 8 DPG sessions, carried out between the months of September and May. Each gathering lasted about an hour. DPGs consist on reading scientific articles recognized by the international scientific community as relevant and useful in the practice of the disciplines to which they refer (González et al., 2012). Prior to the session the students are asked to read the text and select an idea or paragraph they consider relevant. After that, they are required to make a brief reflection to justify their selection. In this way, the teacher ensures that all students in the class have been actively involved in the task. During the gatherings, partakers voluntarily share ideas extracted from their individual reading. The teacher acts as a facilitator who guarantees

equal opportunities to speak. This way, participants are encouraged to develop reasoning and counter-argue to classmate's ideas. Moreover, by sharing reflections and interpretations in a context of dialogical learning, the participants collectively build knowledge and give meaning to texts that would be more difficult to approach individually.

3.2.3 Data collection

Data collection included qualitative information, gathered through (a) a Focus Group (FG), and (b) an open-ended questionnaire (OO). The FG was conducted in May 2020 at the end of the intervention. The OO was carried out in February, in the middle of the intervention.

Prior to participating in the study, the researcher informed the participants about the aim of the study, the voluntary nature of the participation and the confidentiality and anonymity of the information collected. Participants were also informed about their right to stop participating on the research at any time. Moreover, permission was requested for the audio recording of the FG.

3.2.4 Instruments and Procedure

Focus group

The 26 students participated in the FG. It was conducted at the university and was held in Spanish. It lasted about 1.5 hours and was audio recorded and later transcribed. The FG aims to recover information about the self-concept in relation to the English language. These are some of the questions asked: Have the DPGs helped you to improve your English level? If so, what skills have you improved? Can you provide me with some examples? What characteristics of the DPGs do you think have helped you improve your

level of English? What benefits do you think the DPGs have for learning a foreign language?

Open-ended questionnaire

In order to gather information about their perceived performance during DPG sessions, the students filled out an OQ. This questionnaire consisted of 10 questions. They were related to the characteristics of the gatherings that were helping them to participate: frequency of interventions, feelings arisen when participating in a language that is not their mother tongue and difficulties faced, among others. These are some examples: How often do you participate in the DPGs? Do you have difficulties participating in English? How do you feel while listening your peers speaking?... The questions were distributed in Spanish, which was the students' mother tongue to avoid comprehension problems. The questionnaire was filled in individually on line so that students could spend as much time as needed reflecting about the topics raised.

3.2.5 Data analysis

The term language skills or macro skills (Generoso & Arbon, 2020) refer to what learners can do (Council of Europe, 2002). Traditionally, they have been classified according to the mode of transmission (oral and written) and the role they play in communication (productive and receptive) (Council of Europe, 2002). More recently, in line with the studies of discourse analysis and text linguistics, there is a tendency to consider oral interaction as a different skill, since in conversation, speaking and listening are activated simultaneously and in an inseparable way (Council of Europe, 2002). However, this study will only focus on analyzing the improvements identified in the remaining four macro skills: reading, writing, speaking and listening as they are considered to be the main vehicle to achieve effective communication in a global community (Croom Helm, 1998).

Each of the four areas of language proficiency involves a set of micro-skills. They are defined as those small skills that allow us to use the context to give meaning to a word, spelling, vocabulary, grammar and pronunciation are an example of it (Villareal, 2015). In view of the close connection to the macro skills, this study research will also analyze the perceived improvements identified in the micro-skills.

Considering that, a deductive analysis was conducted to, on the one hand, identify the perceived level of the different language skills established in the Common European Framework of Reference for Languages (CEFR): reading, writing, listening and speaking and, on the other hand, to identify the underlying micro-skills of these skills. Moreover, an inductive analysis has been made to categorize the responses on the characteristics of the gatherings, considering the answers made by the students both in the FG and in the OQ.

3.3 Findings

The results are presented in two main sections. First, the students' perceived improvement in relation to their language proficiency is introduced. To this end, they are classified considering the macro and micro skills of the language. Second, the characteristics of the DPGs that favored such improvement are presented. For this purpose, quotations from both the open-ended questionnaire (OQ) and the focus group (FG) have been included.

3.3.1 Communicative skills improvement

Students mentioned having improved their overall English level with the intervention:

I have improved my English level a lot during this course, I think this has been because I have had to let myself speak in the gatherings. (FG12)

In particular, they emphasize the improvement in oral and written proficiency. However, there is also improvement in listening and reading comprehension. Students highlight that oral communication is the skill in which they have noticed the greatest improvement.

The skill that I have improved the most has been the oral one, since the DPGs were done orally. (FG3)

Students report feeling more confident when speaking, as they have had to practice this skill in many of the DPGs.

I feel more confident in class, and this I believe is because it is the competency I have reinforced the most. We've had eight sessions of DPGs, and in all of them I've been able to explain my point of view in English. (FG22)

I feel more confident when making (oral) presentations in class now. (OQ7)

This confidence, makes participants unashamed to intervene.

I am no longer ashamed to speak in English in front of my classmates. (FG4)

Reading comprehension is another skill that some students highlighted as having improved.

The skill that I have improved the most is reading comprehension; that is what I feel, because I don't find it difficult to deal with texts written in English, as I did before. (FG1)

They state that they have had to read several scientific articles. This makes them feel able to understand texts written in academic language more easily.

Now I understand better the texts we read in class, I finally got some practice after reading so many articles. (OQ8)

(...), now I have no problem reading articles in English. (FG20)

Listening comprehension has also been improved according to the participants. Having to participate in the DPGs, and listening to the ideas and contributions of their peers has made them get used to understand different rhythms of speech, accents and even expressions.

In the gatherings you had to listen to what your classmates were saying in English, which helped me to improve my listening comprehension. (OQ6)

Listening to the contributions of my classmates has helped me to become more familiar with English. (FG7)

Some of the participants in the DPGs mentioned that they had even improved their written expression skills. The students had to write a short reflection justifying the idea of the text they found most interesting, and they say that this has been of great help to them.

