A Review of Intended Learning Outcomes of English Lessons and Learning Motivation

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Abstract
This study uses a descriptive narrative approach to critically analyze the evidence and findings from the recently published literature. The results indicate that explicitly stating the Intended Learning Outcomes and planning are essential for practical English Language Teaching and Learning and are critical for effective English Language Learning. Findings suggest that adopting specific instructional strategies such as graphic organizers that record what students know, what they want to know, and what they have learned significantly improves communicating Intended Learning Outcomes to students and, thereby, activating their schema for language acquisition and cognitive and affective engagement in learning. The study recommends further conducting a systematic scoping review providing suggested strategies that improve students' engagement in the assessment process. It also provides an overview of learning motivation theories and highlights their direct bearing on achieving Intended Learning Outcomes during the learning process.

Keywords: English as Foreign Language, intended learning outcomes, learning motivation, lesson outcomes, motivation theories

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Introduction

Language acquisition in English as a Foreign Language (EFL) classrooms can be a challenging learning process, where motivation is a crucial component for successful learning (Al-Munawwarah, 2018). As a teacher of EFL, finding strategies that will enhance student motivation and learning engagement, and build students' autonomy in the learning process, is an essential component of teaching practice in this context. Therefore, identifying and implementing strategies to ensure students achieve Intended Learning Outcomes is essential to support teachers and learners. This review sought to critically analyze strategies that utilize graphic organizers to support EFL students in meeting Intended Learning Outcomes. Lesson outcomes are observable, measurable, and; precise statements that outline what a learner is expected to know or achieve at the end of the lesson. The learning outcomes of a lesson must focus on the intended learning (Khoza, 2016; Tractenberg, Lindvall, Attwood, & Via, 2020).

There are distinguishing characteristics of effective learning outcomes (Omari, 2018). Learners must master a corpus of fundamental information across all disciplines to succeed and, therefore, a whole set of applications in which they can use that knowledge (Mallidou, Atherton, Chan, Frisch, Glegg, Scarrow, 2018). Effective learning outcomes have three primary characteristics: what students are to do and how they are to perform it, what they are supposed to do, and what behaviors they are exhibiting (Bernacki, Vosicka, & Utz, 2020; Chin, Blair, Wolf, Conlin, Cutumisu, Paffman, & Schwartz, 2019). The second is a condition; what are the circumstances of the performances, and under what conditions are they performing (Huang, Ritzhaupt, Sommer, Zhu, Stephen, Valle & Li, 2020; Roslof, 2021)? Lastly, the performance criteria determine the acceptable performance level. It typically uses rubrics or something similar to measure student performance. These criteria assess the achievement of the learning outcomes (Hamad, 2019).

In addition to Bloom's action verbs usually used to formulate the learning outcomes, Bloom identified three domains of educational activities to promote learning; they are cognitive, psychomotor, and affective (Rao, 2020; Zhao, Muhamad, & Mustakim, 2022). The cognitive domain concerns the student's mental skills, such as the student's knowledge and what the student knows (Wu, Kao, Wu, & Wei, 2019). The psychomotor domain is concerned with what manual or physical skills a student can do (Jaiswal & Al-Hattami, 2020), and the affective domain is the student's attitude, what the student values, and the growth of students' emotional and sensory learning (Shaikh, Daudpotta, & Imran, 2021).

Literature Review

Intended Learning Outcomes in English as a Foreign Language Learning

Learning language or abilities that students can apply to other genres, circumstances, and themes should be the primary goal of an English session for students (Richards & Pun, 2021). The purpose of English lessons is to guide linguistic, cognitive, and affective changes in EFL learners (Wang & Zhan, 2020). However, this review focuses on both linguistic and cognitive change. In
an English lesson, there are three main types of outcomes; they are language outcomes "grammar, vocabulary, and functions"; skills outcomes "reading/viewing, writing/representing, listening, speaking"; life skills "rapport, empathy, social and emotional intelligence" (Wu & Navera, 2018, p. 165).

