

E-LIVE tasks for virtual exchange consist of a sequence of subtasks organised in three phases: preparatory (pre-task), task performance (interaction) and post- task.



Motivation in task design

Task summary

Topic	Motivation in task design
Target group, CEFR level, Communication	Student teachers Tandem English - Spanish, C1- C2/B1-B2, Synchronous
Summary of activities	Students will engage with one of the E-LIVE Project Teacher Education Modules and learn how to use Virtual Exchange (VE), also known as telecollaboration to develop students' motivation. Then, in groups, they will proceed to create a VE task on this topic with their online partner(s).

Learning goals**Intercultural Objectives**

Students will:

- Gain a deeper understanding of the development of intercultural competences through virtual exchange projects
- Work collaboratively to create engaging tasks to stimulate intercultural skills, attitudes and awareness

Linguistic Objectives

Students will be given the opportunity to practise their conversation skills. They will:

- Describe what they have learned through the E-LIVE materials that they have explored
- Make and accept suggestions
- Negotiate in order to create a task together

Digital Objectives

Students will:

- Be given the opportunity to become more familiar with Genially, Padlet and videoconferencing software
- Help each other with technological issues
- Develop digital literacies and competences for efficient and meaningful collaboration.

Pedagogical Objectives

Students will be given the chance to learn and reflect about how VE and virtual reality can be implemented in intercultural language learning processes and think of possibilities for pedagogical integration at secondary schools. More specifically, they will:

- Have a better understanding of motivation as a dynamic system
- Get familiarized with the ten commandments for motivating students and will learn how to apply them
- Understand how virtual exchanges can lead to improved motivation



Final product	They will co-design and create a task to implement VE in secondary education using the E-LIVE format
Assessment	• Recordings • Sharing information with classmates • Questionnaires and focus group interviews
Tool suggestions	Genially Padlet BBB, Zoom or Teams
Authors	Charo López Contreras (Florida Universitària) Adapted by Begoña Clavel Arroitia (Universitat de València)
Validated	Through the VE project conducted between student teachers from Florida Universitària and University of Portsmouth

Preparation activities

Task elements	Activities and/or related skills
Familiarization with the tools	Familiarize yourself with the use of Genially: take a look at the first page in the presentation to get to know how to navigate through the materials Make sure you know how BBB (or Zoom or Teams) functions before the first meeting with your peer(s).
Preparing for the meeting and the task	- Engage with the E-Live Project Teacher Education Module on Motivation and learn how to use VE to develop students' motivation. Work through these presentations and tasks. Go straight to Slide 3, skipping the first video and then the final quiz at the end. - Write your own ideas and suggestions down and explain these during the meeting on the videoconferencing platform. Remember that your partner has a different socio-cultural background, probably a different command of English/Spanish, of technology, with other experiences, views or ideas, different interaction styles. Be sure to listen, contribute and be respectful to each other.
Familiarization with the task topic	Read the task description carefully and make sure you understand what the task is about.

Interaction

Task elements	Activities and/or related skills
Recordings	Prepare the recordings of your session on the videoconferencing tool and share them with your teacher
Important!	Remember that this should be a dialogue where you share and compare information and experiences in a constructive manner.
Navigating through the E-LIVE materials & Task creation with online partner(s)	- First you have to work individually through the E-LIVE Project Teacher Module on Motivation that you can find here: presentations and tasks. Go straight to slide 3, skipping the first video and then the final quiz at the end. - Once you have the necessary background information, meet with your peer(s) to carry out the second part of the task, that is, the creation and co-design of a lesson plan/task to implement VE in secondary education using the TeCoLa project format - Discuss with your partner, what attributes you can associate to your students in terms of their 'ideal' and 'ought to' selves. What value do they place on language learning for their future selves? - Select a virtual learning exchange for your students which includes the strategies suggested by Dörnyei and Hadfield (2017). - Co-design the task using the Lesson Plan format: TeCoLa. Take a copy of this google doc so that you can work on it together with your partner.

	Make sure that all ten commandments by Dörnyei and Csizér (1998) feature in your lesson. Do not forget to record and share your online session!!
Suggested bibliography	Select information from the reading material below to understand more about motivational strategies for your learners: - Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds). <i>Motivation language identity and the L2 self</i>. Bristol: Multilingual Matters, pp.9-42. - Reinders, H., González-Lloret, M. & Kidd, D. (2022). <i>Motivating Language learning with technology</i>. Cambridge University Press. https://www.cambridge.org/elt/blog/2022/05/30/motivating-language-learners-technology/ - Villalobos-Buehner, M. (2015). Review of Motivating Learning by Dörnyei, Z. & Hadfield, J. (2014). In: <i>Journal of language, identity, and education</i>. 14(5):357-360; Great Britain: Taylor & Francis.
Reflecting on the exchange	Evaluate this meeting together: - How did it go? - Were there a lot of differences/similarities? - What did you learn from the other person or persons? - Did you like the task? - Did you like the interaction?

Post task

Task elements	Activities and/or related skills
Individual assessment	- Prepare to present your task to your classmates - Fill in your reflections on the online form - Participate in one of the focus group interviews

Disclaimer: This project is funded by the European Commission within the Erasmus+ programme. This material reflects the views only of the authors, and the Commission cannot be held responsible for any use that may be made of the information contained therein.

