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Increasing 10th-grade EFL learners' motivation in asynchronous online learning by using motivational strategies in language instruction

TRABAJO DE TITULACIÓN
Para optar al título de Profesor de Inglés y
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I.   Introduction

Motivation is one of the most important concepts in language education, and the term is usually used as a cause for success in language learning. Indeed, some authors argue that "without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long-term goals" (Guilloteaux & Dörnyei, 2008, p. 56).

The effects of motivation in language learning have been studied extensively throughout the years. Accordingly, Chen and Jang (2010, p. 174) claim that "in the field of education, motivation has been identified as a critical factor affecting learning." Similarly, Hung, Chou, Chen and Own (2010, p. 1088) consider that "since motivation is one of the most important factors in online learning, teachers should help students stay motivated in online learning." Therefore, the teacher must devote effort to achieve that goal.

However, a considerable amount of research has been focused on what motivation is rather than on how to use that knowledge to motivate learners. The literature has little empirical evidence to inform methodological developments by conceptualizing teacher's motivational strategies to engage students in learning another language.

In 2020, due to the COVID-19 pandemic and the lockdown situation, classes are given in a remote learning environment. A recent study by the University of Colorado about student motivation during the current pandemic states that "motivating to complete school work is exceedingly difficult when things are happening in our lives that are so much bigger" (Nell, Hood & Graff, 2020). Currently, several factors affect motivation, and it is impossible to have control over all of them. However, it is essential to address those components that teachers can control, which increase students' motivation in online learning environments.

Prior research has not thoroughly focused on motivation in remote learning environments. Thus, evidence on how to motivate learners in this context is presently inconclusive. Most of the literature found proposes motivational strategies without distinguishing between synchronous and asynchronous online learning (Hung, Chou, Chen & Own, 2010; Selvi, 2010; Shih, Chen, Chen & Wey, 2013; Chen & Jang, 2010).

The remote learning experience description demonstrates that it is possible to identify the external factors that may encourage learners. Selvi (2010) argues that there are five critical motivating factors, these are: "learning-teaching process, roles of instructors, participation,

and attention, online course environment/technical infrastructure and time management," and "all of these factors can be defined as extrinsic motivation factors for the students in the online learning environment" (p. 822).

This report aims to fill the gap by providing a set of motivational teaching strategies for asynchronous online learning environments and a list of learners' behaviors to determine their level of motivation towards lessons in this context. For this purpose, it is analyzed the problem identified in 10th-grade learners of a semi-private, co-educational, secular Chilean school, that is, students are demotivated in the asynchronous online lessons. To identify the puzzle, data was collected from a questionnaire applied to the EFL teacher at the school (See Appendix A) and the school's website.

In 2019, the school's vulnerability indicators showed that 77% of students in primary education and 81% in secondary have socio-economic risks, which is nearly 78% of the students (JUNAEB, Ministerio de Educación).

The 10th-grade class has 32 students (21 girls and 11 boys) aged, on average, 15 years old. They have been learning English since 1st grade and have had more than 1,080 pedagogical hours of instruction. Students have asynchronous online lessons, consisting of answering worksheets with individual work activities created by the teacher or taken from the textbook; the worksheets and an explanation YouTube video are uploaded to the school website weekly.

Worksheets include a brief explanation of a topic and completion exercises. The feedback learners receive are the answers to the activities, and they can email their teacher in case of questions; those doubts are only answered once a week at a specific time of the day. The EFL teacher reported that no more than 25% of the students draw upon her email to clarify doubts. Thus, the research question is, "What strategies can a teacher use to improve 10th-grade EFL learners' motivation in asynchronous online learning?

Based on the research question, this report's general objective is to elaborate an action plan with asynchronous online learning motivation strategies for 10th-grade EFL learners. To do so, a series of specific objectives are proposed: first, to identify online learning motivational strategies suggested in the literature; second, to design a questionnaire to identify the Learner's Motivation Towards Asynchronous Online Learning adapted from the student motivational state questionnaire (Guilloteaux & Dörnyei, 2008) and the Online Learning

Readiness Scale (OLRS) (Hung et al., 2010); third, to design and apply an observation scheme to identify the teacher's motivational strategies adapted from the classroom observation scheme (MOLT) (Guilloteaux & Dörnyei, 2008), the motivational strategies in language instruction scale (Cheng & Dörnyei, 2007) and the motivating factors in online courses (Selvi, 2010); fourth, to analyze the results of the observation scheme and to identify factors that can be improved in order to achieve learner's motivation; fifth, to plan an EFL learning unit focusing on online learning motivational strategies; finally, to reflect in terms of the projections of the action research project.

II.   Literature review

The constructs defined in this investigation are related to motivation in language learning. Based on that, other relevant elements are described, such as the motivational strategies teachers can use, and the different online learning environments.

Motivation is one of the individual differences variables that influence L2 achievement irrespective of the age of the learners or the availability of the target language in the immediate environment (Ushioda & Dörnyei, 2012) and an essential prerequisite for learners' learning in web-based environments (Shih, Chen, Chen & Wey, 2013). It can be categorized as intrinsic and extrinsic motivation. Selvi (2010) defines intrinsic motivation as the internal interest that supports the autonomy of learning. In contrast, extrinsic motivation is related to the external factors that stimulate learning, such as "behaviors of teachers, learning topics, learning-teaching strategies, teaching-learning process, interaction between the students and teachers and so on" (p. 820).

Ushioda and Dörnyei (2012) argue that teachers' motivational instructional practices positively impact learners' motivation. However, some authors (Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei, 2008; Ushioda & Dörnyei, 2012) claim that empirical investigations focusing on motivational strategies are scarce in L2 research.

According to Guilloteaux and Dörnyei (2008), motivational strategies are "(a) instructional interventions applied by the teacher to elicit and stimulate student motivation and (b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation" (p. 57). The motivational strategies discussed in this report are type (a). The dynamic interactions with contextual factors influence motivation; thus, there is no set of strategies that can be applied to all classrooms since they may vary in relevance according to the cultural setting (Ushioda & Dörnyei, 2012).