Concerning the potential benefits of lesson outcomes to teachers and students, Garcia-Martinez, Fernandez-Batanero, Cobos Sanchiz, & Luque de La Rosa (2019) explained that choosing what will be covered in a lesson gives the instructor a clear sense of what they are trying to accomplish and allows them to forecast how the students will learn it. Additionally, defining the outcomes ensures that each class has a distinct focus. Another advantage is that putting learning objectives in writing for each lesson makes it possible to schedule and order learning. The primary learning outcomes for each lesson are reported when tasks are interconnected, built over, and integrated by learners (John, 2015). Another advantage is that with a clear set of lesson learning outcomes, evaluating the intended learning outcomes for each lesson is expected to be simpler and more accurate (Redelius, Quennerstedt, & Ohman, 2015). It is imperative to keep it simple for the teacher to assess whether the learning has occurred and whether the learners have achieved something (Cordingley, Higgins, Greany, Buckler, Coles-Jordan, Crisp, Saunders, Coe, 2015). Moreover, a fourth benefit is that these well-defined learning outcomes result in internal coherence in a lesson through the precise statements of intended learning outcomes (Krepf, Ploger, Scholl, & Seiferl, 2018). Shankar, Gowtham, & Surekha (2020) found a fifth benefit; having predetermined lesson objectives does not stop teachers from being adaptable and creative in their instruction because various instructors may present the same class with identical learning objectives in many different ways.

**Identification of Intended Learning Outcomes**

Teachers must consider two key factors to identify and write learning outcomes for an English lesson (Biggs & Collis, 2014). The first is backward planning, which is when designing a strategy, the educator should start with the ultimate goal or target and work back from there. Backward planning is easier for instructors when precise class outcomes are identified and recorded (Reynolds & Kearns, 2017). When preparing a lesson backward, the instructor should commence with the lesson's objectives so that particular tasks, materials, and resources are arranged to satisfy each purpose. Preparation must be guided by the lesson learning outcomes instead of the lesson tasks, supplies, and resources (Price & Nelson, 2018).

The second factor that teachers should consider is that the lesson outcomes should state aspects of language, cognition, and affect (Mercer, 2019). As mentioned previously, the purpose of an English lesson is to direct students' language, intellectual, and emotional change. Therefore, to ensure that the lesson focuses on learning rather than doing, instructional outcomes must primarily reflect aspects of language, intellect, and emotion rather than conduct (Otwinowska & Forys, 2019). To assist language teachers in spelling out these elements of language cognition and affect, an algorithm like Bloom's taxonomy and active verbs can be utilized. For example, we have
action verbs in the cognitive linguistic domain like write, state, listen, predict, identify, contrast, classify, compare, and discuss (Yanchapanta, 2018). These verbs help to write compelling, clear, and measurable lesson outcomes. In the affective domain, action verbs such as accept, receive, decide, influence, derive, and judge are used for the same purpose (Christison & Murray, 2021).

Once language teachers have recognized and spelled out the lesson learning outcomes, they must be conveyed to the students (Sriratanaviriyakul & El-Den, 2019). One of the most effectual methods of sharing this is by writing objectives and supporting statements at the start of each lesson on the board. There is a specific acronym for communicating lesson outcomes, the WALT acronym, which stands for "We Are Learning To," and afterward, we have the lesson outcomes. The WALT is an efficient strategy to make lesson outcomes identifiable and memorable for the students (Graham, Dennis, Korenich, & Cornell, 2013).

Examples of WALT sentences:
- "We Are Learning To" ask and answer questions about a place.
- "We Are Learning To" ask for, offer and respond to help.
- "We Are Learning To" compare, contrast, and summarise short biographies.

Once the teacher has identified, written, and shared the lesson outcomes, activating the students' schema about the effect is essential. Gilakjani and Sabouri (2016) declared that teachers must try to engage learners' paradigm or background knowledge about the lesson's result when they present it to the class. To achieve ILOs, students must acquire new knowledge or abilities and engage the current schema (Davis, Janssen, & Van Driel, 2016).

A KWL chart, created by Donna Ogle in 1986, is a visual tool that can be employed at the beginning, middle, and end of a course to activate learners' mental schema. It tracks down the learner's knowledge (K), queries or want-to-know tendencies (W), and discoveries or learning (L) about a particular subject, making it one of the most efficient of student engagement. (Newman & Ogle, 2019). KWL charts are used at the start of a lesson to (1) engage learners’ previous knowledge and let them all reflect on what they already know about the subject to prepare them to connect their past knowledge to different learning (Al-Wazzan, 2020), (2) outline the lesson's goal and define its learning goals, informing students about what they can anticipate from the session (Alsalhi, 2020), and (3) Urging students to inquire about the new material to satisfy their interest by giving them the chance to engage with one another and talk about their concerns (Looi, CK. et al. 2016).

