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Motivation in online contexts:

Increasing participation through online speaking activities using the coursebook

TRABAJO DE TITULACIÓN

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Abstract

The world is facing a new online era and with that, pedagogical interventions, strategies and methods need to be adapted in order to fit the context. Consequently, this paper aims to propose a pedagogical intervention considering the Chilean pandemic context, which lead to using online platforms as the main teaching tool.

This plan is especially focused on how to engage students and increase their participation/motivation levels in synchronous and asynchronous teaching instances using the national course textbook and online speaking activities. The proposal follows the "Task Based Language Teaching" (TBLT) method and its pre-task, task and post-task stages, providing a description of the unit proposed and the corresponding data collection instruments to know how successful it is in terms of motivation levels and speaking progress.

Key words: e-learning; motivation; participation; speaking, TBLT.

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I.   Introduction

Every student is unique. Every class is different. Teaching involves more than content. Consequently, different activities, strategies and methods are researched and tried to fit the diverse contexts we teach in. Context is crucial, if not the main element, to plan our classes. Our students' individual characteristics, our group characteristics, the curriculum, the national and international background, etc. These are just some elements that are considered to plan a lecture.

This section will be focus on giving my final practicum context; describing and analyzing the different foundations for my pedagogical proposal. It is important to mention that I attended to the high school only for one week and I did not meet my students, because of protests related to our national social context. Additionally, COVID-19 has complicated the international situation. The World Health Organization declared the virus as a public health emergency of international concern; hence, schools have closed to prevent it to spread, leading to the use of Internet and its different platforms to deliver educational content.

The high school is public with a secular curriculum that emphasizes the integral development of their students, their academic excellence, and preparation to access university; for, they have a humanistic-scientific approach (LBVM, n.d). It has 800 students (approximately), from 7th to 12th grade.

It does not have an Integration Program, but it has special educational teachers, a counselor, a psychologist and a social assistant, that work as the "multidisciplinary department", attending the 59 special educational need students the school has, according to an official school list. Along this lines, the school is inclusive in other aspects too. Considering what I observed and the Coexistence Manual (LBVM, 2019), the school does not discriminate transgender, pregnant, or migrant students.

Academically related, it has a general Evaluation Procedures Manual (LBVM, 2019). It expresses evaluations are fundamental since it allows the analysis of students' learning process. 3 types of evaluation are applied: diagnostic, formative and summative.

The school gives special attention to English. Firstly, there is a special Department, in which all English teachers work collaboratively to plan, create and coordinate the contents and

materials for each level. Additionally, the school's mission focuses on language skills development, stating "… a través del cultivo de habilidades intelectuales, lingüísticas en idioma extranjero "Inglés", socioculturales y ciudadanas…" (LBVM, n.d, p.3). To fulfill this goal, each level has 6 hours of English, more than the 3-4 hours most Chilean schools have. However, the subject is based on the national curriculum; in pandemic and online context, they work with the Ministry of Education's (MINEDUC) book and Google Classroom platform.

I chose to work with 10th graders. The group has 30 students between 14-16 years old, 17 female and 15 male. According to an official 2020 list, 2 students have special educational needs; one diagnosed with specific learning difficulty and the other with attention-deficit disorder.

According to an interview with their head teacher (see appendix A), this is participative class with lots of opinions, critical thinking and reflection. Their classroom atmosphere is good, they are tolerant and respectful. The group is said to like challenges, so interactive and dynamic activities could be successful. Furthermore, last year, 14 out of 30 had an average of 6.0 or superior. In relation to English, all of them were in the intermediate or advanced group, meaning that their proficiency level is rather high if compared to other 10th graders.

Considering that I have not met the group, I conducted a Google form survey, aiming to know their personal and English interests, but only 8 out of 30 answered it; thus, not much information was retrieved. In relation to the activities, we have posted 13 activities so far, which focus mainly on reading, listening and writing. In each activity the participation level is very low. According to Google Classroom reports, the highest number of students that have done an activity is 9 out of the 30 (see appendix B), and a recent report shows that participation has decreased to an average of 6 students (see appendix C). Additionally, based on my experience with online meetings, the number of students attending is less than 7.

Results on these data collection instruments and a SWOT analysis (see appendix D) shed light on two main problems. First, the participation (or the lack, thereof); and second, the little focus on speaking activities. These two concepts, participation and speaking, have been highly researched and most authors agree that both make substantial influence on learning a second language. It is important to mention that, at first, the main problem was based on how

to engage students in speaking activities, since engage is defined as "to cause someone to become interested or involved in an activity" (Cambridge Dictionary, n.d) so it is linked to increasing students' motivation levels. However, I changed the focus to participation as "engaging" is not measurable in these interventions.

Participation, then, will be addressed as the motivation (or lack of) students have towards the content, since a study conducted by Akib et al. (2018) showed that if students' motivation is increased, participation levels increase significantly too. Along those lines, motivation is one of the main aspects when acquiring a language, becoming the "driving force" to continue learning and being involved with the L2 (Anjomshoa & Sadighi, 2015, p.127). Besides, speaking is explained by Leong & Ahmadi (2017, p.34) as the most difficult and important skill in language learning, as it helps to make progress in grammar, vocabulary and writing skills. Additionally, most learners track their learning progress by noticing their oral skill improvements.