In 2020, most governments worldwide have temporarily closed educational institutions to contain the spread of the COVID-19 pandemic impacting almost 60% of the world student population. In Chile, nearly 4,891,092 learners have been affected; hence, it has been decided to facilitate education continuity through an online learning environment (UNESCO, 2020). Chen and Jang (2010) define online learning environment as "any setting that uses the Internet to deliver some form of instruction to learners separated by time, distance, or both"

(p. 741), some of the benefits of online courses are: they are convenient, flexible, and useful for interpersonal communication (Hung et al., 2010). Hence, online learning provides a facilitative environment where students could engage in learning

Online learning environments can be categorized into synchronous, asynchronous, and hybrid learning environments. The learning environment discussed in this report is asynchronous. Asynchronous environments are characterized by being self-disciplined and addressing higher-order learning skills since they "are not time-bound, and students can work on e-tivities on their own pace" (Perveen, 2016, p. 21).

In asynchronous environments, "there seems to be no specific instructional sequence that is the most suitable for all learners" (Hung et al., 2010, p. 1082); thus, learners can decide how they will address the contents of a course. For that reason, it is argued that in asynchronous online lessons, there is less pressure than in a synchronous environment so that the affective filter may remain low, and learners can respond more innovatively and creatively. However, Perveen (2016) mentions that some disadvantages of the asynchronous format are: there are not sufficient socializing opportunities, delayed feedback can be a frustrating factor, and there may be many distractions.

According to Perveen (2016), some of the most common materials used in this format are audio/video lectures, handouts, articles, and PowerPoint presentations, accessible at any time through a Virtual Learning Environment.

Learning motivation research is about analyzing the determinants of the learners' motivated behavior, and the teacher's motivational practice has a significant positive correlation with the learners' motivated behavior (Guilloteaux & Dörnyei, 2008). Accordingly, different authors have come up with a set of teacher's motivational practice variables that increase learners' motivation. Guilloteaux and Dörnyei (2008) developed a classroom observation instrument, the motivation orientation of language teaching (MOLT), which is used to assess the quality of the teacher's motivational teaching practice as well as the level of the students' motivated behavior. Cheng and Dörnyei (2007) designed a motivational strategies in language instruction scale to explore instructors' teaching practice using behavioral items. Selvi (2010) came up with a list of motivating factors in online courses that describe the aspects that a lesson must have to increase learners' motivation. These are the instructors'

competencies, the learning-teaching process, participants' attention, the online learning environment/technical infrastructure, and time management.

Similarly, Shih et al. (2013) identified seven factors that influenced online learners' satisfaction: computer anxiety, instructor attitude, course flexibility, course quality, perceived usefulness, perceived ease of use, and diversity of assessment. Therefore, this report develops an observation scheme to identify the teacher's motivational practice in asynchronous online learning (see appendix B) adapted from the instruments mentioned, encompassing four dimensions: teacher discourse, activity design, evaluation/assessment, and online learning environment/technical infrastructure.

The teacher discourse dimension includes seventeen items that focus on the teacher's behavior and its expected interactions. Activity design consists of twelve items that consider the aspects of developing meaningful activities. Evaluation/assessment has two items that aim to provide opportunities for different types of evaluation. Finally, the online learning environment/technical infrastructure comprises four items, which are aspects that must be present to support students' online self-efficacy.

Nevertheless, it is also essential to measure learners' motivation. Guilloteaux and Dörnyei (2008) developed the Student Motivational State questionnaire to target the students' situation-specific motivational disposition related to their current L2 course. Also, Hung et al. (2010) designed the Online Learning Readiness Scale (OLRS) which allows teachers to reconsider their instructional design for the online lesson; the scale contains general dimensions of the learning process such as motivation and computer/Internet self-efficacy and specific dimensions such as online communication self-efficacy. Hence, this report designs a Learner's Motivation Towards Asynchronous Online Learning questionnaire (LMTAOL) (see Appendix C) adapted from the two instruments just mentioned.

The LMTAOL is a Likert scale questionnaire in which learners can agree or disagree to 34 statements for seven dimensions which are: attitudes towards the course, linguistic self-confidence, L2 e-classroom anxiety and motivation for learning in an online context, computer/internet self-efficacy, self-directed learning, learner control in an online context, and online communication self-efficacy.

III.   Action plan

According to the 10th-grade EFL teacher, students lack motivation; thus, the observation scheme to identify the teacher's motivational practice in asynchronous online learning was implemented. The four lessons uploaded to this report's date were analyzed considering the five teacher's motivational practice dimensions.

The results of the observation scheme (See Appendix D) show that five out of the seventeen items related to Teacher discourse, four out of twelve in Activity design, one out of two of the Evaluation/assessment, and all the items in the Online learning environment/technical infrastructure dimension were present in all the lessons.

The action plan designed (See Appendix E) will be implemented in one session weekly for five weeks; each session consists of a worksheet (available as a Google Form document) and a YouTube video. The intervention's goal is to improve 10th-grade EFL learners' motivation in asynchronous online learning by implementing the proposed motivational strategies. Learners' motivation will be measured with the LMTAOL questionnaire at the beginning and the end of the action plan to evaluate whether the goal is achieved. The tasks are retrieved from the student's book (Jantus, 2018) provided by the ministry of education.

The lessons (See Appendix F) are structured in pre, while and post-task; these are evident in the materials. The first and the last section of each session are similar, and they repeat through the intervention.

In the pre-task, the teacher's behavior demonstrates enthusiasm for teaching by using tone and intonation appropriately because it frames learners' attitudes towards the course. The teacher discourse engages learners, promotes effort attributions, and creates a supportive classroom climate that promotes risk-taking using encouragement and appraisal words. The lesson's objective is mentioned by making a retrospective summary of progress, and its usefulness outside the classroom is evident so learners can connect it with their context.