I would say that written expression is the skill that I have improved the least, even so, I feel that I have reinforced it. (FG2)

Having to upload a justification to the platform has helped me get more comfortable writing in English. (OQ1)

In addition to having identified improvements in macro skills, students claim to have improved some micro skills. One of the students participating in the DPGs says that, after reading so much in English, he has acquired vocabulary.

Although at times I did not understand all the vocabulary words, after reading so many articles I have learned many new words. (FG4)

Moreover, another participant mentions that she has learned expressions that she was not familiar with.

I have come across some expressions that I had not previously used. (FG17)

In addition, several students report that their pronunciation has improved.

On many occasions, when you didn't know how to pronounce a word, your classmates would say it out loud so that you could learn. (OQ9)

It was very helpful to listen to your classmates speak English because many of them had a higher level of English than I did and it helped me to notice the pronunciation of the words. (FG22)

3.3.2 Characteristics of the DPGs that favor the improvement of the perceived linguistic competence

On the other hand, through an inductive analysis, the characteristics of the DPG that favor the improvement of the perceived linguistic competence have been categorized.

First of all, the students mentioned that the classroom atmosphere was respectful. They say that contributions were valued and this helped to generate a safe climate among participants.

There was always a climate of respect in the classroom. (FG14)

All ideas were respected and accepted. (OQ5)

The reduced number of students in the classroom is highly valued. The participants mention that this made them lose their embarrassment, since they all knew each other.

The fact that there were only a few students in the class helped to loosen us up to participate. It is usually more difficult to speak in English in front of many people. (FG10)

It was also highlighted that the role of the moderator was very helpful. Specifically, the students mentioned that if they did not know a word, she was willing to help them.

The teacher always helped us when we were struggling with vocabulary issues. (OQ3)

Peer support and solidarity were also emphasized as a fundamental characteristic in the gathering session. The students consider that helping each other made the classroom climate friendlier.

We were all equal, grades were no given so there was no reason to compete, and the climate of collaboration that was generated in the DPGs boosted a very good atmosphere in the classroom. (FG19)

Other participants mentioned that when they did not know how to continue, or when they did not know how to express themselves, their peers were willing to help them.

My mates helped me on several occasions when I got stuck. (FG22)

A feature of the DPGs that has been well appreciated by the students has been the articles read and discussed in the DPGs. They mention that it has been an opportunity to access scientific literature related to their profession.

This is the first time we have read scientific articles in a subject. (OQ4)

I think it is very important to read scientific articles that show what strategies work in the primary school classrooms. (FG18)

Likewise, they highly valued the fact that the topic of the articles was directly related to the subjects they were studying at the time.

I was delighted that the topics covered in the DPGs were related to the English teaching strategies we were taking. This helps me to get ideas and strategies to implement when I become a teacher. (FG1)

3.4 Discussion

This study aimed to test whether DPGs improve the perceived linguistic competence in learning English as a L2 and which features of DPGs favor that improvement.

Several students recognize having improved their linguistic macro skill of listening, speaking, reading and writing (Generoso & Arbon, 2020). Oral skills, in particular, is one of the most frequently repeated. Although is considered an important skill and can encounter great challenge for students (Zhang, 2009), this was likely to be expected since the DPGs were conducted orally during the classes. DPGs were one-hour sessions, In the month of September there was a quiet atmosphere in class since it was difficult for the students to participate. However, at the end of the intervention, they were frequently participating. The nice atmosphere in the class made them share their opinion, justify their contributions and express their agreement or disagreement without being concerned about what their peers were thinking. Students emotions such as confidence in class have been reports to positively influence their participation (Howard et al., 2002).

Another skill that students report having improved is listening comprehension. The DPGs were conducted orally in the classroom, so the students had to pay attention to what their classmates were saying. This made them become familiar with different rhythms of speech, diverse accents in English, and varied lexis, among others.

Successful L2 listening comprehension requires employing a range of listening strategies (Rost, 2002; Vandergrift, 2003) and being exposed to different rhythms of speech as this has a greater impact on comprehension.

The participants in the DPGs also claim to have improved their reading comprehension due to the number of texts they have read prior to the discussion sessions. Research on the field has proven that students who are highly motivated, gradually acquired reading abilities despite the fact that they may not speak or write English fluently (Huang, 2006).

Finally, although to a lesser extent, several students claim to have improved their written skill. This is justified by the complementary activity to the DPG that the teacher asked the students: write a reflection, which on the one hand was useful for the teacher to check who had read the text and completed the task, and on the other hand for the students to think, reflect and write about what the text meant to them. Doing this activity regularly has helped them to become more confident in writing in English. They have used the dictionary to learn new words, they have identified new expressions, and in short, they have been exposed to the language. In line with what highlights Van den Branden (2006) students are more involved when they are at the center of the teaching and learning process and are required to play an active role.

In addition to improving macro skill, students have also improved micro-skills, including vocabulary acquisition, grammar usage and pronunciation. In this sense, students comment that they have indirectly had to work with these micro competencies and they see great improvement in them. However, several micro-skills, such as pronunciation or intonation, are often a great challenge for second language learners (Zhang, 2009).

In relation to the characteristics of the DPGs that have helped students improve their perception of language proficiency, they mentioned that the limited group size provided

them with opportunities to participate. As a consequence, it increased the amount of time in which they could speak English in class. This is consistent with research in the field showing that speaking strategies depend on the complexities of the environment and group size (Hadley et al., 2021) and how the frequency of oral participation increases when there is a pleasant environment (Nisa & Alawiyah, 2021).

Another feature important to improve students perceived linguistic competence was peer support. Providing peer scaffolding generates a collaborative classroom environment and positive social relationships between learners (Sato, 2013). And this has been reflected in this study, where the solidarity was easily identified. Participants were being supportive to each other, providing their peers when support when needed. As seen here, it has also been highlighted in other research studies (Soler, 2015), as solidarity is one of the main principles of dialogic learning (Flecha, 2000).