Nowadays, due to COVID-19, the Chilean Ministry of Education (MINEDUC) redacted a document called "Priorización Curricular" (MINEDUC, 2020), showing the main objectives that should be worked on during pandemic. In speaking, the focus is on OA1 and OA8 (p.21), which aim that students can comprehend ideas, express suggestions, agreement, disagreement, and so on. Thus, the plan will adhere to national requirements, research findings and the context characteristics.

II.-   Theoretical Framework

The plan focuses on how to increase students' motivation/participation and implement online speaking activities using the textbook**.** This section aims to provide a background of the main concepts/methods/strategies that must be consider in the plan. To do so, it will be divided into four sections: online teaching, motivation, speaking and methodology.

Online teaching

Blake (2011, p.3) compares different studies of online teaching and its effectiveness in language learning. The studies revealed that this method brings advantages that can increase depending on the time students spend on task. Additionally, he mentions that games or online activities have major impact on learning since they help students maintain their interest in the language (p.12). This means that there is a need of providing many online instances in which students use and are exposed to the target language (TL) in a more dynamic way, so we can take advantage of the benefits of using online platforms.

Motivation

Lightbown & Spada (2006, p. 64) state that teachers have great influence on student's motivation towards learning the TL. This process is increased if the classroom atmosphere is good, the content is interesting and relevant to student's age and level of ability, and the learning goals are challenging and clear enough according to their proficiency level (Lightbown & Spada, 2006, p. 64). Thus, the plan should consider the modifications of materials and methods to fit students' age, likes, preferences, and level, and have more possibilities of engaging them with the content.

Motivation can be improved in online environments too. Genc (2009, p.136) states that technology makes students be more connected to the real world. She also mentions that "online / distance education may provide a good opportunity to develop and create different, enjoyable tasks in EFL classrooms" (Genc, 2009, p.136). According to her study, authentic materials, films, videos, and e-learning can help improving students' language skills, but these must be chosen according to the learners' needs and interests (Genc, 2009, p.155). This is especially important, since although I have little information about my student's preferences, I can provide different questions/activities to give them the possibility to choose

what they prefer and are more interested in, so they can connect their experiences to the tasks and feel more autonomous since they get to choose it.

Speaking

Nazara (2011, p. 29) mentions that many students believe language fluency to communicate verbally with others is often more important (and more difficult) than the ability to read or write. In addition, Bloetner (2018,p.2) states that "it is critical that they (students) develop oral language proficiency so that they can effectively construct meaning and communicate their thinking during academic discourse in the content classroom"; hence, the importance of not leaving this skill behind the others, as it could potentially help increase their confidence and thus motivation with the language.

Speaking involves different areas of knowledge, which are: "First, the mechanical elements of language (pronunciation, grammar, and vocabulary). Second, the speaking functions (transaction and interaction); and third, the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)" (Nazara, 2011, p.31). To achieve the learning of all these aspects, it is specified that teachers should provide several opportunities to practice the TL with meaningful and authentic materials. Furthermore, Hinkel (2018) mentions the importance of integrating speaking with other skills, so the others do not stop improving. She states that it is common and beneficial to combine listening and speaking, while giving importance to pre-teaching the needed vocabulary and grammatical constructions. Therefore, despite the context, the plan has instances in which students can interact with each other speaking in the TL and using the previously taught vocabulary and content for in each session.

Rodrigues & Vethamani (2015), explain the impact of technology when using synchronous computer-mediated communication (SCMC)-activities or meetings which involve being connected at the same time-. They state that SCMC activities have many advantages, such as allowing shy students to be more motivated and "express themselves more freely as there is less teacher control and more authentic tasks" (p.47). Yet, Stockwell (2010, p.88) contrasted different studies that compared the benefits of SCMC and ACMC (asynchronous computer-mediated communication -activities that can be done at any time-), and she specified that there were not significant differences between both. For this plan, these instances have an

essential role, since I decided to use both to have students be more exposed to the language in different manners, increasing the time they spend on task and receiving input.

Jalaluddin (2016) explains the advantages of using YouTube and TED talk videos for increasing students' speaking skills. He mentions that they increase motivation, expose students to authentic English and examples, promote autonomous learning, and so forth. In addition, many strategies are mentioned, like using the videos for predicting, vocabulary building, sharing opinions, etc. (p.3).

Methodology (TBLT)

Considering the information retrieved about motivation, online environments, speaking and online speaking activities, the method I believe fits the most to implement with 10th graders is Task-Based Language Teaching (TBLT).

This method is based on tasks, defined as "an activity or goal that is carried out using the language" (Richard & Rodgers, p.224). It focuses on communicative (prioritizing meaning over form), real-life, meaningful tasks and authentic language, which are the characteristics that best fit the educational LBVM school communicative aims (LVBM, n.d. p.3), and are needed to increase speaking skills. Low (2018) states that "the advantages of TBLL greatly outweigh the disadvantages, and teachers can offset the disadvantages by providing scaffolding in beginning tasks" (p.3). Thus, materials support and appropriate feedback is needed in order to take the best out of this method. Regarding the latter, Klimova (2015) states that feedback is highly important since it can improve both learner's and teacher's performance, thus it should be an inseparable part of any assessment and course (p.173).

Additionally, Müller-Hartmann & Ditfurth (2010) made a research on the use of technology in TBLT. They state that teachers must define clear expectations, select manageable content and structure, so tasks are appropriate with a focus on meaning (p.32), and that tasks need to be relevant to the learner's life (p.33). Considering this information, I know that I must be aware of the learner's levels. For this, I think it is important to be clear and concise with instructions, rubrics and evaluation instances, for example, and make relevant connections of the content and their life experiences.

