Where Motivation and Learning Meet:

Bringing Key Concepts, Research Insights, and Effective Practices Together into the Language Classroom

- **Diego Ortega-Auquilla**
- **Sandy T. Soto**
- **Ligia Fernanda Espinosa-Cevallos**

Coordinators «««

Editorial UTMACH

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Acknowledgments

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Preface

"My English students are not motivated enough" is a widespread comment from English teachers worldwide, especially in higher-level education. I have even said that myself on many occasions. This concern has guided researchers, teachers, and specialists linked to English language teaching to research motivation in our field. The study of language learning motivation has a well-known history. As we can see in this work, it goes from Gardner in the early '60s to Dörnyei, Murray, and Gao in the mid-2000.

This book takes readers from the theoretical stands on motivation in English language teaching (ELT) with a reflective approach to the practical issues that will help teachers to promote motivation in the English language classroom. Conceptions, views, and implications on motivation from 14 collaborators are presented from a theoretical review, research results, and analytical takes on concepts like attitude, demotivation, and other key factors influencing the ELT field.

The variety and experiences of the writers of this book will give you several perspectives on how motivation is conceived and applied in the ELT classroom from the teacher's and the student's points of view. Seven professors, one computer science specialist, two students and four university graduates from different institutions of higher education of Ecuador actively participated in writing this piece of remarkable work. This book will guide all English language practitioners who would like to know more about the power of motivation and how they could promote it; and for students who want to be engaged in their English learning process.

I do believe that the theoretical discussions carried out in this book present thorough revisions of pertinent resources from the ELT field. The key terms are introduced to clarify the path to understanding motivation. The analysis of the different factors that motivate or demotivate language learners is up to date. The first three chapters are devoted to approaching the theoretical foundation of motivation. The reader will find a fascinating dynamic between teachers and students reflecting and collaborating to bring this book to light.

Although motivation is tackled throughout the chapters, there are some other concepts, such as self-esteem, attitude, and self-reflection, within the language learners that are highlighted in every chapter. Also, those concepts linked to motivation

are integrated with the English teaching method to demonstrate a natural path to enhancing motivation in the ELT classroom. It is important to say that most of the information here has been analyzed in the light of the educational university levels, which has a crucial relevance in the Ecuadorian context.

In different chapters, there are meaningful insights into effective teaching approaches, methods, strategies, and techniques to promote motivation in the EFL university classroom. I firmly believe that all of them will have significant impact on English teaching and learning in these post-pandemic times. The highlighted meaningful, effective practices will help to create motivation for successful language learning, which is of high importance among language teachers these days.

This book is unique because it begins with its reviews on motivation within the Ecuadorian English teaching-learning context. It seeks to acknowledge a recent remarkable growth of interest in motivation in the Ecuadorian English language teaching field. This interest is primarily shaped by local educational and pedagogical success rather than by the purely understanding of a motivational theory. It brings together writers' perspectives on motivation who are both practitioners and researchers. Finally, this work will determine that contextually grounded and locally produced insights, questions, and understandings about motivation can have a broader global meaning, and it can mirror the experiences and concerns of ELT practitioners around the world.

By Mahly Jahzeel Martínez Jiménez, Ph.D.

Introduction

Motivation ignites learners' willingness to improve their abilities in areas of their interest, as it originates from a person's desires, needs, and inner drives. Therefore, it is a pivotal determinant when engaging in any learning process. Within the context of second or foreign language learning, fostering and maintaining motivation by means of internal or external factors will inspire learners to set in motion to accomplish their language learning goals.

At the classroom level, foreign language practitioners need to be aware of what factors are essential to promote student motivation towards effective language learning. In addition, it is imperative for practitioners or instructors to make informed decisions based on key theoretical factors and study results related to motivation in English language acquisition. In doing so, English language learners will be more likely to engage in meaningful learning experiences, which will help them to use the target language for different purposes, both in the classroom and more importantly in the world beyond the school's walls.