The participants positively valued having read scientific articles. On some occasions, university students may have difficulties in understanding academic texts (Carlino, 2003), so it is important that they work with them to improve their level of comprehension. Likewise, studies in this field show a broad consensus on the impact that reading scientific articles has on students' outcomes (Roca-Campos et al., 2021). In addition, as recognized by the Universal Declaration of Human Rights (1948) and the International Covenant on Economic, Social and Cultural Rights (1966), access to scientific knowledge and to benefit from scientific progress and its applications is a human right.

In addition, they also appreciated the fact that the topic of the articles was directly related to English teaching strategies, as this could help them develop their teaching identity and identify ways in which they could apply this knowledge for their future career.

Limitations

The major limitation of this study is the number of students who participated in it. Although it was conducted with the total number of participants enrolled in the subjects, it is still a small number. This is caused by the COVID 19 situation faced in the country during the data collection; this made it difficult to conduct the intervention and collect data in other universities, to compare results. Another limitation is that the research was focused on collecting information on the improvement in language proficiency based on the opinion of the students. It would be convenient to collect quantitative information with validated instruments to know the real progress in the different linguistic competences.

Future Research

It would be interesting to develop this study in other institutions to see if students also improve their perceived linguistic competence. It would also be appropriate to apply it with a larger sample of students and relate it to other affective factors such as motivation or anxiety.

Finally, although this research has only focused on analyzing the improvements identified in the four macro-skills of listening, writing, reading and speaking, as a future line of research it would be interesting to focus on interaction and conduct an analysis of the type of interactions arising in the DPGs among preservice teachers.

3.5 Conclusions

The results show a greater improvement in oral and reading skills, as a result of the number of articles read and the conversations held during the DPG sessions in the classroom. Likewise, some characteristics of the DPGs that have helped to generate this improvement in the learning of English as an L2 have been identified. Among them, we can highlight the classroom climate, characterized as an environment where the respect, collaboration among equals and solidarity prevail.

The findings of this study contribute to generate knowledge about the perceived linguistic performance of pre-service teachers when learning an L2 after having implemented DPGs.

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4. Discusión

A través de los tres estudios que conforman esta tesis se ha examinado en profundidad la evolución de diversas variables afectivas y cognitivas que influyen en la adquisición del inglés como L2 con el uso de las TPD. Los estudios realizados permiten cubrir los objetivos planteados en la investigación doctoral.

En primer lugar, se pretende analizar si, a través de las TPD, mejora la motivación hacia el aprendizaje del inglés como L2 (Objetivo Específico I). Los resultados obtenidos en el estudio 1 avalan la eficacia de las TPD en la motivación hacia el aprendizaje del inglés en estudiantes en formación inicial profesorado. En concreto, se ha comprobado cómo la participación en el aula ayuda a generar un clima favorable, lo que, consecuentemente, genera una mayor motivación entre el alumnado. Durante las TPD los y las estudiantes tienen la oportunidad de participar activamente en la discusión e intercambio de ideas. Esto les brinda un espacio para expresarse en inglés. Estudios previos señalan que la participación en el aula es un aspecto clave en las tertulias dialógicas (Soler-Gallart, 2019) y que ésta tiene una relación estrecha con la motivación para aprender (Cayubid, 2022). Además, a través del diálogo con sus compañeros, los estudiantes construyen sus interpretaciones del tema basándose en los argumentos proporcionados por los demás (Freire, 1970). Este proceso de construcción colectiva de conocimiento, puede ser altamente motivador dado que les permite aprender de manera colaborativa (Casas et al., 2005; Orosz et al., 2018).

Por otro lado, el ambiente de colaboración que se fomenta en las tertulias ayuda a crear un sentido de pertenencia al grupo del aula, lo que ayuda al estudiante a sentirse más conectado con sus compañeros y compañeras, así como con el proceso de aprendizaje, aumentando su motivación.

El Objetivo Específico II es analizar si las TPD reducen la ansiedad hacia el aprendizaje del inglés como L2. El estudio 2 muestra cómo los participantes a lo largo de la intervención con TPD disminuyeron su ansiedad por aprender inglés. Este resultado parece vinculado al establecimiento de un ambiente inclusivo y seguro en el aula, fomentando la participación del alumnado y ofreciendo retroalimentación constructiva. Gracias al proceso de escucha, entendimiento y creación conjunta de conocimiento, las TPDs ayudan a los y las estudiantes a desarrollar habilidades sociales importantes, tales como la escucha activa, el respeto ante las opiniones de los demás y la comunicación eficaz. Estos aspectos reducen la presión individual y promueven un sentido de comunidad y apoyo mutuo, permitiendo al alumnado aprender de manera más relajada y satisfactoria. Coincidiendo con esto, estudios en el área han probado que la enseñanza dialógica disminuye los síntomas de ansiedad (Özbek y Uyumaz, 2020); cuanto más seguros se sienten los y las estudiantes en su capacidad para expresar sus ideas y entender las aportaciones de los demás, menos ansiedad experimentarán al enfrentarse a situaciones de comunicación.

El Objetivo Específico III es examinar en qué medida las TPD mejoran la competencia lingüística percibida en la L2 del profesorado en formación. Los resultados muestran que el alumnado participante percibe haber mejorado las macro-competencias (Generoso y Arbon, 2020). A pesar de que las habilidades orales en la enseñanza de las lenguas extranjeras han supuesto un reto para la docencia actual, puesto que se han visto permeadas por factores afectivos que pueden dificultar su asimilación (Zhang, 2009), varios estudiantes participantes en el estudio reconocen haber mejorado la macro-competencia para la comunicación oral en inglés. Ocurre lo mismo con las destrezas de comprensión escrita, auditiva o lectora. Esta mejora se puede explicar porque durante las TPD se ha llevado a cabo la práctica constante de habilidades orales y auditivas, lo que

ayuda a mejorar la fluidez y la comprensión en la L2 y, en consecuencia, la valoración propia sobre la competencia lingüística. Además de haber notado mejoras en las macrocompetencias, los y las participantes destacan haber mejorado en algunas microcompetencias tales como el vocabulario, gramática o la pronunciación. La interacción con los compañeros de clase en situaciones reales de comunicación hace que el alumnado esté expuesto a un uso más amplio del lenguaje y vocabulario, contribuyendo, de esta forma, al enriquecimiento de sus habilidades lingüísticas y al desarrollo de una comunicación más efectiva en la L2.