III.   Pedagogical proposal

Plan Specifications

The plan contemplates: using authentic and innovative/dynamic materials according to the students' need and characteristics; giving students many opportunities to be in contact with the TL; considering the different elements of speaking, focusing on teaching vocabulary (meaning over form); providing ACMC and SCMC instances; using TBLT, with its pre-task, task, and post-task methodology as summarized by Mahdi (2014, p. 1276); and giving feedback for each activity and content.

The following chart shows the specifications:

Plan objective	To increase student's motivation and implement online speaking activities as to higher participation levels.
Grade	10th grade
Coursebook / textbook	MINEDUC's 10th grade textbook.
Unit	Unit 1: "Go global" (globalization matters)
Level of English	A2/B1 (intermediate/ advanced groups)
Skills	Speaking (mainly), listening, reading and writing
Duration	5 sessions (divided into weeks according to the high school's uploading schedules)
Methodology	**SCMC and ACMC instances**. The former focuses on 3 45-minute Zoom meetings (session 1, 3 and 4) that focus on discussions and teacher-student/student-student interactions; thus, it does not have TBLT sequence. The later consist of materials uploaded to G. classroom every week/session (5 uploads in total) based on TBLT (pre-task, task, and post-task). Having both instances aims to help increase the time students' spend on task.

General Objective	By the end of this intervention/unit students will be able to increase their participation and maximize their oral communications skills by elaborating a speaking "portfolio" about (3 audios compilation) in which they talk about globalization matters.
Specific Objectives	*Students will be able to:* - *Week 1:* express opinions, comparing the advantages and disadvantages of living globally. - *Week 2:* construct a diagram with the main information about globalization - *Week 3:* analyze main information about global issues. - *Week 4:* recommend solutions to improve global issues. - *Week 5:* design their ideal globalized city.
Evaluation instances	*Formative:* G. classroom points for uploading the ACMC activities (progress); exit tickets. *Summative:* 3 audios compilation (*"speaking portfolio"*) talking about different matters of globalization. The portfolio is one summative grade, but each audio has a different percentage. (Audio 1 and 2: 30% each; Audio 3: 40%)
Important information	- Each SCMC session will have a recorded video (uploaded to G. Classroom) with the instructions and content explanation of the week. - Every single task (ACMC materials) has personalized feedback, using the Google platform points and comments.

a) **Unit description**

The plan's organization and activities details are presented in a scope and sequence chart (see appendix E) and the specific time arrangement is a Gantt chart (see appendix F). Additionally, Appendix G presents material exemplars of some activities described in the following chart that shows each week's description, differentiating between SCMC/ACMC.

Week 1	**SCMC:** Starts by showing a YouTube video called "types of students during quarantine", so students relate to the context, recall personal pandemic experiences with online classes. COVID-19 is linked with a globalization to introduce the unit. We interact discussing the "picturing the unit" section of the textbook to come up with a "globalization" definition (brainstorming). These activities allow students to interact and be expose to the TL.
	ACMC: *I) Pre-task:* Introducing new vocabulary by a PPT with examples, images and a video giving further explanation. *II) Task* **(First audio):** Students choose one of three optional globalization topics (thoughts and experiences). They record themselves talking about the one they are more interested in. They are given templates for each option, instruction's handout and audio example. *III) Post-task:* students listen to the recording of their other classmates and interact with each other saying their opinion's similarities and differences (G.Classroom comments section).
Week 2	**ACMC:** *I) Pre-task:* students listen to a globalization audio and complete the textbook chart with the information, for recalling previous knowledge and are exposed to the TL. *II) Task:* Students complete a diagram with the main information of globalization and their experience with it (sections like "my favorite international food" and "my house international objects") *III) Post-task*: traffic light exit-ticket. Students classify all the contents/words previously seen into the color description (green, yellow, red) that best represents how confident they feel with it. This helps both, the teacher and students, to monitor the progress.

Week 3	**SCMC:** Starts reviewing the exit-ticket answers, reinforcing the weakest contents. Then, student's experience with COVID-19 is connected to global issues to introduce this topic. Students watch the textbook global issues images and relate them to out context by answering if they have seen them in Chile or not.
	ACMC: *Introduction (extra activity, Kahoot game):* Summarizes all their previous knowledge, assuring that they constantly connect previous and current contents. *I) Pre-task:* new global issues vocabulary is introduced by a PPT. *II) Task* (**second audio**)*:* to further investigate a global issue of their choice and record themselves talking about it. They are given an instruction's handout, templates and an audio example. *III) Post-task*: listening to track 11 of the textbook to practice key vocabulary and being exposed to a native-speaker-like pronunciation
Week 4	**SCMC:** First, students are given hints (images/definitions) about different words and they guess to which word the hint refers to. Then, the whole class reads the textbook's global issues text, to introduce a "jigsaw speaking", in which students share their findings on the global issue they investigated last week.
	ACMC: *I) Pre-task:* PPT presentation of useful vocabulary and frequency/quantity expressions. *II) Task:* students create a list of solutions for a global issue of their choice. *III) Post-task*: YouTube video which shows solutions, so they compare and have more input on the topic.
Week 5	**ACMC:** *I) Pre-task:* Jeopardy game summarizing all the contents, so they activate prior knowledge to complete the final task.