It is imperative to point out that this book has a threefold purpose, as it will be seen in the below descriptions of the five chapters. First and foremost, a review of the relevant literature on motivation in the field of education and, particularly, in foreign language learning is provided. Secondly, key study results of the project, entitled *Factors that motivate English learning of university students in Ecuador: Researching the perspectives of different educational stakeholders,* are disseminated, in conjunction with its adopted paradigm and research methodology. Thirdly, helpful techniques and strategies are put forward for an effective teaching of the English language, where motivation is the primary crosscutting point.

Chapter I lays the groundwork and key issues related to motivation. It defines what motivation means, as well as the key elements that have an impact on it, such as: the teacher, the teaching methods, the content, the learning environment, and the student himself. It also delves deeper into the sources of internal and external motivation and the benefits that each of them has on learning. This chapter also presents the characteristics that a learning environment must have to be motivating and exposes the importance of creating this type of environment for students.

Although the general concept of motivation works in a very similar way at different levels of education, there are certain particular aspects that need to be taken into account when teaching at higher levels (university students) due to the specific needs and goals present at this level; hence this chapter concludes by examining those aspects that are specifically relevant to motivation at this level of education.

Chapter II brings forward the different factors that are the base for motivation including cognitive elements associated with attention that predict university students' academic performance. The chapter also analyzes learners' attitudes towards a language and anything related to it that may have an impact on their motivation to learn that language. In this sense, based on previous studies, the information discussed in this chapter sheds light on how the learning of English as a foreign language in university students was influenced by the attitudes of the learners in foreign contexts such as Indonesia, Turkey, and China. Motivation is also addressed in depth as the central topic of the chapter. In this regard, the different types of motivation including intrinsic, extrinsic, social and transcendent motivation are explained, as well as the cognitive characteristics that underlie the relationship between brain's executive functions and motivation. The chapter closes with literature related to motivation in language learning and teaching, student motivation, and the significant role that motivation plays in foreign language learning in college.

Chapter III highlights key information concerning the development of a research project on student motivation in English learning within Ecuadorian higher education. In this sense, a brief account is first given pertaining to planning and conducting a small-scale survey study focused on the aforementioned topic at three universities only. The account provides critical details related to the small survey study, as it laid the foundation for a large-scale inter-university research project directed by mixed methods. The large-scale research project was conducted in over 20 Ecuadorian universities, and it aimed at determining the main factors that motivated undergraduate students to learn English while they pursue their studies. Secondly, the project further explored the quantitative results through a qualitative phase, consisting of focus group discussions (FGDs) and individual in-depth interviews. Both qualitative and quantitative data collection methods helped to gain an in-depth and comprehensive understanding of the essential factors that affect English students' motivation at the university level. The research-based findings

could be helpful for different stakeholders to make effective, informed decisions that boost student motivation toward successful English learning at institutions of higher Education in Ecuador and beyond.

Chapter IV provides key information about innovative EFL learning and teaching approaches. The first part of the chapter puts forward some innovations in education and in the field of teaching foreign languages. Its second section outlines the postmethod as an important innovative pedagogy in the last few decades. Moreover, suggested macro and micro strategies are highlighted towards the end of the chapter. Consequently, foreign language instructors can be equipped with the necessary tools to design and deliver effective language instruction under the teaching principles of practicality, particularity, and possibility. This sought to help promote classroom instruction where innovation and motivation are at the center.

Finally, considering that foreign language teachers ought to create conditions to motivate learners to learn the target language, chapter V proposes a set of twenty one techniques and strategies that may be useful to foster effective language learning among English students inside and outside the classroom. The group of techniques and strategies suggested in this chapter have, in some cases, been examined in research studies while others have been selected considering the results obtained through their constant use in foreign language classes. More importantly, this chapter contains a methodological guide with the procedures on how to implement many different helpful didactic strategies and techniques to better promote student motivation towards English language learning.