Por último, el Objetivo Específico IV que se refleja en los tres estudios presentados pretende identificar qué características de las TPDs favorecen la motivación hacia el aprendizaje, reducen de la ansiedad y mejoran de la competencia lingüística percibida. Los resultados obtenidos en los tres estudios coinciden con lo presentado en investigaciones previas sobre esta actuación educativa, señalando el clima de respeto, la aceptación de ideas diversas, la ayuda y solidaridad entre compañeros, el grupo reducido de estudiantes, el papel clave del moderador, el tipo de artículo a trabajar o la temática como aspectos importantes de las TPD en el logro de un contexto favorecedor del aprendizaje.

En relación al clima, los participantes han señalado la importancia de un entorno seguro y tranquilo para aprender. Contar con un contexto de aprendizaje respetuoso es fundamental para fomentar la participación activa y el intercambio de conocimientos, ya que el alumnado está más dispuesto a compartir y contribuir, enriqueciendo la experiencia de aprendizaje. Investigaciones realizadas en el área señalan que cumplir este principio del aprendizaje dialógico (Flecha, 2000) es clave para el buen desarrollo de la sesión (Aguilera et al., 2015; Álvarez et al., 2018; Álvarez et al., 2021; Aubert, 2015; de Botton

et al., 2014; Elboj et al., 2021; Flecha and Soler, 2013; Hargreaves and García Carrión, 2016).

Con respecto a la aceptación de ideas diversas, el alumnado ha afirmado que escuchando aprenden y reflexionan sobre sus propias ideas y percepciones (Aguilar et al., 2010). La ayuda y solidaridad entre compañeros se ha mencionado de forma consistente, mostrando que el apoyo entre iguales influye en el bienestar de las personas y disminuye la ansiedad (Wentzel, 2005). Asimismo, se ha probado que una buena red de apoyo ayuda a hacer frente a retos académicos (Collie et al., 2017) favoreciendo el aprendizaje del alumnado y la interacción contextual (Monge Crespo, 2011).

El tamaño reducido del grupo ha sido valorado muy positivamente. Se considera que el rol de un individuo en la interacción en el grupo ejerce una importante influencia sobre el aprendizaje; esta interacción varía dependiendo de las características del estudiante, el tamaño del grupo en el que se encuentre y la situación en general (Webb, 1982).

Por su parte, el papel del moderador, ha sido destacado en varias ocasiones por los participantes en la TPD, como creador de actos comunicativos dialógicos que promueve interacciones dialógicas entre los participantes, frente a los de poder (Pulido and Zepa, 2010). Se ha señalado la importancia de dar voz a todos los participantes, respetando cada una de ellas y asumiendo la responsabilidad de la comunicación en su interacción con las personas participantes. Asimismo, se enfatiza la conveniencia de fomentar el diálogo, sin valorar o cuestionar las ideas (Barros del Río y Molina, 2021).

Por último, también se ha destacado la importancia de la adecuación del texto para leer y comentar en las TPD. El alumnado ha mencionado que los temas tratados eran de su interés y podían relacionarlos con la práctica docente. Unido a esto, los y las estudiantes valoraron muy positivamente haber leído artículos científicos por el impacto y los

beneficios que tiene para su futuro profesional (Roca-Campos et al., 2021). Estos resultados coinciden con los encontrados en investigaciones previas que demuestran que promover la alfabetización científica aumenta la capacidad para la comprensión científica de los participantes (García-Carrión, 2015; Buslón et al., 2020), como se ha podido ver en escuelas de educación de adultos, en las que las tertulias científicas dialógicas han sido implementadas durante más de 40 años (Soler, 2015).

En definitiva, se puede concluir que el lenguaje es la habilidad psicológica más importante y su nivel de desarrollo, depende de la calidad y cantidad de interacciones a las que una persona está expuesta a lo largo de su vida (López de Aguilera, 2019). Siendo esto así, se puede afirmar que las TPD son eficaces en el aprendizaje de una L2 porque fomentan un entorno de aprendizaje participativo y colaborativo, basado en el diálogo entre los y las participantes, donde se promueve la discusión y el intercambio de ideas sobre temas educativos. Además, promueven la construcción colectiva de conocimiento, fomentan la reflexión crítica y favorecen al desarrollo de habilidades comunicativas. Estas características hacen de las TPD una herramienta valiosa para el enriquecimiento del proceso educativo en la adquisición del inglés como L2.

5. Limitaciones y líneas de trabajo futuras

Para una interpretación ajustada de los resultados, es necesario indicar algunas limitaciones del estudio. En primer lugar, la muestra seleccionada no ha sido tan amplia ni variada como habría sido deseable. Desafortunadamente, durante la realización del trabajo, el mundo hizo frente a una situación excepcional, debido a la pandemia por COVID-19, y el plan inicial de trabajo, que consistía en realizar este estudio en dos universidades de la CAPV no pudo materializarse, al únicamente poder implementar las TPD en una universidad. Consecuentemente, no se pudieron comparar los datos entre universidades con una población estudiantil más diversa.

Por otra parte, debido a la configuración de las asignaturas donde se ha llevado a cabo la investigación el grupo control y experimental pertenecían cohortes diferentes, lo que puede haber afectado a los resultados. No obstante, a pesar de esta circunstancia ambos grupos eran homogéneos en variables como edad, nivel socioeconómico, nivel de inglés y lengua materna, por lo que se considera adecuada la comparación entre los dos grupos participantes.