In the post-task, the lesson concludes recognizing students' effort and achievement. At the end of the video, the information on the worksheet is reinforced. Thus, the teacher let students know the availability to answer questions via email and encourages them to use the self-assessment rubric to work on the items of the self-directed learning dimension of the

questionnaire. It is relevant to introduce the class rules and focus on their importance to remind the benefits of mastering English and value it as a meaningful experience.

Session 1 – Introduction and Diagnostic

Objective: *Students will identify the design of the lessons and activities of the unit.*

This session is aimed to guide learners through the unit by describing the following lessons to provide students with adequate technical assistance and orientation before the unit. Giving guidelines in the online learning environment's technical infrastructure is an essential motivational practice in the remote learning context, as stated in the observation scheme. Knowing a broad outline of the unit can help learners direct their learning progress since they can carry out a study plan and set learning goals; it may also build confidence in using online tools as part of the unit.

The teacher will also apply the LMTAOL questionnaire (available as a Google Form questionnaire) to measure learners' motivational levels, allowing them to assess themselves.

Session 2 – Listening

Objective: *Students will identify specific information in a video about outstanding people.*

The video describes and talks about different outstanding people using auditory and visual aids to listen and identify specific information such as name, date/place of birth, education, famous for, and awards. The activity design promotes learners' autonomy. The expected outcome is modeled and shared in the video and posted as a comment to complete the activity.

Session 3 – Reading

Objective: *Students will identify main ideas and specific information in an article about inspirational leaders and express opinions.*

The topic of this session familiarizes students with the cultural background of the target language. The main activity is reading an article about people who have changed the world. The teacher guides the reading and scaffolds the questions. Also, since it is the first time learners use Padlet, the video includes a brief tutorial on how to use it, and if that is not clear enough, the teacher encourages them to watch the first session to remember how to use the

platform. Also, using Padlet as a discussion board helps learners and teachers to provide immediate feedback.

The answers to the questions are posted in Padlet by learners to see, discuss, and share opinions. The teacher clarifies that communicating meaning is more important than being grammatically correct, so students feel confident participating.

Session 4 – Writing

Objective: *Students will write a paragraph according to the writing process steps about an inspirational leader and coherently express ideas and opinions.*

The materials are a worksheet and a video (see Appendix G) in which the teacher explains and model the task.

Learners will choose an inspirational leader and write a paragraph about it in the video's comments section. They expressed their opinion on Padlet (with their classmates), and now they can do it on YouTube (where anyone else can see it). By this point, learners have worked gradually, which gives them a feeling of progress.

Session 5 – Speaking, Evaluation, Final diagnostic

Objective: *Students will produce a 2-minutes video and give a short report about an outstanding person who inspires them.*

The main activity is the same as the last session, but the outcome is different. Students can choose how they can do the video and when to upload it. The teacher encourages learners to check websites that can help them with pronunciation and study the evaluation rubric (See Appendix H) to see what is expected.

Besides, the LMTAOL questionnaire will be applied again. Hence, results can be compared to check improvement in the learners' motivational state towards the L2 course.

IV.   Reflection

Motivation is a dynamic factor influenced by the learners and the environment. Learning a language is a social process in which the learner cannot be separated from the social environment. Therefore, considering the complexity of instructed L2 learning environments and the factors affecting students' motivation, it is possible to agree that there is no one single set of instructions of motivational strategies that will invariably lead to success. However, the suggested list of behavioral items and the action plan proposed in this research are expected to answer this investigation's research question since it considers the contextual factors of 32 10th-graders of a semi-private, co-educational, secular Chilean school.

The lesson design considered the learners' level of English and previous learning experiences and attempted to be within their ability but challenging to target their confidence and self-efficacy. Remote learning instruction can be offered more effectively since the study participants have used online resources, information and communication technologies (ICT). The EFL teacher mentioned some of the activities previously done by students; these are oral presentations using PPT, role-plays, and videos. It was also relevant to consider that 10th graders are digital natives since they have grown up immersed in digital technology.

One of the approaches to this research was to gather structured lesson observation data and a learners' perception scale. The inclusion of the type of instruments to collect data designed in this report may be considered as a novel element in motivational studies in asynchronous online learning environments since little research has focused on this topic before.

A possible threat for the proposal to be successful is the learners' restricted access to an Internet connection or any other device that allows them to participate in the lessons. It can be inferred that not all students have access since 78% of students are in socio-economic risk. Thus, printed versions of the worksheets could be available for students to collect at their schools. Also, this pedagogical proposal suggested the use of some websites; however, there is a wide range of websites and apps that allow students to participate, work with others, stay communicated, and receive immediate feedback, such as Google classrooms, useful to manage coursework, and Jamboard, which is a digital whiteboard that allows students to work collaboratively.

As a result of this investigation, it was possible to identify that some of the motivational strategies proposed in the literature were highly related to the core values of my teaching philosophy, which are organization as a key to successful teaching and students' learning, consideration of learners interests and opinions, and promotion of values like respect, empathy and social awareness in the classroom. Coincidentally, these values can be categorized into the behavioral items of the observation scheme; for example, organization is connected with the Activity design dimension which includes items such as "State the lesson objectives explicitly" or "Give appropriate strategies and models to help students complete an activity successfully," and all the items of the Online learning environment/technical infrastructure dimension. Besides, considering the students' interests and opinions can be linked to the Evaluation/assessment and Activity design dimensions since autonomy is promoted. Finally, the last core value is associated with the Teacher discourse and Activity design dimensions because teaching a new language is about sharing knowledge of other cultures; thus, teachers must be respectful of students' backgrounds, and at the same time, they should have a respectful attitude. The benefit of teaching a language is that different exciting topics can be used to achieve a goal; covering themes such as social justice, gender, and environmental issues may develop meaningful learning.

V. Conclusion

To conclude, I believe three directions can be identified for future investigations related to the presented problem to integrate motivational practices in asynchronous online learning environments. First, it would be potentially useful to confirm that the gradual implementation of the behavioral items proposed positively impacts learners' motivation. Second, considering the little research in this area and that most of the existent studies tend to propose activities for online learning without distinguishing between asynchronous and synchronous learning environments, it would be favorable if more research were developed and focused on motivational strategies in an asynchronous context, especially now that online learning has become essential to continue studies. Finally, considering that students' demotivation is a significant problem in educational settings worldwide, the teachability of motivational strategies in online learning and finding ways to raise teachers' awareness of the motivating practices' effect should be a significant methodological concern.