Chapter IV

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Innovation in Foreign Language Teaching and Learning: The Key for Student Motivation

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Introduction

This chapter aims to present some innovations in teaching English as a foreign language (TEFL) which can overcome the issues of the traditional methods that have blocked learners' motivation to keep them engaged in doing their best to learn English effectively. Thus, the chapter is organized into two sections. The first one is a brief systematic review presented by some recent investigations about some innovations in education and in teaching foreign languages. The second section describes Kumaravadivelu's (1994) *postmethod* as an innovative pedagogy that meets the criteria of Keller's (1987, as cited in Briggs et al. 1992) motivational model of instruction ARCS (Attention, Relevance, Confidence, and Satisfaction). The whole chapter attempts to answer the following research questions:

- How do foreign language teaching and learning innovate education?
- What is the role of technology in innovation and in students' motivation?
- Which teaching methods are the most suitable to integrate technology in TEFL?
- How does the *postmethod* guarantee effective English language teaching and learning?

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Innovation in Education and in Teaching Foreign Languages
Educational Innovations Through Technology in Foreign Language
Teaching and Learning

Innovations in Education and in Teaching Foreign Languages

This section presents a brief systematic review from recent investigations on innovations in education and foreign language teaching and learning. Although the literature covers diverse innovations in education, this review will focus on two major themes: 1) Educational innovations through technology in foreign language teaching and learning; and 2) Technology in EFL teaching and learning as its effects on learners' motivation.

Educational innovation in foreign languages must seek new ways and foster the use of teaching and learning strategies, which embrace and focus on the necessary skills for the 21st century. Due to the continuous and growing globalization in everyday life, it is necessary to use a lingua franca that facilitates communication, and develops social, linguistic, and cultural skills among people.

Much of the current literature on TEFL educational innovations pays particular attention to the correlation between innovation and technology, and technology and EFL learners' motivation. That is why these terms together with the acronyms EFL and TEFL were the key words or the criteria to search for current information. Google Scholar, Eric Institute of Education Sciences, and Google Search were the main sources of data. In this first section, the researchers seek to answer the three first questions mentioned at the beginning of this chapter: How do foreign language teaching and learning innovate education? What is the role of technology in innovation and in students' motivation? Which teaching methods are the most suitable to integrate technology in TEFL?

Educational Innovations Through Technology in Foreign Language Teaching and Learning

It is essential to innovate the educational system as a basic mechanism of bilingualism or multilingualism (Berenguer et al., 2016). In particular, globalization demands the change and expansion of innovative methodologies that offer an attractive,

stimulating, and active teaching of foreign language languages, which not only aims to teach a second language but also to awaken motivation for its learning.

Innovative strategies promote motivation, creativity, and students' interaction through real experiences that are significant for learners' life and learning. Quintero et al. (2020) defended that taking advantage of experience as a stage for practice, and taking it in expressions in a natural, experiential, and contextualized way helps to improve the learning process of foreign languages. Therefore, it is required to promote understanding and expression in a foreign language from a comprehensive view of the language as an instrument of communication and interpretation of curricular content, which also promotes bilingualism and multilingualism as a vital tool of higher education (Araujo, 2013).

Furthermore, as global citizens, we need to improve our skills by learning a foreign language with technological tools, which can eventually enhance individuals' critical thinking. Rubena and Fernandez (2015) stated that critical thinking allows students to observe, feel and reflect on a particular situation or action. It also promotes the metacognitive ability to learn how to learn autonomously, which ultimately will strengthen their level of education, their job opportunities, and international relations and mobility.

Foreign language teaching has been described in terms of a set of methods or techniques, which affect student learning. In particular, the processes of teaching and learning a foreign language are articulated in new scenarios and forms, which underlie communicative competence according to each culture. For this reason, communication recognizes foreign languages as the means of expression to satisfy needs based on the basic characteristics of each culture. Furthermore, the Centre for Educational Research and Innovation (2016) mentioned that using innovative technologies in foreign language learning retains the opportunity to enter into communicative and pedagogical development using multilingual elements.