However, learners catch on to the fact that the lesson answers their questions during the class (Alsalhi, 2020). As soon as learners discover the solutions, they can put them in writing. Learners can also monitor their progress by looking at the queries they still need answers to. Furthermore, when they comprehend the new idea more deeply, students may add further questions during their learning (Sinambela, Manik, & Pangaribuan, 2015).
Students use the KWL charts to describe their understanding of the topic using straightforward, clear ideas (Alber-Morgan, Konrad, Hessler, Helton, & Telesman, 2018). To create a more thorough summary of their learning outcomes, learners can also evaluate their performance to those of their peers and add information they omitted. Additionally, instructors may utilize KWL charts as an alternative assessment to discover whether students met the session's objectives and how to adjust their teaching methods for students with difficulties with the novel material (Nurfadilah, 2021).

**Motivation, Engagement, and Student Learning Outcomes**

Motivation in student learning is critical to encouraging engagement and self-determination for learners. The seven factors determining students' learning motivation are curiosity, control, fantasy, competition, cooperation, and recognition (Malone & Lepper, 1987). Additionally, there are also several general theories of motivation, like the instinct theory (Cherry, 2016), the incentive theory (Cherry, 2017), and the arousal theory (Bandura, 1977), which emphasize different aspects triggering motivation, like biological programming, internal desires, and levels of arousal, respectively. However, several educational psychology theories on learning motivation can directly affect learning achievements (Gopalan, Abubakar, Zulkifli, Alwi, & Mat, 2017). These include a set of five psychological theories such as motivation theory, self-determination theory, Theory (SDT) (Ryan & Deci, 2000), The ARCS Model (Keller, 1987), Social Cognitive Theory (Bandura, 1989), and Expectancy Theory (Eerde et al., 1996).

**Motivation Theory**

It describes the well-known psychological idea of motivation and its types: intrinsic, extrinsic, blending, and instrumental motivation. When one engages in a behavior because one finds it fascinating or appealing in some sense, the motivation involved is known as intrinsic motivation (henceforth, IM). IM makes a learner participate in the activities due to internal forces, like craving to experience some fascination or pleasure, e.g., the fun or the challenge. However, without any external power like a compulsion, a reward, or any incentive, IM can potentially increase the chances of retention of the achieved learning outcomes (ILOs or CLOs) during the learning process. It has been found that IM and academic achievement have a positive correlation (Lopez & Contero, 2013). In the same way, it has been discovered that attitudes that underpin motivation in education have a positive impact on and are associated with academic success (Akçayır, Akçayır, Pektaş, & Ocak, 2016; Tarng, Ou, Yu, Liou, & Liou, 2015; Cai, Chiang, Sun, Lin, & Lee, 2016).

However, when one engages in a behavior, not because of any internal force but due to external forces such as reward, compulsion, and punishment, the motivation involved is known as extrinsic motivation (Ryan & Deci, 2000; Yardımcı, Bektaş, Nilay Özkütük, Muslu, Gerçeker & Başbakkal, 2017; Legault, 2016; Deci & Ryan, 2016; Tohidi & Jabbari, 2012; Riaz, Ramblí, Salleh, & Mushtaq, 2010). EM (henceforth, EM) can be inculcated at the initial stage of learning
and then transformed into IM in due course as the learner enters the deep learning stage. While EM provides a solid basis for the level of willpower and engagement, it would not match the retention power provided by IM. However, demotivation occurs when a learner cannot be intrinsically or extrinsically motivated. So, a-motivation where both IM and EM are nonexistent (Ryan & Deci, 2000; Yardimci et al., 2017). Both IM and EM are essential to a learning process (Li & Lynch, 2016; Ozcelik, Cagiltay, & Ozcelik, 2013; Liu et al., 2011), as Li & Lynch (2016) point out that learning is a complicated process, and motivation is the hard rock of this process. Therefore, learners have to be highly motivated. The IM and EM patterns can be compared to Gardner's notions of Integrating and Instrumental motivation (Gardner & Lambert, 1972). Integrating motivation is more like IM, and instrumental motivation is more like EM. Therefore, like integrating motivation, IM leads to self-motivation in the learning process. Similarly, like instrumental motivation, EM provides the purpose for engaging in and continuing the learning process (Li & Lynch, 2016).