Teaching online can be extremely advantageous because some of the limitations of teaching in a traditional classroom setting can be removed. For instance, the contents could not only be taught in an expository way, which in my opinion is something recurrent in the traditional system, but they can also involve learners in taking potential actions between them and their immediate context or community.

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II.   Appendices

APPENDIX A

Questionnaire applied to EFL teacher – Results

¿Cuántos cursos están a su cargo?	¿Cuál es el promedio de estudiantes por sala?	¿Hay un departamento de inglés?	¿Trabajan en conjunto para preparar las clases?
8	32	No	No

¿Usan el libro del ministerio?	Cantidad de estudiantes:	Cantidad de hombres	Cantidad de mujeres
Sí	32	11	21

Edad promedio de los estudiantes	Cantidad de alumnos con NEE	¿Cuáles NEE están presentes en el curso?
15	0	0

¿Desde qué curso comenzaron a tener Inglés?	Nivel de Inglés (A1, A2, B1…)	Cantidad de horas que tienen clase de inglés en la semana:
1 básico	A1	3

Los alumnos prefieren trabajar en:	Marque los estilos de aprendizaje presentes en la clase	La clase se realiza en su mayoría en Inglés
Parejas	Lógico (matemático);Aprendizaje visual;Aural (auditivo);Kinestésico	Sí

¿En qué situaciones se utiliza la L1?	Los estudiantes usan la L2...	¿Cómo es la organización de asientos en la sala? Ej: se sientan en parejas, grupos, individuales
Responder dudas, llamar la atención	De 0% a 25% del tiempo	Parejas

Marque los recursos presentes en la sala	¿Cómo describiría la sala de clase? Ej: es limpia, tiene buena ventilación, silenciosa, tiene posters, etc.
Pizarra;Proyector	La sala de clases es bulliciosa

¿Son un grupo cohesivo?	¿Se llevan bien?	¿Ha habido algún incidente de bullying?	¿Considera que son respetuosos con sus compañeros?
No	Sí	Sí	Sí

¿Considera que son respetuosos con los profesores y el resto de la comunidad escolar?	¿Ha podido observar si tienen intereses en común? Ej: gustos en música, hobbies, deportes. ¿Cuáles?	Describa brevemente la modalidad en que se hacen las clases online
No	Música	Guías, trabajo en libro de clases y videos explicativos

¿Se le es permitido utilizar otro recurso además de guía y video? Ej: social media, otras aplicaciones	¿Todos los estudiantes tienen acceso a un dispositivo con internet?	¿Considera que los estudiantes están motivados? ¿Por qué?
Sí	No lo sé	No, el estrés de la situación lo hace muy dificultoso

¿Se realiza retroalimentación en cada clase?	¿De qué manera se realiza la retroalimentación de las actividades?	¿Conoce la manera en que los estudiantes serán evaluados? De ser así, ¿cómo?
Sí	Se entregan las respuestas a las activiades	Cuando podamos volver, se hará un plan

¿Cuántos estudiantes recurren a su mail para resolver dudas?	Mis alumnos han usado tecnología y formato online en actividades antes de esta instancia	En relación a la pregunta anterior, ¿cuáles?
De 0% a 25% de los estudiantes	Sí	Videos elaborados por ellos y presentaciones orales usando power point

Observation scheme to identify the teacher's motivational practice in asynchronous

online learning

Adapted from the classroom observation scheme (MOLT) (Guilloteaux & Dörnyei, 2008), the motivational strategies in language instruction scale (Cheng & Dörnyei, 2007) and the motivating factors in online courses (Selvi, 2010).

Provide a brief description of the items present in the lesson, e.g.

Show students you care about them	Teacher uses caring words such as, be safe, take care.

Items	Actions
Teacher discourse	
Show students you care about them	
Show your enthusiasm for teaching	
Having an informal (often humorous) chat on matters unrelated to the lesson	
Share with your students that you value learning English as a meaningful experience	
Create a supportive classroom climate that promotes risk-taking	
Recognize students' effort and achievement	
Promote effort attributions	
Monitor students' progress and celebrate their victory	
Provide students with positive feedback	
Teach students learning techniques	
Increase the amount of English you use in the class	
Encourage students to use English outside the classroom and to explore the L2 culture.	
Promote contact with L2 speakers and cultural products	

Familiarize students with the cultural background of the target language	
Remind students of the benefits of mastering English	
Make clear to students that communicating meaning effectively is more important than being grammatically correct	
Explain the importance of class rules	
Activity design	
Promote autonomy offering students a choice of activities, involving them in making decisions regarding the timing of activity, having them use the internet, or do research.	
Involve students in designing and running the English course	
Design tasks that are within the students' ability and challenging	
State the lesson objectives explicitly or give retrospective summaries of progress already made toward realizing the objectives	
Mention the communicative purpose of a task, its usefulness outside the classroom	
Connect what has to be learned to the students' everyday lives	
Give appropriate strategies and/or models to help students complete an activity successfully	
Give good reasons to students as to why a particular task is meaningful	
Introduce various interesting topics	
Present various auditory and visual aids (more than 3)	
Encourage students to create products (e.g. video, PPT, brochures, posters)	
Create opportunities for students to express personal meanings (e.g. experiences, feelings, opinions)	
Evaluation/assessment	
Allow students to assess themselves	
Give students choices in deciding how and when they will be assessed	
Online learning environment/ technical infrastructure	
Freedom of access to lessons from everywhere	

Clarity of design of lessons and activities	
Availability of platform for interaction with instructors (email, discussion boards)	
Provide technical support before using a new app, website or format	

APPENDIX C

Learner's motivation towards asynchronous online learning questionnaire

(LMTAOL)