It is not only a question of new technology uses but also of new forms and methods of teaching and a new approach to the training process. As stated by Ortega, et al. (2020), the teacher must take into account the different learning styles in order to personalize students' learning, which favors motivation as a viable aspect of comprehensive education. The main objective of foreign language training is the

development of the communicative culture of students by training them in the practical use of a foreign language. Consequently, teachers' task is to create the conditions for the practical use of the language for their students, choosing the most effective teaching methods that allow them to show skill, creativity, and communicative mastery (Pavlova et al., 2019).

Therefore, teachers become facilitators and guides, as they understand the possibilities offered by curricular content, which implies a constant search for rethinking their teaching practice and incorporating new technologies and knowledge. Santos (2018) highlighted that since teachers have started to inquire into action schemes critically, they can face problems or didactic deficits; consequently, they will be able to raise solutions based on a strategic exploration of resources. As a result, this provides more opportunities for feedback, reflection, review, and especially, to expand the personal interactions through exchange opportunities with other people (Oskina et al., 2021).

Technology in education has been arranged as the set of tools and the means of real interaction. For this reason, learning a foreign language takes into account multiple components. The teaching and learning processes will facilitate foreign language acquisition through a technological path that offers online conversations, online grammar and vocabulary exercises. According to Izquierdo et al. (2017), achieving mastery of a second language requires guided learning that encourages the active participation of students with the mediation of interactive resources. Therefore, technology represents a great utility since it promotes students' interaction and motivation when they use their voice, listen to authentic conversations, correct pronunciation, and increase vocabulary, phraseology, and grammar, among others (Basterra, 2020).

Information facilitates communication contexts for a global linguistic exchange, opening the possibility of being responsive to the cultural diversity through a universal foreign language. Callister and Barbules (as cited in Díaz and Jansson, 2011) added that a technological way offers multiple informative, interactive and educational experiences; through stories, comics, music, real scenes, cinema, music, etc.

The strategies within the process of foreign language learning are linked to the use of new information and communication technologies (ICTs), as they help

students' personal development and training, taking into account their abilities and particularities. Furthermore, proper management persists in supporting the development of writing skills, vocabulary, and grammar, among others. As highlighted by Ramírez and Casallas (2017), on a large scale, ICTs allow foreign language teachers the possibility to flourish in new learning alternatives since they offer an approach to other realities in a direct way, deepening in basic aspects of learning a new language. It is possible to highlight that internet is a global network that expands the opportunities for students to participate in different spaces for developing cognitive and language learning. Their participation is essential for the benefit of meaningful, realistic, interesting and achievable experiences and activities, aimed at the students' motivation.

ICTs allow interaction, creation, and communication, which facilitate improvements in pronunciation, strengthen auditory learning, and even expand content creation. Therefore, learning a foreign language allows, on the one hand, to expand job opportunities and academic achievements, as well as to know and interact with other cultures (Benavides et al., 2021).

For Sadycova et al. (2018), intercultural ability is impossible without communication, and the use of internet resources in a foreign language lesson in this sense is simply irreplaceable. The virtual internet environment allows to go beyond the temporal and spatial learning, allowing for authentic communication on real topics; to achieve optimal results, it is necessary to integrate its use in the process of a lesson in a competent way. In addition to working with reading and speaking skills, it is possible to fill a wide lexical range of vocabulary.

In addition to those mentioned above, cross-curricular training is added, which chooses to achieve the fulfillment of students in an integral way, prioritizing diverse, productive, recreational, and interactive activities as part of new teaching strategies. Chavez et al. (2017) claimed that teaching a foreign language should be a priority for the educational system, which allows the expansion of cultural and social components. Consequently, it is a priority to generate simulated realities, which increase a communicative, linguistic, and interactive interpretation in teaching and learning. With this vision, the role of technologies is important since they constitute tools of multiplicity. This means to Acosta et al. (2018) that educational innovation and foreign language teaching are extremely important to transform the methods used in the current educational system through emerging technologies.