En lo que se refiere a la intervención, la implementación de las TPD ha sido realizada por la docente de la asignatura, así como la aplicación de los instrumentos y técnicas de recogida de información., lo que puede haber supuesto cierto sesgo en las respuestas del alumnado y en la interpretación por parte de la persona investigadora. No obstante, con el fin de evitar la posible deseabilidad social por parte del alumnado, las escalas y el cuestionario de preguntas abiertas fueron anonimizados, circunstancia que fue informada a la muestra antes de consentir voluntariamente participar. Igualmente, los y las estudiantes fueron informados de que sus respuestas no tendrían ninguna repercusión en la calificación de la asignatura.

Además, con el fin de constatar la adecuación de las conclusiones derivadas de los estudios, los resultados y las interpretaciones fueron cotejadas con otras personas investigadoras ajenas al estudio.

A pesar de estas limitaciones, esta investigación permite evidenciar la mejora de algunas variables afectivas que afectan al aprendizaje de una segunda lengua, que podría ser extensible a otras materias y otros colectivos de estudiantes.

En este sentido, sería interesantes, replicar el estudio con una muestra mayor de estudiantes dividida en dos grupos diferenciados de la misma cohorte. Asimismo, para comprender mejor la evolución de los factores afectivos y la sostenibilidad de las mejoras constatadas en esta investigación sería interesante llevar a cabo un estudio longitudinal con recogida de datos un tiempo después de terminada la intervención.

Por otro lado, sería muy enriquecedor analizar la transferibilidad de las tertulias realizando la investigación en otros niveles educativos no universitarios o en la enseñanza de otras lenguas que sean L2 para el alumnado.

6. Conclusiones

La creciente diversidad en las escuelas plantea un gran reto para los sistemas educativos en términos de garantizar que todos los niños y niñas puedan aprender de manera efectiva la lengua de enseñanza y tener acceso a los contenidos académicos. Siendo esto así, resulta necesario contar con espacios donde el alumnado pueda aprender conjuntamente, dialogando y promoviendo trayectorias vitales para su desarrollo (Naciones Unidas, 2015; López de Aguilera et al. 2020). Para conseguir dicho fin es de vital importancia que la investigación identifique actuaciones educativas, estrategias, enfoques y prácticas que promuevan el aprendizaje conjunto, el diálogo y el desarrollo integral de los y las estudiantes. Esta investigación ha permitido analizar la influencia de ciertas variables afectivas y una variable cognitiva en el aprendizaje del inglés como segunda lengua en estudiantes universitarios.

Asimismo, se ha reiterado la eficacia de las TPD y se ha demostrado que crean un entorno de aprendizaje favorable para potenciar las habilidades lingüísticas de las personas que en ellas participan. Los resultados de este estudio suponen una aportación interesante al campo de la enseñanza y el aprendizaje de idiomas, brindando a los futuros educadores herramientas y conocimientos relevantes para promover el desarrollo de competencias lingüísticas en sus estudiantes. Además, dado que el profesorado y los futuros maestros y maestras son un factor esencial en el éxito del aprendizaje de los estudiantes y futuros ciudadanos (Andere, 2015), esta contribución al campo de la formación del profesorado es importante y valiosa.

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Apéndices

Apéndice 1. Consentimiento informado

Consentimiento informado para los estudiantes

Este Formulario de Consentimiento Informado se dirige a estudiantes del grado de Educación Primaria pertenecientes a la mención de Lengua Extranjera y participantes en la asignatura de *Didactics of Foreign Languages I: English*.

Nombre de la investigadora: Nerea Gutiérrez Fernández

Nombre de la directora: Lourdes Villardón Gallego

Entidad: Universidad de Deusto

Información

La profesora Nerea Gutiérrez Fernández está realizando la tesis doctoral en torno al aprendizaje del inglés.

El propósito de este documento es informar a los participantes de esta investigación sobre la naturaleza de la misma, así como de su papel en ella. El estudio pretende analizar cómo distintos aspectos influyen en el aprendizaje del inglés. La recogida de información se realizará a través de distintos instrumentos y técnicas, para lo que se te requerirá realizar unos cuestionarios, escalas y/o entrevistas.

El día y hora para realizar cualquiera de estas actividades será concertado de mutuo acuerdo y la información recogida será absolutamente confidencial, es decir, solo las investigadoras tendrán acceso a la misma.

Tu participación en esta investigación es voluntaria, lo que supone que se puede dejar de participar en cualquier momento sin que te afecte en ninguna manera a tu nota en la asignatura de *Didactics of Foreign Languages I: English*.

Al finalizar la investigación, y en el caso de estar interesado/a, podrás pedir información sobre los resultados de la misma.

Si estás de acuerdo en participar, firma aquí:

Nombre y apellidos del participante:

Nombre y apellidos de la investigadora:

Fecha: ___/___/____

Fecha: ___/___/____

Firma:

Firma:

CUESTIONARIO SOCIODEMOGRÁFICO

Bloque 1: IDENTIFICACIÓN DEL ENCUESTADO

- a) Código de identificación (DL más número de la lista): _____
- b) Nacionalidad: _____
- c) Sexo:
 - a. Femenino
 - b. Masculino
 - c. Sin especificar
- d) Fecha de nacimiento (día/mes/año): ____ ____ ____

Bloque 2: EDUCACIÓN DE LOS PADRES DEL ENCUESTADO

- e) Marque nivel máximo de instrucción de tu padre o tutor legal
 - a. Educación Obligatoria
 - b. Educación Secundaria Post-Obligatoria (Diplomatura o Licenciatura)
 - c. Educación Universitaria de Postgrado (Master o Doctorado)

- f) Marque nivel máximo de instrucción de tu madre o tutora legal
 - a. Educación Obligatoria
 - b. Educación Secundaria Post-Obligatoria (Diplomatura o Licenciatura)
 - c. Educación Universitaria de Postgrado (Master o Doctorado)

- g) Indica nivel de inglés de tus padres o tutores legales.
 - a. Padre o tutor legal
 - i. Escribe: a) Nada b) Básico c) Fluido
 - ii. Lee: a) Nada b) Básico c) Fluido
 - iii. Habla: a) Nada b) Básico c) Fluido
 - b. Madre o tutora legal
 - i. Escribe: a) Nada b) Básico c) Fluido
 - ii. Lee: a) Nada b) Básico c) Fluido
 - iii. Habla: a) Nada b) Básico c) Fluido