Adapted from Student Motivational State Questionnaire (Guilloteaux & Dörnyei, 2008) and the Online Learning Readiness Scale (OLRS) (Hung, Chou, Chen & Own, 2010)

ITEM	AGREE	DISAGREE
Attitudes Towards the Course		
I wish we had more English lessons at school this semester.		
I like English lessons this semester.		
English is one of my favorite subjects at school this semester.		
When the English lesson ends, I often wish it could continue.		
I want to work hard in English lessons to make my teacher happy.		
I enjoy my English lessons this semester because what we do is neither too hard nor too easy.		
I would rather spend time on subjects other than English.		
Learning English at school is a burden for me this semester.		
In English lessons this semester, we are learning things that will be useful in the future.		
Linguistic Self-Confidence		
I feel I am making progress in English this semester.		
I believe I will receive good grades in English this semester.		
I often experience a feeling of success in my English lessons this semester.		
I am sure that one day I will be able to speak English.		
In English lessons this semester, I usually understand what to do and how to do it.		
This semester, I think I am good at learning English.		

I am worried about my ability to do well in English this semester.		
L2 e-classroom Anxiety and motivation for learning in an online context		
I have the motivation to learn		
I get very worried if I make mistakes in an activity		
I improve from my mistakes		
I like to share my ideas with others.		
I am afraid that my classmates will laugh at me when I share ideas in English.		
I feel more nervous in English class this semester than in my other classes.		
Computer/Internet self-efficacy		
I feel confident in performing the basic functions of Microsoft Office programs (Word, PowerPoint, Excel)		
I feel confident in my knowledge and skills of how to manage Google Drive [1]		
I feel confident in using the internet to find or gather information (Google, Ecosia)		
Self-directed learning		
I carry out my own study plan		
I seek assistance when facing learning problems		
I manage time well		
I set up my learning goals		
Learner control in an online context		
I can direct my own learning progress		
I am not distracted by other online activities when learning online (instant messages, internet surfing)		
I repeated the online instructional material on the basis of my needs		

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[1] Google Drive is the software students use as a virtual learning environment. All the materials of all the subjects are uploaded there. It can be accessed through the school's website.

Online communication self-efficacy		
I feel confident in using online tools (email, WhatsApp, chats) to effectively communicate with others		
I feel confident in expressing myself (emotions and humor) through text		
I feel confident in posting questions in online discussions		

Observation scheme to identify the teacher's motivational practice results

Provide a brief description of the items present in the lesson

T= Teacher   Ss= students

Items	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Teacher discourse				
Show students you care about them	T says that she hopes ss and their families are safe	There is a message on the worksheet that aims to show support. Constantly says phrases like take care, stay safe, big hugs.	There is a message on the worksheet that aims to show support. Constantly says phrases like take care, stay safe, big hugs.	There is a message on the worksheet that aims to show support. Constantly says phrases like take care, stay safe, big hugs.
Show your enthusiasm for teaching	T prepares material to be visually attractive. Her intonation is engaging.	The videos show her enthusiasm in her tone of voice and intonation	The videos show her enthusiasm in her tone of voice and intonation	The videos show her enthusiasm in her tone of voice and intonation
Having an informal (often humorous) chat on matters unrelated to the lesson	T talks about her situation during the video	T talks about her current situation during the video	T talks about her current situation during the video	T talks about her current situation during the video
Share with your students that you value learning English as a meaningful experience				
Create a supportive classroom climate that promotes risk-taking				

Recognize students' effort and achievement				
Promote effort attributions				
Monitor students' progress and celebrate their victory				
Provide students with positive feedback				
Teach students learning techniques			T teaches implicitly reading techniques	T teaches implicitly listening techniques
Increase the amount of English you use in the class	The lesson is in English	The instructions of the worksheet are in Spanish. Videos are explained in English and Spanish	The instructions of the worksheet are in Spanish. Videos are explained in English and Spanish	The instructions of the worksheet are in Spanish. Videos are explained in English and Spanish
Encourage students to use English outside the classroom and to explore the L2 culture.				
Promote contact with L2 speakers and cultural products				
Familiarize students with the cultural background of the target language				

Remind students of the benefits of mastering English				
Make clear to students that communicating meaning effectively is more important than being grammatically correct				
Explain the importance of class rules	T explains the deadline of the activity and why ss should send it before the deadline to get feedback	T explains the rules and how important it is to send their work to her email	T explains the rules and how important it is to send their work to her email	T explains the rules and how important it is to send their work to her email
Activity design				
Promote autonomy offering students a choice of activities, involving them in making decisions regarding the timing of activity, having them use the internet, or do research.				
Involve students in designing and running the English course				
Design tasks that are within the students' ability and challenging		Tasks are based on the abilities they should have at their level	Tasks are based on the abilities they have at their level	Tasks are based on the abilities they have at their level

State the lesson objectives explicitly or give retrospective summaries of progress already made toward realizing the objectives	T mentions the objective realizing that the content was taught last year	Lesson objectives are explicitly stated in the worksheet	Lesson objectives are explicitly stated in the worksheet	Lesson objectives are explicitly stated in the worksheet
Mention the communicative purpose of a task, its usefulness outside the classroom				T mentions the importance of the content and related it with the Chilean context
Connect what has to be learned to the students' everyday lives		Some of the questions of the activities are related to their context (family, group, town, local culture)	Some of the questions of the activities are related to their context (family, group, town, local culture)	Some of the questions of the activities are related to their context (family, group, town, local culture)
Give appropriate strategies and/or models to help students complete an activity successfully	T gives instructions for the activities and models how the questions should be answered		Model activities using herself as example.	Model activities using students' context as example.
Give good reasons to students as to why a particular task is meaningful				
Introduce various interesting topics				