Technology in EFL Teaching and Learning and its Effects on Learners' Motivation

Currently, technological access allows the inclusion of digital tools and resources, taking advantage of the diversifications of pedagogical strategies. García et al. (2018) state that technological tools modify the forms of teaching. This entails the recognition of divergences, learning styles, and the role of students and teachers. Moreover, the internet intersects research, interaction, and communication activities to become a public space with global access, which brings new forms of learning and co-construction of content with different interpretations. There is a large volume of published studies describing the role of technology on EFL teaching and learning and students' motivation, and technology and innovation. For this reason, the authors of this chapter selected five research articles that contain the information required to answer these research questions: What is the role of technology in innovation and in students' motivation? Which teaching methods are the most suitable to integrate technology in TEFL?

Misirova's (2022) study found out teachers' beliefs about TEFL innovations. She drew to the conclusion that teachers perceived the integration of ICTs as one of the innovations to foster students' interaction, motivation and engagement during their lessons. Nevertheless, the low speed of the internet frequently disrupted the normal development of technological-based activities.

In their action-research study, Sevy-Biloon and Chroman's (2019) implemented an international language exchange video chat program between 17 Ecuadorian EFL university students and 17 English native speakers who were Spanish language learners from a university in the USA. Their goal was to increase foreign language learners' intrinsic motivation and oral communication. All participants had opportunities to interact through synchronous sessions to improve their speaking skills .Their findings demonstrated that both Ecuadorian and US students felt intrinsically motivated during five weeks of video chats. Their communication skills increased significantly, especially their fluency; however, some Ecuadorian students felt frustrated because their US partners sometimes failed to connect on the due dates.

Correspondingly, Albahiri and Mohammed Alhaj (2019) attempted to provide a guideline for more systematic utilization of YouTube in EFL classrooms at King Khalid University/Kingdom of Saudi Arabia. They used YouTube with 45 students to get them engaged through short videos that displayed attractive visual images and audio that served as an effective input to increase learners' language proficiency. The researchers concluded that YouTube technology not only improved learners' EFL skills but also increased their motivation to learn the foreign language with enthusiasm and commitment. "Evidence indicates that YouTube technology motivates learners, increases retention of material and aids comprehension of spoken discourse. Its utilization creates an interactive and dynamic environment for accommodating students' every need required for their English speaking" (p. 11).

By drawing to the concept of innovation, Rahman et al. (2018) demonstrated that English as a medium of instruction (EMI) is an innovation itself in higher education in several Asian countries. In their study, they analyzed the EMI policies in eight countries: Bangladesh, China, Malaysia, Pakistan, Thailand, Saudi Arabia, South Korea and Vietnam. The researchers concluded the EMI in Asian higher education boosted students' English language proficiency. Therefore, Asian countries' motivation to insert EMI in their educational systems was mainly because high levels of English as a lingua franca provides high-qualified professionals who broaden Asian economic status at an international level. EMI also enables the option of internationalization of higher education in Asian countries. In short, English language learning represents monetary growth in the Asian context through the vertiginous commerce among international markets.

Reyes Gómez and Rey (2020) identified innovation as the implementation of ICTs in the EFL teaching and learning processes. Their action-research findings highlighted the students and teachers' interests and perceptions towards the use of digital tools. The researchers found that students got bored using some digital apps to practice on their own. On the contrary, they felt motivated when teachers used some apps in the classroom as part of a gamification pedagogy. Likewise, teachers perceived that a conventional or traditional power point presentation could enhance students' motivation much more than a sophisticated app when teachers have the pedagogical skills to organize their lessons properly. Additionally, teachers and

students expressed that they refused to use technological tools in order to force or accelerate students' regular learning process on their own.