Bloque 3. ANTECEDENTES EDUCACIONALES

- h) Formación académica:
- a. ¿Cursaste algún grado antes de ingresar a la carrera? A) Sí b) No
 - i. En caso afirmativo, indica cual: _____
- i) ¿Tienes alguna experiencia como profesor de inglés?
- a. Sí b. No
 - i. ¿Cuánto tiempo (meses) _____
 - ii. ¿De qué tipo?
 - a) Profesor particular
 - b) Academia
 - c) Campamento
 - d) Otros (especificar) _____
- j) Según tu opinión, indica el nivel de inglés que tienes en estas competencias.
- a. Comprensión oral
 - i. a) Nada b) Básico c) Fluido
 - b. Comprensión escrita
 - i. a) Nada b) Básico c) Fluido
 - c. Expresión oral
 - i. a) Nada b) Básico c) Fluido
 - d. Expresión escrita
 - i. a) Nada b) Básico c) Fluido
- k) ¿Tienes algún título en inglés?
- a. Sí
 - b. No
 - i. En caso afirmativo, indica el de mayor nivel: _____
- l) ¿Has asistido a clases de inglés a parte del colegio?
- a. Sí
 - b. No
 - i. En caso afirmativo, ¿cuántos cursos? _____
 - ii. ¿Sigues acudiendo en la actualidad?: a) Sí b) No

- m) ¿Has tenido alguna experiencia en el extranjero con el objetivo de mejorar la competencia lingüística en inglés? (cursos, intercambio, au pair...) Excluyendo viaje por vacaciones.
- a. Sí
 - b. No
 - i. En caso afirmativo, país _____
 - ii. Duración _____

Bloque 4: ACTIVIDADES EXTRA Y VOLUNTARIAS EN INGLÉS

Marca con una x la respuesta que corresponda

- n) ¿Practicas inglés hablando/escribiéndote con hablantes no-nativos de inglés?
- a. Sí
 - b. No
 - c. A veces
 - d. Indica la frecuencia aprox al mes (horas) _____
- o) ¿Practicas inglés hablando/escribiéndote con hablantes nativos de inglés?
- a. Sí
 - b. No
 - c. A veces
 - d. Indica la frecuencia aprox al mes (horas) _____
- p) ¿Acostumbras a leer en inglés?
- a. Sí
 - b. No
 - c. A veces
 - d. Indica la frecuencia aprox al mes (horas) _____
- q) ¿Escuchas música con letra en inglés?
- a. Sí
 - b. No
 - c. A veces
 - d. Indica la frecuencia aprox al mes (horas) _____

- r) ¿Acostumbras a ver en la televisión, ordenador o en el cine películas/series en inglés (no) subtituladas?
- a. Sí
 - b. No
 - c. A veces
 - d. Indica la frecuencia aprox al mes (horas) _____
- s) ¿Navegas por internet en páginas webs en inglés?
- a. Sí
 - b. No
 - c. A veces
 - d. Indica la frecuencia aprox al mes (horas) _____
- t) ¿Chateas o envías correos electrónicos en inglés?
- a. Sí
 - b. No
 - c. A veces
 - d. Indica la frecuencia aprox al mes (horas) _____

Apéndice 3. Attitude Motivation Test Battery

Responde a las siguientes afirmaciones rodeando la letra de la alternativa que te parezca más adecuada para ti. Por favor, responde con sinceridad, No hay respuestas correctas o incorrectas.

1. Reflexiono sobre lo que he aprendido en mi clase de inglés:
 - a. Muy frecuentemente
 - b. De vez en cuando
 - c. Casi nunca

2. Si no se enseñara inglés en la Universidad, yo...
 - a. practicaría inglés en situaciones cotidianas (ej. leería libros y periódicos en inglés, trataría de hablar inglés cada vez que tuviera ocasión, etc).
 - b. intentaría acudir a cursos de inglés en otro lugar.
 - c. no me preocuparía por aprender inglés

3. Durante las clases de inglés, me gustaría...
 - a. hablar solo inglés
 - b. combinar el inglés y el castellano.
 - c. hablar castellano todo lo que fuera posible.

4. Cuando me cuesta entender algo que estamos aprendiendo en clase de inglés, yo...
 - a. pido ayuda a la profesor/a inmediatamente
 - b. busco ayuda antes del examen
 - c. simplemente me olvido de ello

5. Si mi profesor/a buscara alguien para hacer algún trabajo extra en inglés, yo...
 - a. me ofrecería voluntario/a
 - b. solo sería voluntario/a si mi profesor/a me lo pidiera directamente.
 - c. no me ofrecería voluntario/a

6. Cada vez que recibo mis ejercicios de inglés corregidos...
 - a. siempre los reescribo, corrigiendo mis errores.
 - b. les echo un vistazo, pero no me molesto en corregir los errores.
 - c. no los miro y me olvido de ellos.