Present various auditory and visual aids	The lesson is done using an explanation video and a worksheet with images	The lesson is done using an explanation video and a worksheet with images. Everything what is being explained is complemented with visual support	The lesson is done using an explanation video and a worksheet with images. Everything what is being explained is complemented with visual support	The lesson is done using an explanation video and a worksheet with images. Everything what is being explained is complemented with visual support
Encourage students to create products (e.g. video, PPT, brochures, posters)				
Create opportunities for students to express personal meanings (e.g. experiences, feelings, opinions)		All the activities are related to asking students' opinions.	In some activities, ss are asked to write about their experiences and opinions	In some activities, ss are asked to write about their experiences and opinions
Evaluation/assessment				
Allow students to assess themselves		The worksheet includes a self-assessment rubric where students can evaluate their work	The worksheet includes a self-assessment rubric where students can evaluate their work	The worksheet includes a self-assessment rubric where students can evaluate their work
Give students choices in deciding how and when they will be assessed				
Online learning environment/ technical infrastructure				
Freedom of access to lessons from everywhere	Materials are available on the school website; anyone can have access to them	Materials are available on the school website; anyone can have access to them	Materials are available on the school website; anyone can have access to them	Materials are available on the school website; anyone can have access to them

Clarity of design of lessons and activities	Activities are clearly stated in a notorious order in the worksheet and the video	Activities are clearly stated in a notorious order in the worksheet and the video	Activities are clearly stated in a notorious order in the worksheet and the video	Activities are clearly stated in a notorious order in the worksheet and the video
Availability of platform for interaction with instructors (email, discussion boards)	T provides her email to answer questions	T provides her email to answer questions	T provides her email to answer questions	T provides her email to answer questions
Provide technical support before using a new app, website or format		T explains how to access to the digital version of the textbook	T explains how to access to the digital version of the textbook	T explains how to access to the digital version of the textbook

APPENDIX E

Gant charts

1. **GANT CHART - LESSON OBJECTIVES**

OBJECTIVES AND OUTCOMES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Teacher applies LMTAOL questionnaire as pre-evaluation	X				
Students identify the design of the lessons and activities of the unit.	X				
Students identify main ideas and specific information in a video about outstanding modern-day people.		X			
Students produce a written comment in the YouTube video		X		X	
Students identify main ideas and specific information in an article about inspirational leaders and express opinions about the topic.			X		
Students express and give opinions in the discussion board in Padlet			X		
Students write a paragraph according to the writing process steps about an inspirational leader.				X	
Students perform a 2-minute video and give a short report about an outstanding person who inspires them.					X
Students upload the video about their inspirational leader to Padlet					X
Teacher applies LMTAOL questionnaire as post evaluation					X

2. GANT CHART – TEACHING MOTIVATIONAL STRATEGIES

STRATEGIES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Teacher discourse					
Show students you care about them	X	X	X	X	X
Show your enthusiasm for teaching	X	X	X	X	X
Having an informal (often humorous) chat on matters unrelated to the lesson	X	X	X	X	X
Share with your students that you value learning English as a meaningful experience	X	X	X	X	X
Create a supportive classroom climate that promotes risk-taking	X	X	X	X	X
Recognize students' effort and achievement	X	X	X	X	X
Promote effort attributions	X	X	X	X	X
Monitor students' progress and celebrate their victory		X	X	X	X
Provide students with positive feedback		X	X	X	X
Teach students learning techniques			X	X	X
Increase the amount of English you use in the class					
Encourage students to use English outside the classroom and to explore the L2 culture.			X	X	X
Promote contact with L2 speakers and cultural products			X	X	X
Familiarize students with the cultural background of the target language		X	X	X	X
Remind students of the benefits of mastering English	X	X	X	X	X
Make clear to students that communicating meaning effectively is more important than being grammatically correct			X	X	X
Explain the importance of class rules	X				
Activity design					
Promote autonomy offering students a choice of activities, involving them in making decisions regarding the timing of activity, having them use the internet, or do research.		X		X	X
Involve students in designing and running the English course					
Design tasks that are within the students' ability and challenging	X	X	X	X	X

State the lesson objectives explicitly or give retrospective summaries of progress already made toward realizing the objectives	**X**	**X**	**X**	**X**	**X**
Mention the communicative purpose of a task, its usefulness outside the classroom	**X**	**X**	**X**	**X**	**X**
Connect what has to be learned to the students' everyday lives	**X**		**X**	**X**	**X**
Give appropriate strategies and/or models to help students complete an activity successfully		**X**	**X**	**X**	**X**
Give good reasons to students as to why a particular task is meaningful	**X**	**X**			
Introduce various interesting topics					
Present various auditory and visual aids	**X**	**X**	**X**	**X**	**X**
Encourage students to create products (e.g. video, PPT, brochures, posters)		**X**	**X**	**X**	**X**
Create opportunities for students to express personal meanings (e.g. experiences, feelings, opinions)			**X**	**X**	**X**
Evaluation/assessment					
Allow students to assess themselves	**X**	**X**	**X**	**X**	**X**
Give students choices in deciding how and when they will be assessed					**X**
Online learning environment/ technical infrastructure					
Freedom of access to lessons from everywhere	**X**	**X**	**X**	**X**	**X**
Clarity of design of lessons and activities	**X**	**X**	**X**	**X**	**X**
Availability of platform for interaction with instructors (email, discussion boards)	**X**	**X**	**X**	**X**	**X**
Provide technical support before using a new app, website or format	**X**		**X**		