It is worth mentioning that among the studies aforementioned, student-centered methods for TEFL are highly recognized by the researchers. For instance, in her study about "Teaching English and Innovations at Schools", Misirova (2022) revealed that EFL teachers believed that innovation is closely related with the application of ICTs and student-centered methods such as Content and Language Integrated Learning, Gamification, and Communicative Language Teaching. These methods develop students' critical thinking through practice and communicative activities that make students' learning experiences more memorable and enjoyable which simultaneously enhance their motivation to learn English.

Moreover, Reyes Gómez and Rey (2020) found, through their study on EFL teachers and students perceptions about methodological innovation in English language teaching, that Gamification was as an innovative and effective pedagogy to teach and learn English through playful activities, which ultimately increase their capacity to retain the contents in their working memory. In fact, student-centered methods for teaching English are supported by the theory of constructivism; what is more, "constructivist strategies are often called student-centered instruction" (Slavin, 2010, p. 258).

So far, this chapter has focused on innovation, technology and motivation for English language learning. The following section will discuss the *postmethod* as an innovative pedagogy for TEFL.

The *Postmethod* as a Meaningful Innovation in Language Teaching and Learning

The purpose of this section is to review the literature on the *postmethod* as an innovative pedagogy for TEFL. It begins with a general overview of its origin, and its position among the other teaching methods. Then, the macro strategies of the *postmethod* framework are described with some suggested micro strategies as experienced by the researchers of this chapter as experienced in-service EFL teachers.

Currently, we are living in the digital era whose technologies overwhelm human beings' knowledge and control. In fact, education in the 21st century digital world has to prepare future generations to face unknown challenges, especially to overcome the dehumanization of the people (Schwab & Malleret, 2020). As explained by Gates et al. (1996), although the computer will create new and effective learning environments beyond the educational institutions, it will not replace the human social essence of learning.

For many years, several instructional methods for learning English as a second or foreign language have appeared and disappeared depending on their efficacy in motivating learners to acquire the language. As a matter of fact, many investigations have revealed that learners' beliefs about teaching rely on what they consider a motivational or non-motivational type of instruction. Primarily, they think instruction is the most crucial factor for them whether to get motivated or to get blocked from achieving their language proficiency (Lockhart & Richards, 1994).

With the aforementioned in mind, Keller (1987, as cited in Briggs et al. 1992) proposed the motivational model ARCS (Attention, Relevance, Confidence and Satisfaction) to be inserted in the instruction process to create a motivational classroom atmosphere. Taking this into account, teachers' lessons should start by gaining students' "attention" by deliberately presenting visuals, mnemonics, or such artifacts to enhance learners' comprehension. In addition, the condition of "relevance" has to emerge from the lesson objectives that should be aligned with the learners' interests. As long as the lesson is delivered, teachers have to provide enough guidance, practice, and feedback so that learners can feel "confident" that they can do what they are being taught. As a result, the feeling of "satisfaction" upon completing the tasks enhances students' motivation to keep learning.

Therefore, this section briefly describes the *postmethod* pedagogy as an alternative to innovating the teaching practices which can capture learners' motivation for their successful language acquisition. The *postmethod* meets the criteria of the motivational model ARCS (Attention, Relevance, Confidence, and Satisfaction) through the implementation of macro and micro strategies that generate motivational strategies to gain students' attention and interest in learning. Thus, the section starts with the presentation of the origin of the *postmethod*, the difference between method and

postmethod, teachers and students' role in the *postmethod* pedagogy, and the principles of the *postmethod*. Finally, it is presented the *postmethod* framework which describes its macro and micro strategies which function with the motivational model ARCS.

The Origin of the *Postmethod* Pedagogy

English language teaching (ELT) has been making steady progress since the beginning of the last century. Nevertheless, the search for an effective method has become the holy grail for teachers and theorists who seem to be disappointed after using different methods repeatedly, producing limited results. These old-fashioned methods and more recent ones have flourished and have been left apart to be replaced by a new paradigm named the *postmethod* pedagogy (Chen, 2014).