**Self-determination Theory**

The self-determination theory, apart from concerning the learning environment, which includes learner autonomy, learner competence, and relatedness, consists of five sub-theories; Cognitive Evaluation Theory (CET), Organismic Integration Theory (OIT), Causality Orientations Theory (COT), Basic Psychological Needs Theory (BPNT) and Goal Contents Theory (GCT). CET is a sub-theory that aims to clarify the impact of outcomes on motivation. It highlights the essential role of autonomy and competence, which are crucial components of IM. OIT is a bunch of motivational states with three primary divisions, in which the a-motivational stage is focused on competence. OIT and COT were inducted into self-determination theory lately (Deci & Ryan, 1985a). According to Gagne & Deci (2014), human needs have been classified into three main psychological categories in BPNT: autonomy, competence, and relatedness. However, satisfaction is crucial to gain engaged, motivated, healthy progress and well-being among individuals (Gagne & Deci, 2014). Based on IM and EM, GCT demonstrates the difference between the learner's basic need for satisfaction and well-being (Gagne & Deci, 2014). As we know, IM goals are pertinent to the learning environment and, therefore, are more useful for the learners to achieve better academic performance (Gagne & Deci, 2014).

**Attention, Relevance, Confidence, and Satisfaction Theory**

ARCS is an abbreviated form of many motivational attributes in which 'A' stands for attention, 'R' for relevance, 'C' for confidence, and 'S' for satisfaction. According to Keller (1989), the ARCS provides a proper, systematic, and stepwise mechanism to deal with learning motivation, in which catching learners' attention is not just the first and foremost step but also crucial for achieving and sustaining learner engagement. Keller further points out other elements belonging to different stages. The second step elements include the learners' experiences and needs related to relevance. The third element of the third step pertains to the learners' self-assurance,
which is linked to their emotions and ambitions. The final element of the third step is the favorable sentiments towards the learning process and the acquired knowledge, which results in the fulfillment of finishing the entire learning process. As per Wlodkwski (1978), learners can be motivated by capturing their attention through engaging media or learning materials. However, sustaining their curiosity and attention is crucial throughout the learning phase.

**Assessment and Students Engagement**

Once the teacher has identified, written, communicated the lesson outcomes, and activated students' schema about these outcomes, a final thing that a teacher wants to do is to engage the learners in evaluating the lesson results (Soffer & Cohen, 2019). Assessing lesson learning outcomes by evaluating whether the lesson objectives have been achieved is a vital step in the process. Jorre de St Jorre & Oliver (2018) highlighted two ways students could participate in this assessment of lesson outcomes. Firstly, through continuous communication with the teacher, and secondly, by exchanging, comparing, and integrating their ideas through discussions.

Continued dialogue between the teacher and the student is necessary to evaluate lesson outcomes. To check on learners' progression toward reaching learning objectives, teachers must schedule opportunities in the sessions to communicate with a student individually or in small groups of classmates (Bralić & Divjak, 2019). The components of this ongoing dialogue comprise: (1) assuring that each learner is aware of the lesson's learning objectives and how to evaluate their performance concerning reaching these objectives (Lopez-Pastor & Sicilia-Camacho, 2017); (2) providing regular feedback to learners to aid in advancing their study (Howe, Hennessy, Mercer, Vriikki & Wheatley, 2019); (3) assisting each learner in providing proof of what they have learned (Moos & Brookhart, 2019). Both educators and students can benefit from using this evidence, whether presented orally or in writing, to confirm and strengthen their understanding.

One highly effective way for students to demonstrate their knowledge is by participating in a post-class review session where they can ask questions about the lesson and learning objectives. This method serves as evidence of their understanding (Frazer, Sullivan, Weatherspoon, & Hussey, 2017), such as:

"What did you learn from the lesson?"
"What new vocabulary/grammar/functions did you use?"
"What did you enjoy about the lesson?"
"What did you find most challenging about the lesson?"
"What did you find most memorable about the lesson?"
"What would you like to remember about the lesson?"
"How will you remember what you have learned?"
"What would you like to share from this lesson with a friend?"
Finally, on paper, teachers can write questions or prompts about the session as exit tickets (Ciampa, 2017). Before leaving class, students may react to those same questions or instructions and turn in the paper to the instructor (McGlynn & Kelly, 2017). Exit tickets give teachers rapid feedback on how their learners have met the session's objectives. They also assist in identifying any areas of comprehension that need to be filled in during the subsequent lesson (Wiliam & Thompson, 2017).