APPENDIX F

LESSON PLANS

1. **Session 1 – Introduction and Diagnostic**

Course: 10th grade

Unit 3: Outstanding people

Average language level: A1

Objectives	Materials	Stage	Time	Step by Step	Interaction
Conceptual: Students will be able to identify the design of the lessons and activities of the unit. *Procedural: Students will be able to plan their learning process.* *Attitudinal: Students will be able to show a positive attitude towards themselves and their abilities to learn and use the language, while valuing the achievements of others.* By the end of the unit, learners will be able to use their knowledge of English in the comprehension and production of short and clear oral and written texts, in order to	Worksheet planner with each lesson's outcomes and proposed dates to carry out the unit successfully. YouTube video includes all the information related to the lessons and expected outcomes, and explanations of how to use the online tools (Google Forms, YouTube comment section, Padlet, emails) to perform all the tasks of the unit. The materials are aimed to scaffold the learning process and promote learners' autonomy.	Engage	3 min	Teacher starts the video by introducing the unit. Behavior shows students you care about them saying phrases such as "I hope you are doing well," "I'm glad you're here". Teacher's body language and intonation demonstrates enthusiasm for teaching. This will frame learners' attitudes towards the unit and the subject. Introduce the objective of the video and the unit so learners know what to expect. Teacher shares with students the value of learning English as a meaningful experience.	T→ Ss
		Study	15 min	Teacher uses the video and worksheet to describe the following lessons to provide Ss with proper technical assistance and orientation before the unit. Teacher engages learners and creates a supportive classroom climate saying phrases, such as "you can do this," "I am always available on my email to answer your questions," "you have been working excellent," "keep working like that."	T → Ss
		Apply the LMTAOL questionnaire	Within a week	Teacher applies the LMTAOL questionnaire (available as a Google Form questionnaire) to measure learners' motivational levels, allowing them to assess themselves.	T←→Ss

				Students can answer it within a week.	
build a critical personal position about people they consider outstanding and inspirational leaders.		Closure	5 min	Teacher asks students to participate in the lessons, send emails in case of questions, comment on the videos, and do what is expected. It is relevant to introduce the class rules and focus on their importance to remind them of the benefits of mastering English and value the learning of a language as a meaningful experience. Repeat the importance of knowing a broad outline of the unit since it can help them direct their learning progress since they can carry out a study plan and set learning goals.	T → Ss

2. Session 2 – Focus: Listening

Objectives	Materials	Stage	Time	Step by Step	Interaction
Conceptual: *Students will be able to identify specific information in a video about outstanding modern-day people.* *Procedural:* *Students will be able to write main ideas and specific information in a listening activity* *Attitudinal:* *Students will be able to responsibly and effectively use communication technologies to obtain information*	Worksheet and YouTube video. The worksheet includes the name of the unit and lesson objective, task instructions with a table that includes the elements to be identified in the listening and the gap for students to complete, a note with the email of the teacher to use in case of questions, and a self-assessment rubric for students to evaluate their progress.	Engage	3 min	The video starts promoting effort attributions for participating in the questionnaire in the last video and encouraging them to use the planner of the previous lesson since it will be a useful tool to achieve learning. Phrases such as "I hope you are doing well" and "Take care" are always present. In this manner, learners will develop all the dimensions of the LMTAOL questionnaire. T let Ss know the objective of the lesson: Learners are expected to post the outcome of the lesson in the comments section of the video. T mentions the usefulness of learning how to post a comment in a YouTube video or any other platform as an opportunity to communicate and share with others. Teacher shares with students the value of learning English as a meaningful experience,	T→Ss
		Study	15 min	Listening activity about outstanding people. The video is used to describe and talk about different outstanding people using auditory and visual aids to listen and identify specific information such as name, date/place of birth, education, famous for, and awards. Teacher's body language and intonation demonstrates enthusiasm for teaching.	T→Ss
		Activate	Within a week	Students post a comment in the comment section of the video. Teacher clearly states that there must be only one comment per outstanding person and that each comment must include the information retrieved in the listening activity plus an extra fact (searched on the Internet) about the person chosen.	Ss→Ss Ss→T

			The format of the expected outcome is modeled and shared in the video and posted as a comment to help them complete the activity successfully.	
	Closure	5 min	Teacher let students know their availability to answer questions via email and encourage them to use the self-assessment rubric to work on the items of the self-directed learning dimension of the LMTAOL questionnaire. Repeat the importance of knowing how to post a comment in a YouTube video or any other platform as an opportunity to communicate and share with others.	T→Ss

3. Session 3 – Focus: Reading

Objectives	Materials	Stage	Time	Step by Step	Interaction
Conceptual: Students will be able to identify main ideas and specific information in an article about inspirational leaders. *Procedural: Students will be able to express opinions about the topic.* *Attitudinal: Students will be able to responsibly and effectively use communication technologies to obtain information, and to demonstrate respect for classmates' opinion.*	Worksheet, YouTube video and Padlet board. The worksheet includes the name of the unit and lesson objective, an article titled "People who transformed the World" (Jantus, 2018, p. 96-97) and a set of questions related to the text, a note with the email of the teacher to use in case of questions, and a self-assessment rubric for students to evaluate their progress.	Engage	3 min	The video starts with the teacher promoting effort attributions, encouraging them to participate, and providing positive feedback. Phrases such as "you did great," "excellent work!", "I hope you and your loved ones are doing well" are present, voice intonation and tone show enthusiasm. Teacher let learners know that now that they know some outstanding people, they will reflect about them and share opinions; thus, a retrospective summary of progress made toward realizing the objective is given. Teacher shares with students the value of learning English as a meaningful experience.	T→Ss
		Study	15 min	The video guides and scaffolds the reading and the activities, to do so, the teacher reads aloud and clarifies the instructions paraphrasing the questions. The questions in the worksheet that encourage learners to use the skimming and scanning strategies, to identify specific information, to analyze similarities, and to think critically and make connections with their contexts. It is the first time students use Padlet, so the video includes a brief tutorial on how to use it, and if that is not clear enough, encourage them to watch the first session to remember how to use the platform.	T→Ss
		Activate	Within a week	The answers to the questions are posted in Padlet by learners to see, discuss, and share opinions with others. The teacher clarifies that communicating meaning effectively is more important than being grammatically correct, so they feel confident participating.	Ss→Ss T ←→Ss

				Using Padlet as a discussion board helps learners and teachers to provide immediate feedback	
		Closure	5 min	Teacher let students know their availability to answer questions via email and encourage them to use the self-assessment rubric to work on the items of the self-directed learning dimension of the LMTAOL questionnaire. Repeat the importance of participating in every lesson to achieve learning. Teacher shows caring about their students saying phrases, such as "stay safe," "I hope to see you next class".	T→Ss