Conversely, it can be said that the *postmethod* is not a just-out-of-oven invention. It was in the Spring of 1994 when Kumaravadivelu first set out this alternative to the prevailing methods in language education. He considered that teaching English should not be restricted by teaching method theories. As a result, he characterized the *postmethod* as a three-dimensional scheme founded on three principles: particularity, practicality, and possibility. Furthermore, the author advocated for the application of shortened techniques in EFL classrooms.

After all, once the *postmethod* began being used, many theorists wondered about the relationship between method and *postmethod*, and, more importantly, the difference between these two paradigms. In the following paragraphs, the differences between the method and *postmethod* are described.

Differences Between Method and *Postmethod*

According to Kumaravadivelu (2001), second language teaching methods and the *postmethod* are opposed paradigms. A traditional method is built by theorizers who focus on teaching theories to be planned and applied. On the other hand, the

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postmethod pedagogy allows language teachers to build their theories based on their teaching practices and expertise to produce outcomes.

Kumaravadivelu (2001) further asserted that conventional methods have given far-reaching authority to theorists who have been designing procedures, techniques, and strategies all by themselves. On the contrary, the *postmethod* philosophy empowers language trainers to generate focalized, specific, and reflective teaching procedures. Another clear difference established by Kumaravadivelu (2003) is that the *postmethod* is an exploration of a singular method rather than a singular method itself. Besides, the *postmethod* empowers teachers to be independent language trainers and decide how to educate and overcome learning difficulties by designing their method from practice and being faithful to their method, allowing them to unfollow theorized methods.

It can also be said that methods are arduous prearranged pathways seeking outcomes. Meanwhile, the *postmethod* embodies pragmatism when assembling techniques from various methods based on organizational, analytical, and educational principles. This process requires years of teaching experience to avoid falling into eclecticism, meaning a random selection of subjective teaching procedures generating disorderly, devious, and naive teaching practices (Akbari, 2008).

> Postmethod pedagogy tries to cover wide-ranging ELT issues such as teaching strategies, didactic materials, curricular procedures, and assessment techniques that are not covered by traditional methodologies. Likewise, it considers numerous historical, political, and sociocultural events that fairly influence ELT (Can, 2009).

Apart from the information, it is relevant to understand the importance of both teachers' and students' roles in the *postmethod* pedagogy. Therefore, the subsequent paragraphs present further details in this regard.

The Role of Teachers and Students in the *Postmethod* Pedagogy

The traditional teachers' role in countless teaching methods is usually limited to following the instructions and steps described by academics in their theories.

However, the *postmethod* pedagogy places teachers at the center of language learning and teaching and gives importance to their beliefs, experience, and proficiency in language teaching. In fact, teachers know best their learners and the classroom context, not only as teachers but also as students. Additionally, throughout their lifetime, many teachers gain knowledge of other teachers' actions and opinions, as well as parents and caretakers (Prabhu, 1990, as cited in Sun, 2021).

In the words of Safari and Rashidi (2015), contrary to the procedures of traditional teaching methods, which control teachers' and students' roles as followers, the *postmethod* suggests that teachers can create their own theories and methods based on their experience in their real-life teaching setting, as students are exposed to more personalized content and activities suitable for their learning styles.

Having described teachers' and students' roles in the *postmethod*, it is essential to analyze the principles of the *postmethod* that are enlisted as follows: particularity, practicality, and possibility.

The Principles of the *Postmethod:* Particularity, Practicality, And Possibility

As previously mentioned in the origin of the *postmethod*, this was conceived as a three-dimensional structure formed by three pedagogic parameters: particularity, practicality, and possibility. These three parameters cooperate with each other in a synergic correlation (Kumaravadivelu, 1994, as cited in Chen, 2014).