	II) Task **(third audio)**: students create their ideal globalized city and record themselves talking about it. This activity requires creativity, content and vocabulary knowledge. They can show their preferences and progress. *III) Post-task*: post on the classroom about their ideal city and comment on their classmates' ones, so they interact with each other.

b) Data collection instruments

To determine how successful my intervention was, data-collection instruments (see appendix H) will be applied and categorized into the following:

1) Participation:

Firstly, google classroom reports. A comparison chart (see Appendix H) between old reports and the one from the intervention will show if the percentage of students participating with the materials increases. These results will shed light on the impact the intervention had on student's motivation levels as well, since it shows how engaged they were with the content.

Secondly, SCMC. Throughout all the zoom sessions a participation rubric (see Appendix I) will be used, as to compare the results from session 1 to session 3, and my previous experience with the meetings in which only 7 students attended. The rubric has points for different participation aspects, so it shows each student progress, and the session and whole participation percentages. If percentages are higher at session 3, motivation has increased.

2) Skill development:

The speaking portfolio. As there are 3 audios in total that increase in complexity and tackle the same main content and similar vocabulary knowledge, they can be compared to realize the progress of each student on vocabulary use, pronunciation, and fluency. For this, each audio will be evaluated with a speaking rubric (see Appendix J) and compared with a chart (see Appendix K), so the progress of each student is easier to be spotted.

V.   Reflection

Once I entered this program, I started to realize the importance of motivation for the learning process to occur. My SLA course gave me deeper insights on the role of affective factors when acquiring the target language and, since then, I like to pay special attention to strategies and methods for increasing motivation/participation and lowering anxiety levels, since I think these aspects are the starting points for the learning process.

To achieve this, I ground my implementations and this pedagogical proposal on what different researchers of the topic have stated, like implementing dynamic activities such as games and collaborative works, as they are said to be key to help students' learning process and progress. Additionally, I try to connect my experience as a learner when planning, so I ask myself if I would have liked to participate into that specific activity or class to have a notion of whether it would engage and provide meaningful learning to the students or not.

In all my practicum experiences I have tried to implement many kahoots, jigsaws, hot seats, etc. Appendix I shows the activities that my fellow pre-service teachers and I have implemented with 10th graders and, although we had to follow the MINEDUC's textbook, we made sure to have games and adapted/more dynamic activities.

I think this is especially important in this online context because we do not have the classroom atmosphere that could help engaging learners with body language or other objects and pair/group works. I think this aspect of my teaching style can facilitate students learning because it helps them change the pre-conceived idea/thoughts about the English subject, since it is common that English is considered very difficult. Additionally, I think it helps them be more autonomous, since it gives them the initiative to start looking deeper into what else they can learn or even start listening to music or watching movies in the TL. I think that those little changes help tremendously to increase the willing they have to learn.

This year was especially challenging for me, since I had no experience working with online classes and students I did not meet. Fortunately, I was able to learn much more about working collaboratively, since the school's online methods allowed me to work with the English department and my university classmates that were doing their practicum with the same grade as I was. This really helped me to reflect on the importance of working and talking with my

peers, since we can come up with better learning opportunities, including different perspectives and methods, so we tackle more learning and teaching styles.

Overall, I know there are many things that I have yet to improve and face as a teacher. However, this experience and pedagogical proposal make me look forward to implementing and finding new methods/strategies/activities to improve my teaching and my future students' willingness to learn the language.

VI.   Conclusion

The making of this pedagogical proposal helped me raise awareness over different pedagogical matters.

First, this instance truly showed me how the teaching circumstances can change from one day to another and we have to adapt and be ready to implement new methods that fit the new one. Even if our national context does not vary, we must be constantly looking and checking our internal context's changes. Our students' needs and learning styles will evolve, because they are growing and changing every day, so we need to take the time to constantly analyze how to adapt our teaching to achieve taking the best out of them to make their learning meaningful.

Second, the different teaching tools that can bring many advantages to the classroom. Working and implementing online activities, opened a new world of teaching possibilities that can help not only boosting student's leaning process and progress, but also giving teachers the possibility to collaborate more between colleagues and increase their own motivation by finding new educational methods. Additionally, I think it is an effective strategy to improve students-teacher relation and classroom atmosphere, since future generations are closely linked to technology.

VII.   References

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VIII. Appendix

Appendix A

Head Teacher Interview

Mis estudiantes se caracterizan por ser inquietos, participativos, con mucha opinión, crítica y reflexión. Por lo tanto a lo largo de los años en los que hemos trabajado juntos, hemos logrado tener un ambiente de clase bueno, de respeto, tolerancia y compañerismo. En particular es un curso que no cuesta mantener entretenido, por lo que las clases si son dinámicas funcionarán. Les gustan las clases con desafíos. Pero el único momento en que se puede descontrolar el ambiente del aula, es si los tratan de humillar, atacar sin justificación, o cuando colapsan por la cantidad de trabajos y deberes escolares, pues ellos plantean que es por ser de letra

Dentro del curso hay grupos, pero de interés, los que juegan en el computador, los mas deportista, a los que les gusta leer y filosofar, a los que les gustan las artes (música y dibujo) y los mas sociables, por lo que, el tipo de estudiante por grupo no depende de las calificaciones, sino que, de los gustos.

Hubo un momento de bullying, en el 2018, cuando había 2 estudiantes de clase socioeconómica alta. el conflicto ocurrió por molestarse entre si, por "cuico" o por "flaite" la razón finalmente tenía su fundamento en la situación de abandono familiar que tenían estos dos estudiantes. canalizaban todo con violencia.