It is noteworthy that learners assist one another with their instructional results. To encourage students to participate in the assessment process, it is essential to facilitate collaborative learning tasks and conversations among them (Aghajani & Adloo, 2018). According to Raba (2021), one effective cooperative learning method is "Think, Pair, Share," which was introduced by Lyman in 1981. This approach supports students in comparing, combining, and sharing their ideas (Lange et al., 2016). For instance, if the learning objective is for students to be able to comprehend past events in a narrative by the end of the lesson, the teacher can prompt the class to discuss the five Wh-questions (Who, What, When, Where, and Why) to understand the narrative entirely. When sharing their responses with the class, learners might chat with a partner to double-check their thinking and writing before they do so.

**Learning Objectives and Student Motivation**

Indeed, WALT and strategies KWL charts can also motivate students to be engaged in their learning; and for teachers to actively participate in their students' learning. For students learning motivation is the willingness of learners to engage in academic activities and achieve either the intended learning outcomes of the lesson or course learning outcomes in general. As aforementioned, there are several theories of motivation, including Motivation Theory (Ryan & Deci, 2000; Yardimci et al., 2017; Legault, 2016; Deci & Ryan, 2016); Social Cognitive theory (Bandura, 2002); ARCS Theory (Keller, 1989); and Expectancy Theory (Eerde et al., 1996; Hemamalini & Washington, 2014; Bauer, 2016). However, the Self Determination theory (Deci & Ryan, 1985a; Deci & Ryan, 1985b; Gagne & Deci, 2014) best explains the link between student motivation and learning. Self-determination theory includes learner autonomy, learner competence, and relatedness. However, satisfaction is crucial to attaining engagement, motivation, healthy progress, and well-being among individuals. (Gagne & Deci, 2014). Providing students with a map of the lesson – the statement of clear lesson learning intentions (We are Learning to…), and learning organizers, such as a KWL chart, will motivate them to achieve the stated learning outcomes. Providing time for reflecting on their learning at the end of the lesson consolidates their knowledge, leading to a sense of satisfaction and likelihood to be motivated in further learning. This way, WALT and KWL strategies can facilitate student motivation to achieve the learning outcomes.
Discussion

Previous studies (García-Martínez, Fernández-Batanero, Cobos Sanchiz, & Luque de La Rosa, 2019; John, 2015) have examined the benefits of explicitly defined learning outcomes on the structure and organization of lesson activities, assessment, and self-assessment, of students' learning. However, while studies have investigated the role of graphic organizers in supporting teaching practice and enhancing the learning outcomes of learners (Alsalhi, 2020; Al-Wazzan, 2020; Looi et al., 2016) of EFL learners, this review extends the discussion to consider the role of graphic organizers in motivating student learning and providing structural guidelines for instructors to shape lesson content as well as providing an effective way to measure student learning in EFL contexts. In addition, it shows how graphic organizers such as WALT and KWL charts can potentially increase learners' motivation.

Conclusion

Effective lesson planning and language teaching and learning in EFL or ESL programs depend on achieving learning outcomes. To enhance students' engagement in learning and their ability to achieve lesson objectives, it is crucial for us as educators to communicate these objectives, tap into their prior knowledge of the subject matter, and involve them in assessing their progress toward meeting these objectives. Moreover, when identifying, formulating, and evaluating the learning outcomes of a course or lesson, it is important to consider theories of learning motivation to ensure that the intended learning outcomes are achieved during the learning process. Finally, teaching strategies such as WALT and KWL charts can enhance students' learning motivation.

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Hamood Albatti is an Assistant Professor at Majmaah University, Riyadh, Saudi Arabia. He received his BA in Applied Linguistics (English Language) from Imam University, Elqassim, Saudi Arabia. His Master's degree was obtained from The University of Newcastle, Newcastle, Australia, in Applied Linguistics (TESL-TEFL). He has a Ph.D. in Education (Quality Applications in TESL-TEFL) from the University of Newcastle, Newcastle, Australia, in 2015. He works as an academic professor teaching English Language to University students. His main research areas embrace English Language, grammar, Applied Linguistics, Quality, Higher Education, TESL, and TEFL. He has written some articles in the publication process in scholarly journals such as the Arab World English Journal. OrCiD ID: https://orcid.org/0000-0002-1460-1371

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