4. Session 4 – Focus: Writing

Objectives	Materials	Stage	Time	Step by Step	Interaction
Conceptual: Students will be able to identify the writing process steps, and expression to give reasons and opinions.	Worksheet and YouTube video. The worksheet includes the name of the unit and lesson objective explicitly giving a retrospective of what has been done "we listened to about, we read about, now it is your turn: who is your inspirational leader?", the task instructions, a note with the email of the teacher to use in case of questions, and a self-assessment rubric for students to evaluate their progress.	Engage	3 min	The video starts with the teacher promoting effort attributions, encouraging them to participate, and providing positive feedback. Phrases such as "you did great," "excellent work!", "I hope you and your loved ones are doing well" are present, voice intonation and tone show enthusiasm. Teacher shares with students the value of learning English as a meaningful experience, The objective of the lesson is presented in the same manner as in the worksheet.	T→Ss
Procedural: Students will be able to write a paragraph about an inspirational leader, express ideas and opinions coherently, use appropriate connectors and correct spelling and punctuation.		Study	15 min	Teacher explains and models all the writing steps: organizing ideas, drafting, self-revising, editing, and publishing	T→Ss
		Activate	Within a week	Learners choose an inspirational leader (from Chile or another country) and write a paragraph about it in the comments section of the video. They expressed their opinion on Padlet (with their classmates), and now they can do it on YouTube (where anyone else can see it). By this point, learners have worked gradually, which gives them a feeling of progress. The format of the expected outcome is modeled and shared in the video and posted as a comment to help them complete the activity successfully.	Ss→Ss T →Ss
Attitudinal: Students will be able to responsibly and effectively use communication technologies to obtain information, and to demonstrate respect for classmates' opinion.		Closure	5 min	Teacher let students know their availability to answer questions via email and encourage them to use the self-assessment rubric to work on the items of the self-directed learning dimension of the LMTAOL questionnaire. Repeat the importance of participating in every lesson to achieve learning. Teacher shows	T→Ss

				caring about their students saying phrases, such as "stay safe," "I hope to see you next class". Let students know that the next session will be the last of the unit so learners feel prepared and can work on their learner control and self-directed learning.	

5. Session 5 – Focus: Speaking, Evaluation, Final diagnostic

Objectives	Materials	Stage	Time	Step by Step	Interaction
Conceptual: *Students will be able to identify the writing process steps, and expression to give reasons and opinions.* *Procedural:* *Students will be able to perform a 2-minute video and give a short report about an outstanding person who inspires them.* *Attitudinal:* *Students will be able to responsibly and effectively use communication technologies to obtain information, and to show a positive attitude towards themselves and their abilities to learn and use the language.*	Worksheet and YouTube video. The worksheet includes the name of the unit and lesson objective, task instructions (divided into organizing ideas, drafting, self-revising, practicing, and publishing), a note with the email of the teacher to use in case of questions, and a self-assessment rubric for students to evaluate their progress. Both materials present the evaluation rubric.	Engage	3 min	The video starts with the teacher promoting effort attributions, encouraging them to participate, and providing positive feedback. Phrases such as "you did great," "excellent work!", "I hope you and your loved ones are doing well" are present, voice intonation and tone show enthusiasm. Teacher shares with students the value of learning English as a meaningful experience, Introduce the objective of the video and the unit so learners know what to expect.	T→Ss
		Study	15 min	Teacher explains and models all the steps from the previous lesson: organizing ideas, drafting, self-revising, editing, and publishing. Then, encourage learners to practice pronunciation; they can check websites that can help them with pronunciation, such as online dictionaries or translators such as https://dictionary.cambridge.org or https://www.linguee.cl.	T→Ss
		Activate	Within a week	Learners choose an inspirational leader; it can be the same they chose in the last lesson. Then they have to create a video expressing their opinion about this person. Students can choose how they can do the video and when to send it. They can film themselves, wear costumes, use a PPT presentation, and the video can be uploaded within a week so they can choose which day to do it.	
		Apply the LMTAOL questionnaire	Within a week	The LMTAOL questionnaire will be applied again. Hence, results can be compared to check improvement in the learners'	T←→Ss

				motivational state towards the L2 course.	
		Closure	5 min	Teacher let students know their availability to answer questions via email and encourage them to use the self-assessment rubric to work on the items of the self-directed learning dimension of the LMTAOL questionnaire. This is the last lesson of the unit, so teacher recognizes students' effort and achievement and provides positive feedback.	T→Ss

APPENDIX G

LESSON 4 – SAMPLE MATERIALS

1. **Worksheet**
https://forms.gle/VGCCjzvkfNP1ALBM8

2. **Video**
https://youtu.be/eg8g_aLBTQU

APPENDIX H

EVALUATION RUBRIC

VIDEO RUBRIC: My inspirational leader

Teacher name: _____

Student name: _____

Descriptors-Criteria	Wow! Simply amazing! (4 points)	Well done – you got it! (3 points)	Getting there! (2 points)	Uh oh, not there yet! (1 point)	Score
Time limit	Video is 2 minutes long	Video is 1.5 minutes long	Video is 1-minute long	Video is less than 1 minute or more than 2 minutes long	
Functional language	Student use 2 different expressions to give opinions and 2 expressions to give reasons.	Student use 1 expressions to give opinions and 2 expressions to give reasons (or vice versa)	Student use 1 expressions to give opinions and 1 expression to give reasons	Student doesn't give opinions or reasons.	
Task achievement	The video is about an inspirational leader. The four elements are present: Reasons for leadership, personal characteristics, contributions and things to admire.	The video is about an inspirational leader. Three elements are present	The video is about an inspirational leader. Two elements are present	The video is about an inspirational leader. One element is present	
Pronunciation	Student correctly pronounce all the words. It is clearly understood what is being said. Audio is perfect.	Student correctly pronounce most of the words. It is clearly understood what is being said. Audio is good	Some words are mispronounced. It is difficult to understand what is being said. Audio is average.	Most words are mispronounced. It is not possible to understand what is being said. Audio is poor	
					_____/ **12 pts**