Es un curso respetuoso, pero han tenido episodios de descontrol emocional, por lo que han respondido mal a algunos profesores. pero yo diría que el 90% del tiempo son muy respetuosos y fáciles de querer.

En estos dos últimos años sí, han tenido mejores notas, diría que bastante buenas. Con algunas caídas por estrés y problemas familiares. Pero tienen el mejor promedio del nivel.

y el año pasado tuvimos como curso 2 estudiantes con promedio 6,8. y 14 en total sobre 6,0, 1 bajo 5,0 y los demás sobre 5.0. el último año no repitió de curso ninguno.

En la asignatura ingles, la mayoría tiene buenas notas. Cuando bajan sus promedios es por no entregar tareas. hay algunos casos en el curso que no les va muy bien en la asignatura.

Lo bueno, es que hasta el año pasado, dividían a los estudiantes por niveles. Ellos estaban entre avanzados e intermedios, según la evaluación realizada por el departamento de ingles.

No han rendido ninguna prueba estandarizada de la agencia de calidad de educación. Este año les toca(ba) rendir el simce.

A mi parecer es un curso con muy buenas proyecciones personales y sociales. A pesar da las dificultades, logran salir a delante. Mi misión ha sido escucharlos, escucharlos y escucharlos. así, se desahogan y confían en mí, como guía y como docente.

Appendix B

Google classroom report

2A ABBI		06-abr CROSSWORD 40	06-abr Kahoot summary game! 43	14-may Listening activity 10	14-may Writing activity (festivities) 10	14-may English Graded Handout 24	25-may W.1: Vocabulary activity! 5	25-may W.1: Writing Activity 10
Est.	52,78%	21,38	16,79	9,78	10,0		5,0	8,86
Burra	0,0%	0	0					
MAJA	31,37%	0	43					
Urrut	13,73%	35	0					
Tauc	97,71%	35	40	10	10		5	10
Gutie	90,0%	40		10	10			
Sepu	15,69%	40	0					
Schu	15,69%	40	0					
Mard	0,0%	0	0					
Preu	47,06%	40	43					
Mara	82,41%	40	43	9	10		5	10
Torre	0,0%	0	0					
A. Ni	0,0%	0	0					
Yañe	0,0%	0	0					
Hern	14,51%	0	0					
Vero	65,28%	35	43		10			
Arias	77,0%	40	43	10	10		5	10
Mayc	13,73%	35	0					
Gonz	0,0%	0	0					
Gonz	0,0%	0	0					
Cana	99,14%	40	43	10	10		5	9
figue	94,86%	40	43	9	10		5	10
gonz	97,06%	40	43	10	10			8
cana	32,55%	40	43					
urrut	0,0%	0	0					
menc	0,0%	0	0					
menc	0,0%	0	0					
sanc	15,69%	40	0					
alvar	96,77%	40	43	10	10		5	5
avila	3,77%	0	0	10				

Appendix C

Google Classroom Final Report

2A / ABR		08-jun W.2: Listening activity / 17	08-jun W.2: Speaking Activity / 20	25-jun W.3: Present perfect review / 20	25-jun W.3: VIDEOGAMES / 40
Est.	52,78%	16,0	20,0	16,33	35,0
Iturra	0,0%				
MAJ	31,37%				
Urru	13,73%				
Tauc	97,71%			20	40
Guti	90,0%				30
Sept	15,69%				
Schu	15,69%				
Marc	0,0%				
Preu	47,06%				
Marz	82,41%				
Torr	0,0%				
A. Ni	0,0%				
Yaffe	0,0%				
Herr	14,81%				
Vero	66,28%				
Arsas	77,0%	17	20	18	40
Mayt	13,73%				
Gon	0,0%				
Gon	0,0%				
Carl	99,14%	17	20	18	
figue	94,86%		20	12	30
gonz	97,08%	14	20	15	
canz	32,55%				
umut	0,0%				
men	0,0%				
men	0,0%				
sanc	15,69%				
alvar	96,77%			15	
avila	3,77%				

Appendix D

SWOT Analysis

Problem: How to engage (motivate) students and implement online speaking activities using TBLT in order to increase their participation levels.

Engaging students (definition): "engaging" means increasing students' motivation levels, since it is defined as the "enthusiasm for doing something", and this is show in their participation.

Task based learning: This method is based on tasks, defined as "an activity or goal that is carried our using the language" (Richard & Rodgers, p.224). It draws several principles of the Communicative Language Teaching approach, so it focuses on communicative (prioritizing meaning over form), real-life and meaningful tasks.

Strengths	Opportunities
1. Every student has the material (textbook) 2. Every student has access to the Google Classroom platform 3. The platform allows uploading all kinds of materials. 4. 10th graders textbook units talk about technology and globalization. 5. Online platforms allow synchronous meetings	1. Designing material based on the textbook (making adaptations) 2. Using the G. Classroom platform to upload materials and interact with students. 3. Increase interaction/participation 4. Activities can be related to their personal experiences. 5. There is student-student and teacher-student interactions.
Weaknesses	**Threats**
1. Using MINEDUC's textbook. 2. Asynchronous interaction. 3. Speaking activities needs more interaction. 4. The textbook does not include engaging activities for students to relate. 5. Not every student has stable internet connection	1. No motivation 2. Students do not participate or do the activities. 3. Teaching-learning process does not occur. 4. Participation does not increase even adapting the activities. 5. Little/no attendance.