7. Si hubiera un club de inglés en mi Universidad, yo...
 - a. estaría muy interesada en apuntarme
 - b. asistiría de vez en cuando a las quedadas.
 - c. no me apuntaría

8. Si el inglés fuera optativo...
 - a. lo escogería
 - b. no tengo claro si lo escogería o no
 - c. no lo escogería

9. Cuando estoy en clase de inglés, yo...
 - a. siempre que puedo me ofrezco voluntario/a para responder
 - b. solo respondo las preguntas más fáciles
 - c. nunca digo nada

10. Si hubiera un canal de televisión en inglés, yo...
 - a. intentaría verlo a menudo.
 - b. lo vería ocasionalmente
 - c. nunca la vería

11. Cuando escucho una canción en inglés en la radio, yo...
 - a. escucho atentamente e intento entender todas las palabras.
 - b. escucho la música, prestando atención solo a las palabras sencillas.
 - c. cambio de emisora

12. Si tuviera la oportunidad y supiera suficiente inglés, leería revistas y periódicos en inglés...
 - a. tanto como pudiera
 - b. a veces
 - c. nunca

13. Si tuviera la oportunidad de hablar inglés fuera de la Universidad, yo...
- hablaría inglés siempre que pudiera
 - hablaría castellano la mayor parte del tiempo, utilizando el inglés solo si fuera realmente necesario.
 - nunca lo hablaría
14. Cuando se trata de las tareas de inglés, yo...
- trabajo concienzudamente, asegurándome de que entiendo todo.
 - me esfuerzo algo en hacerlas, pero no tanto como podría.
 - las hago por encima
15. Teniendo en cuenta cómo estudio inglés, puedo sinceramente decir que...
- Realmente intento aprender inglés
 - Hago lo justo para llevarlo bien.
 - Confío en la suerte o en mi inteligencia y trabajo poco
16. En comparación con otras asignaturas, el inglés me gusta
- lo que más
 - tanto como las demás
 - menos que las demás
17. Estudiar inglés...
- me parece muy interesante
 - me parece igual de interesante que el resto de las asignaturas
 - no me parece interesante en absoluto
18. Si se diera la oportunidad y supiera suficiente inglés, vería los programas de tv en inglés...
- tan a menudo como me fuera posible
 - a veces
 - nunca
19. Si tuviera la oportunidad de ver una obra de teatro en inglés, yo...
- iría seguro
 - únicamente iría si no tuviera otra cosa que hacer
 - no iría

20. Si hubiera familias de habla inglesa en mi barrio, yo...

- a. hablaría inglés con ellos tanto como pudiera.
- b. hablaría a veces inglés con ellos.
- c. nunca les hablaría inglés.

Por favor, responde tu grado de acuerdo con las siguientes afirmaciones utilizando la siguiente escala. No pienses demasiado la respuesta, responde lo primero que se te ocurra. Recuerda que todas las respuestas son válidas, no hay respuestas correctas o incorrectas.

1	2	3	4	5
Totalmente en desacuerdo	Bastante en desacuerdo	Neutral	Bastante de acuerdo	Totalmente de acuerdo

1. Aprender inglés es estupendo
2. El inglés es una parte importante de la formación universitaria
3. Aprender inglés es una pérdida de tiempo
4. Aprender inglés es aburrido
5. Pienso aprender todo el inglés que me sea posible.
6. Odio el inglés
7. Me encanta aprender inglés
8. Cuando termine la Universidad, dejaré de estudiar inglés porque no me interesa.
9. Disfruto aprendiendo inglés
10. Preferiría dedicar mi tiempo a otras asignaturas antes que al inglés

Apéndice 4. Foreign Language Classroom Anxiety Scale (FLCAS)

Las siguientes afirmaciones se refieren a diversas situaciones típicas en el aprendizaje del inglés. Por favor, indica tu grado de acuerdo o desacuerdo con cada una de ellas.

1	2	3	4	5
Totalmente en desacuerdo	Bastante en desacuerdo	Neutral	Bastante de acuerdo	Totalmente de acuerdo

1. Nunca estoy completamente seguro de mí mismo/a cuando hablo en la clase de inglés.
2. Me molesta cometer errores en clase de inglés
3. Tiemblo cuando sé que me van a preguntar en clase de inglés.
4. Me asusta no entender lo que el profesor/a está diciendo en inglés.
5. Me molestaría asistir a más clases de inglés.
6. Durante la clase, me doy cuenta de que pienso en otras cosas que no tienen nada que ver con la propia clase.
7. Pienso que a los otros compañeros/as se les da mejor el inglés que a mí.
8. Normalmente me siento bien cuando hago exámenes de inglés en clase.
9. Me pongo nervioso/a cuando tengo que hablar en clase de inglés y no me he preparado bien.
10. Me preocupa las consecuencias que pueda tener suspender inglés.
11. Me cuesta entender que algunas personas se sientan tan mal en la clase de inglés.
12. En clase de inglés, me pongo tan nervioso/a que se me olvidan algunas cosas que sé.
13. Me da corte salir voluntario/a en clase de inglés.
14. Creo que me pondría nervioso/a si hablara inglés con una persona nativa.
15. Me irrita no entender lo que el/la profesor/a de inglés está corrigiendo
16. Aunque vaya con la tarea de clase de inglés preparada, me pongo nervioso/a.
17. A menudo no me apetece ir a clase de inglés.

18. Me siento seguro/a cuando tengo que hablar en clase de inglés.
19. Me da miedo que mi profesor/a corrija cada fallo que cometo en inglés.
20. Siento cómo mi corazón palpita cuando sé que me van a pedir que intervenga en clase de inglés.
21. Cuanto más estudio inglés, más me lío.
22. Siento presión y preocupación para prepararme bien las clases de inglés.
23. Tengo la sensación de que mis compañeros/as hablan inglés mejor que yo.
24. Me da mucho corte hablar inglés delante de mis compañeros/.as
25. Las clases transcurren con tal rapidez que me preocupa quedarme atrasado/a.
26. Comparativamente, estoy más tenso/a y me siento más nervioso/a en la clase de inglés que en otras clases.
27. Me pongo nervioso/a mientras hablo en clase.
28. Antes de entrar a clase, me siento seguro/a y relajado/a.
29. Me pongo nervioso/a cuando no entiendo cada una de las palabras que mi profesor/a dice.
30. Me abruma la cantidad de cosas que hay que aprender para poder hablar inglés.
31. Temo que mis compañeros/as de clase se rían de mi cuando hablo inglés.
32. Me pongo nervioso/a cuando el profesor/a pregunta cosas que no me he podido preparar.