Appendix E

Scope and Sequence Chart

Week	Content	L.O.	Activities	Materials	Assessment
1	Introduction of globalization based on current experiences. Thematic vocabulary. Advantages and disadvantages of living globally.	Students will be able to express opinions, comparing the advantages and disadvantages of living globally.	**SCMC session:** T shows a video about the types of students during quarantine. Students share their experience in quarantine. Teacher links COVID-19 with globalization. Students open textbook on page 6, they watch the images and as a group, we discuss the questions on the "picturing the unit" section. Students brainstorm the meaning. Teacher gives the definition. Class is uploaded to the platform. **ACMC material** **Pre- task:** introducing new vocabulary(such as: globalization, communication, population, products, social media, abroad, brands, companies) by uploading a PPT presentation with images and examples; The	YouTube video: https://www.youtube.com/watch?v=tZbt3Owl6f8&t=3s Textbook page 6. PPT presentation vocabulary. Instructions Handout	Google classroom point for uploading the activities. (process assessment) Individual feedback for the audio.

			explanation of the class is uploaded as a video to the classroom.	Example.	First audio of the portfolio.
	Express opinions.		**Task:** Students record themselves talking about globalization and their experiences/ thoughts (First audio). They can choose from these three options: 1) the advantages and disadvantages (for them) of living globally.} 2) My favorite characteristics of having a globalized society. 3) Things that could not be done without having a globalized world. **Post-task: S**tudents are asked to listen the recording of one of their other classmates and point out their similarities and differences as a comment, so they can interact in the platform.		
2	Listening about main	Students will be able to construct a diagram with the	**ACMC material**		

information of globalization.	main information about globalization	**Pre- task:** To activate prior knowledge about globalization, students listen to track 12 of the textbook and fill in the chart with the information that is missing (textbook page 17)	Listening track 12	Google classroom point for uploading the activities. (process assessment)
		Task: Students are asked to do the diagram of page 18, addressing the definition, main factors, advantages and disadvantages, their opinion and personal experience with globalization. (questions as "my favorite international food", " what objects in my house are made elsewhere") They are presented an example.	Textbook page 18 Instructions and Example Handout	
		Post- task: Students answer a modified traffic light exit ticket. The teacher gives them the contents and vocabulary that they have seen so far and asks them to classify each one in a specific color. (**Green** means **I totally understand it/can use it**; **Yellow** means **I partially understand it/ I could listen to its explanation/definition again**; and **red** means **I need further explanation**)	Traffic Light (exit ticket) handout	Individual feedback for the diagram and information gap activity Exit ticket

3				
	Global issues Thematic vocabulary	Students will be able to analyze main information about global issues	**SCMC session:** Teacher starts by reviewing the previous contents, focusing on the answers of the exit ticket of last week. Then teacher connects the current information about globalization with COVID-19 again, asking students a forced-choice question "What is COVID-19?" is it a benefit or a problem? In this way, global issues are introduced. Students are asked to look at the images on page 11 of the textbook and we have a whole-class discussion of the questions -What can you see in the images? Is our country having those issues too? As a way for students to share their experiences with each other. **ACMC material** **Introduction:** To activate prior knowledge and make sure they are keeping up with the contents, students play a Kahoot game about globalization and previous contents like agreeing/disagreeing, advices and	Exit ticket answers Textbook page 11. Kahoot game Instructions Handout. Example audio	Google classroom point for uploading the activities. (process assessment) Individual feedback for the mind map and answers. Second audio of the portfolio.

| | | | suggestions (already covered in the previous units)

Pre- task: introducing new vocabulary of global issues (such as: issue, impact on, commodities, pollution, shortage, trade, sustainable) by uploading a PPT presentation with images and examples.

Task: Investigate one global issue that you are most interested in and record yourself answering the following questions: what does it consist of? Who is affected by this issue? How can we improve it? Students are given a clear example of the task with a template of sentences they can use as language support. (Second audio).

Post-task: Language focus: Students listen to track 11 of the textbook to practice key vocabulary and being exposed to a native-speaker-like pronunciation. | Listening track 11 | |
| **4** | Review | Students will be able to recommend | **SCMC session:** | | |

Frequency and quantity expressions	solutions to improve global issues.	Review the previous concepts/thematic vocabulary by playing a "guess what" game, in which the teacher gives clues or definitions about the concept and students guess what it refers to. Then, we go to page number 12 and read about general information of some global issues, so later students share their specific investigation with the rest of their classmates (as a jigsaw speaking), so everyone is informed about other global issues. Depending on the number of students, the activity can be done in small groups with the Zoom option, so they all have knowledge of the other global issues.	Textbook pages 12 and 13	Google classroom point for uploading the activities. (process assessment)
Thematic vocabulary			PPT presentation vocabulary.	Individual feedback for the piece of writing.
Advices and suggestions			Instructions Handout	
		ACMC material		
		Pre- task: Students are given a PPT presentation with frequency expressions, and useful vocabulary, such as: usually, often, seldom, resources, recycle, reuse, waste, production, energy.	Example. YouTube video: https://www.youtube.com/watch?v=KyNE6j-dK_4	

		Task: Students are asked to create a list of suggestions and advices of things they can do to help improve a global issue they choose. For example, one of the things you should do to help global warming is to switch your light of when you are not using it, because you waste less energy". They are given a real example of a text and some useful expression to use. **Post-task:** Students watch a YouTube video example of their task, so they can compare and have more input about the topic. They answer: Would you include any of the solutions of the video? Which one? How can it help to your global issue?		
5	Whole content summary	Students will be able to design their ideal globalized city.	**ACMC material** **Pre- task:** For summarizing all the content and vocabulary, students can play an online Jeopardy game, which contains questions about the content, vocabulary and expressions.	Jeopardy game	Google classroom point for uploading the activities. (process and

| | | | **Task:** considering all the information about globalization, students create their own ideal globalized city. For this, they have to record themselves talking about what their city will look like, what food or brands we can find in there, is it sustainable or not? does it have many cultures involved or just one? etc. They are going to be given an example and clear instructions of what the audio has to contain. (Third audio)

Post-task: students post about their perfect city on the platform and interact in the comments with the creations of their classmates. | Instructions and example handout

Audio example. | final assessment)

Individual feedback.

Third and final audio of the portfolio. |

Annex F

Gant chart

TASKS	Week 1	Week 2	Week 3	Week 4	Week 5
SCMC	▓		▓	▓	
Introduction	▓				
Voc. intro	▓				
First audio	▓				
Listening		▓			
Adv/Dis. Glob.		▓			
Summary game			▓		
G. issues voc			▓		
Second Audio			▓		
Vocabulary				▓	
Solutions				▓	
Summary game					▓
Third audio					▓

Annex G

Material Example

All materials are uploaded to a Google classroom class. To access, go to www.classroom.google.com and enter the code **v2rnd3p** to join and see.

- Week 1 handou

Speaking activity 1

Go global, week 1

WEEK'S OBJECTIVES:

- Identify key vocabulary and information about globalization.
- Express opinions, comparing the advantages and disadvantages of living globally and talking about you interests.

Instructions:

- Choose **one** of the following options:
  a) The advantages and disadvantages (for you) of living globally.
  b) My favorite characteristics of having a globalized society.
  c) Things that could not be done without having a globalized world.

- Record yourself answering the question you chose.
- The audio/video should last at least 40 seconds.
- Upload the audio to the google classroom task called "speaking week 1".

You can listen to the audio example called "audio 1 example" to guide your recording.

Also, you can use the following templates to help you (there is one for each option).

a) For me, globalization has more/less advantages than disadvantages. Firstly, I think that an advantage is that _____, because _____. Also, we can _____, since we have access to a lot of information. Social media helps to _____. However, the disadvantages are many too. For example, globalization is bad for _____. My experience now with quarantine helped me realize that globalization _____. So, I feel that it is more/less positive than negative.

b) Personally, I really love living in a globalized world. I think that my favorite characteristics are: Firstly, that I have _____, so I can do _____. Also, I can communicate with _____ using _____. There are lots of international products that I like too, for example _____ and _____. Also, I like that _____ because _____. So, overall globalization has many good things.

c) There are a lot of things that we could not do without globalization. First of all, _____, because we can only do it by having _____. If we were not connected to the rest of the world, we could not use _____, or eat _____; each country would be alone. Social media also _____. The brands _____, since _____. I think that without globalization, the world is very different.

- Week 2 handout:

Instruction handout
Go global week 2

Week's objective:

- You will be able to relate previous knowledge about globalization with new one.

- You will be able to construct a diagram with the main information about globalization

Activity 1:

- Go to page 17 of your textbook.

- Listen to track 12 (uploaded in you class) as many times as you need to.

- Complete the chart with the information from the audio.

- Upload your answers to your classroom in the section "Listening activity" in week 2.

- You can complete the chart in the way that you want. For example, in your textbook and upload an image, or write your answers in a word document and upload the document, etc.

- If you have any doubts, leave a comment or send me an email.

Email: Nicole.zn1297@gmail.com

LISTENING FILE: What is globalization?

■ General information
- Type of recording:
  ☐ a conversation ☐ a lecture ☐ an interview
- Speakers:
  ☐ teacher and students ☐ a journalist and an expert
- Purpose:
  ☐ to entertain ☐ to inform ☐ to persuade

■ Specific details
- Main ideas. Complete the sentences.
  a. Concept
     Globalization is a ____ by which ____ companies, and ____ all over the world, can ____ and ____.
  b. Development
     During the last ____ a large number of ____ around the world have been acquiring the systems of ____ and maximizing their own ____ and opportunities for ____ business.
  c. Factors
     ____ has been one of the chief drivers behind ____ and has ____ the economics of both consumers and ____.

■ Main conclusions
- According to the recording:
  a. Is it easy to define the term globalization?
  b. Is globalization beneficial?
  c. It is not easy to arrive to a conclusion on this concept.
- How can you define globalization, in your own words? Write a short answer in your notebook.

Activity 2

Instructions:

- Go to page 18 of your textbook.

- Complete the chart with the information that you already know about globalization.

- Your chart has to have the following:

1) A brief definition of globalization	2) Main factors
3) Easier things to do/ advantages	4) Your opinion about globalization.
5) My favorite international food is …	6) Objects in my house are made elsewhere

You can use the following example as a help.

- Week 2 exit ticket

EXIT TICKET: Traffic light

Go global week 2

Instructions:

- Classify each one of the following words/content in the color that best describes your situation.

Globalization		Brands		Companies		Communication
Agree/ disagree expressions		Communication		Population		
Products		Abroad				Social media

Green: I totally understand it/can use it.