Apéndice 5. Textos utilizados en las TPD

Tipo de publicación	Referencia	Temática
Artículo	Flecha, R., & Soler, M. (2013). Turning difficulties into possibilities: Engaging Roma families and students in school through dialogic learning. <i>Cambridge Journal of Education</i> , 43(4), 451-465. https://doi.org/10.1080/0305764X.2013.819068	Transformación de la escuela e impacto del modelo dialógico
Artículo	John Trent (2011) ‘Four years on, I’m ready to teach’: teacher education and the construction of teacher identities, <i>Teachers and Teaching: theory and practice</i> , 17:5, 529-543, https://doi.org/10.1080/13540602.2011.602207	Identidad del profesor
Cap.de Libro (4th Letter)	Freire, P. (2018). <i>Teachers as cultural workers: Letters to those who dare teach</i> . Routledge.	Cualidades indispensables de los educadores/as.
Artículo	García-Carrión R, Molina Roldán S, Roca Campos E. Interactive Learning Environments for the Educational Improvement of Students With Disabilities in Special Schools. <i>Front Psychol</i> . 2018 Sep 19;9:1744. https://doi.org/10.3389/fpsyg.2018.01744	Inclusión de niños y niñas en contextos segregados
Artículo	Flecha, R., Puigvert, L., & Rios, O. (2013). The New Alternative Masculinities and the Overcoming of Gender Violence. <i>International and Multidisciplinary Journal of Social Sciences</i> , 2(1), 88–113. https://doi.org/10.4471/rimcis.2013.14	Hacer frente a la violencia de género
Artículo	Bruner, J. (1985). The role of interaction formats in language acquisition. <i>Language and social situations</i> , 31-46.	El papel de la interacción en la adquisición de un idioma

Artículo	Villarejo-Carballido, B., Pulido, C. M., de Botton, L., & Serradell, O. (2019). Dialogic model of prevention and resolution of conflicts: Evidence of the success of cyberbullying prevention in a primary school in Catalonia. <i>International journal of environmental research and public health</i> , 16(6), 918. https://doi.org/10.3390/ijerph16060918	Prevención de la violencia y el cyberbullying.
Artículo	Santiago-Garabieta, M., García-Carrión, R., Zubiri-Esnaola, H., & López de Aguilera, G. (2021). Inclusion of L2 (Basque) learners in Dialogic Literary Gatherings in a linguistically diverse context. <i>Language Teaching Research</i> , 0(0). https://doi.org/10.1177/1362168821994142	Importancia de las interacciones en el aprendizaje de una L2.

Apéndice 6. Open-ended questionnaire about DPGs

Preguntas sobre las sesiones de tertulia

1. ¿Conocías las tertulias dialógicas?
2. ¿Es la primera vez que participas en una TPD?
3. ¿Te animas a intervenir durante las sesiones?, ¿con qué frecuencia lo haces?
4. ¿Qué aspectos hacen que participes en la tertulia?
5. ¿Qué aspectos hacen que no participes en las sesiones de tertulia?
6. ¿Cómo te sientes al participar?
7. ¿Cuál es el clima del aula durante las TPDs?
8. ¿Cuál es el rol de los compañeros y compañeras durante las sesiones de TPD?
9. ¿Has aprendido algo durante las primeras sesiones de TPD?
10. ¿Qué beneficios identificas en relación a las TPDs?

Apéndice 7: Batería de preguntas Grupo Focal

PARTICIPACIÓN EN LAS TERTULIAS
1. ¿Era la primera vez que participabas en una tertulia?, ¿cómo lo has vivido?
2. ¿Te han gustado las sesiones de tertulias que hemos realizado? ¿Por qué?
3. ¿Qué te ha llamado la atención?
4. ¿Qué texto(s) te han gustado más? ¿y menos?
5. ¿Qué has aprendido durante las tertulias?
6. ¿Cómo describirías tu participación en las tertulias?
7. ¿Crees que tu forma de participar ha cambiado desde las primeras tertulias hasta la última?
8. ¿Cómo ha sido el clima del aula durante las sesiones de tertulia?
9. ¿Cómo te has sentido durante las tertulias?
10. ¿Has notado algún cambio a lo largo de las sesiones?
11. ¿Hay algo que cambiarías de las sesiones? ¿alguna sugerencia para mejorarlas?
12. ¿Te gustaría volver a participar en tertulias?, ¿por qué?
13. ¿Utilizarías tertulias con tus futuros estudiantes de Educación Primaria?, ¿por qué?, ¿qué beneficios crees que tienen?
FACTORES AFECTIVOS
1. Cuando tienes que utilizar el inglés en el aula, ¿cómo te sientes?
2. ¿Has notado algún cambio en este aspecto desde que participas en tertulias? ¿Puedes poner algún ejemplo?
3. ¿Qué características de las tertulias crees que te han ayudado a sentirte mejor al utilizar el inglés?
4. ¿Qué características de las tertulias hacen que te bloques y te cueste participar?, ¿cómo crees que eso se podría mejorar?

5. ¿Ha influido el clima del aula en tu participación en las tertulias?, ¿en qué sentido?
6. ¿Con las tertulias ha cambiado tu grado de motivación hacia el uso del inglés? (lo usas más, te interesa más...) ¿Puedes poner algún ejemplo?
COMPETENCIA LINGÜÍSTICA
1. ¿Crees que las tertulias te han ayudado a mejorar tu nivel de inglés?
2. ¿Qué competencia consideras que has mejorado más?, ¿por qué?, ¿puedes poner algún ejemplo?
3. ¿Dirías que tus compañeros y compañeras también han mejorado esa competencia?, ¿por qué razón crees que es?
4. ¿Qué micro-competencia has mejorado?
5. ¿Qué características de las tertulias crees que te han ayudado a mejorar tu nivel de inglés?
6. ¿Qué beneficios crees que tienen las tertulias de cara al aprendizaje de una lengua extranjera? Fluidez, seguridad, expresiones...
PROFESIÓN DOCENTE
1. ¿Qué aplicación crees que tienen las tertulias para su desempeño profesional?
2. ¿Han contribuido las TPD a cambiar tu imagen como profesor-a de inglés? En caso afirmativo, ¿en qué?, ¿por qué? ¿puedes poner algún ejemplo?.