Yellow: I partially understand it/ I could listen to its explanation/definition again

Red: I need more explanation.

	Red:
	Yellow:
	Green:

Appendix H

G. classroom reports comparative chart

GOOGLE CLASSROOM REPORTS COMPARATIVE CHART										
Period	Before intervention					Intervention				
N° ss. in platform (G. classroom)	30									
Unit	Technology and its effects					Go global				
Week	1	2	3	4	5	1	2	3	4	5
N° of activities per week	2	2	2			2	3	2	2	3
N° ss. uploading each activity	Act. 1: 7 Act. 2: 8	Act. 1: 4 Act. 2: 5	Act. 1: 6 Act. 2: 4			Act.1: Act.2:	Act.1: Act.2: Act.3:	Act.1: Act.2:	Act.1: Act.2:	Act.1: Act.2: Act.3:
Average of ss. uploading per week (act.1+act.2+...=?/n° of activities)	7.5	4.5	5							
Total average of the unit (av. W.1+av. W.2...= ?/ n° of weeks)	8.5									
% according to n° ss in the platform (Total av.*100= ?/n° of students)	28.3%									
Details	To date, 28.3% of 10th grade "A" students have participated in doing the activities uploaded to the Google Classroom platform.									

Appendix I

SCMC meetings participation rubric

SCMC MEETINGS RUBRIC (PARTICIPATION)									
- Meeting n°: 1		- N° of students attending: 7		- Total n° of students: 30			- Max. participation points: 120		
Student's name	The student connects at time (1 point)		The student has the webcam on (1 point)		The student contributes to the class by asking or offering ideas more than once (2 points)		The student contributes to the class once (1 point)		Total score per student (max. 4)
	Yes	No	Yes	No	Yes	No	Yes	No	
1.- EXAMPLE	x			x		x		x	1
2.- EXAMPLE		x	x		x		-	-	3
3.- EXAMPLE	x		x		x		-	-	4
4.- EXAMPLE	x		x			x	x		3
5.- EXAMPLE		x		x	x		-	-	2
6.- EXAMPLE		x	x			x	x		2
7.- EXAMPLE		x		x		x	x		1
8.-									
9.-									
10.-									
11.-									
12.-									
13.-									
14.-									
15.-									
Session maximum points: 28 points *(max. score per student * n° of students in the session)*					**Total session points: 16 points** *(student 1 points + student 2 points...)*				
Participation % in the session: 57.1% *(session points*100/s. max. points)*					**Total participation %: 13.3%** *(total session points*100/maximum participation points)*				

Appendix J

Speaking rubric

SPEAKING RUBRIC					
Name:	Date:			Audio n°:	
	Needs improvement 1	2	Good 3	4	Excellent 5
TASK COMPLETION	Task minimally complete. The student provides less than half the information required.	The student meets more parameters than 1 but is not enough for 3.	Partially completes task; the audio has most information required.	The student meets more parameters than 3 but is not enough for 5.	Completes task with all information appropriately.
COMPREHENSIBILITY	Most parts of the audio are not comprehensible to the listener.		Some parts of the response are comprehensible; others require interpretation on the part of the listener.		The audio is comprehensible; requires minimal interpretation on the part of the listener.
FLUENCY	The speech has too long pauses or incomplete thoughts.		The speech has frequent short pauses, but most thoughts are complete.		The speech is fluent; pauses are not too long, and all thoughts are complete.
PRONUNCIATION	Multiple problems with pronunciation/ intonation that may interfere with communication.		Some problems with pronunciation/intonation, but the meaning does not have extreme changes.		There are little or no pronunciation problems. The speech is somehow natural.
VOCABULARY	The student uses no thematic vocabulary seen in previous sessions.		The student uses at least 2 words from the thematic vocabulary seen in previous sessions.		The student uses 4 or more words or expressions from the thematic vocabulary seen in previous sessions.
GRAMMAR	Student sticks to one tense and gives no expressions according to the level and the contents seen previously.		Student uses more than one tense and structures seen previously.		Student uses more than two tenses and structures seen previously, including present perfect effectively.

Total score: ? / 30

Observations:

Appendix K

Audios comparative chart

SPEAKING PROGRESS

Student:

	Audio 1 (points)	Audio 2 (points)	Audio 3 (points)
Task completion			
Comprehensibility			
Fluency			
Pronunciation			
Vocabulary			
Grammar			
Total points			

General Observations:

Appendix L

Activities implemented

Listening Task	Reading and writing task	Speaking task	06-abr. CROSSWORD	06-abr. Kahoot summary	14-may. Listening activity	14-may. Writing activity (festivities)	14-may. English Graded Handout	25-may. W.1: Crossword	25-may. W.1: Writing Activity	08-jun. W.2: Listening activity	08-jun. W.2: Speaking Activity	25-jun. W.3: Present perfect review	25-jun. W.3: VIDEOGAMES
37	85	50	40	43	10	10	24	5	10	17	20	20	40
11,89	24,29	8,93	21,38	16,79	9,78	10,0		5,0	8,86	16,0	20,0	16,33	35,0
0	0	0	0	0									
37	0	0	0	43									
0	0	0	35	0									
37	85	50	35	40	10	10		5	10			20	40
			40		10	10							30
0	0	0	40	0									
0	0	0	40	0									
0	0	0	0	0									
37	0	0	40	43									
37	85	0	40	43	9	10		5	10				
0	0	0	0	0									
0	0	0	0	0									