For Kumaravadivelu (2003), the parameter of particularity involves that any language teaching system must be sympathetic to a specific group of educators teaching a specific group of language learners who should be chasing specific established goals inside their particular educational situation introduced in a particular socio cultural context. In other words, teaching practices should be particularly effective for that group of teachers, students, and their social backgrounds.

In the same vein, the parameter of practicality states the connection between theory and teaching procedures and the application of these procedures in the classroom (Kumaravadivelu, 2003). It signifies that theory must not be separated

from practice so that teachers' ability to generate theory based on their practices must be very prolific and sophisticated. Practicality is so important in *postmethod* pedagogy because it acknowledges language trainers to generate their theories from experience and put into practice what they have theorized.

Lastly, the pedagogical parameter of possibility was based on Paulo Freire's educational philosophy in which learners and teachers are recognized as the principal protagonists and their educational situation. Under Freirean critical pedagogies, teachers take into consideration learners' class, race, gender, and ethnicity so that their educational goals are best impacted by their teaching procedures. Likewise, learners' previous knowledge is influenced by their culture, socio economic status, and political environment where they grew up (Kumaravadivelu, 2003).

These three parameters do not restrict the *postmethod*; they expand it to uncertain boundaries. Their connection implies an evolution to the teaching procedures, not a static but an evolutive alternative that can be shaped and reshaped based on their circumstances. These three pedagogical considerations are the conceptual foundation for the *postmethod* pedagogy.

Once the principles of the *postmethod* have been presented, it is essential to consider the limitations of the previous methods to better understand why the *postmethod* is in a position to replace most of them.

Limitations of Previous Methods

In the educational context, a method is an instructional design for a specific level of application in order to fulfill prescribed objectives, predefining the teacher and learners' roles. The teacher's role is to implement a method, so little flexibility is used. In this regard, era methods ended by the beginning of the 90s when researchers and linguists shifted their attention to teachers and their practices rather than prescribed methods (Richards, 2013).

Table 1.

Table 1. Limitations of Previous Methods Versus the *Postmethod* Pedagogy

Method / Authors	Description	Limitation	Proposed postmethod macrostrategy
Communicative Language Teaching (CLT) (Thamarana, 2014).	It focuses on developing communicative competence where students are presented with real-life communication situations to be able to use the grammar and vocabulary learned in class activities like role-play techniques to stimulate communication.	It focuses excessively on oral skills, while reading and writing are left apart.	-Contextualize linguistic input
Grammar-Translation Method (GTM)	It helps learners learn the target language through literature passages and the completion of follow-up questions	Hago (2020) considers that this method does not allow for active class participation, communication is not emphasized, and content is not taught. For these reasons, GTM has been mostly replaced.	-Facilitate negotiated interaction Activate intuitive heuristics -Foster language awareness
Audiolingual Method Larsen-Freeman and Anderson (2011)	It is based on the achievement of language habits, and the repetitions of patterns until they become a natural integration.	The major drawback is that the learner plays a passive role and has reduced control over his/ her own learning.	-Integrate language skills
Total Physical Response (TPR) (Widodo, 2005).	It places listening comprehension as the most practical skill, imitating the first stages of mother tongue acquisition to later develop different skills.	It cannot be used to teach every topic, and it tends to be repetitive for learners. TPR has to be mixed with other methods due to the amount of energy required from teachers and learners (Intarapanich, 2013).	-Integrate language skills -Contextualize language input
Silent Way Method (Khalilova, 2019)	It is a structural approach since this follows a sequence based on grammatical structures. This method is flexible for teaching several topics.	It is not suitable for all proficiency levels	-Maximize learning opportunities

Direct Method (DM) (Batool et al., 2017).	The aim is to understand communication by using relevant didactic material. In this regard, the teacher's role is to directly use the studied language and avoid translating the materials used in the classroom. Despite this, the DM ignores the planification of written works, making it way more efficient. The method is great for early stages.	Not effective for more advanced classes	-Maximize learning opportunities
Suggestopedia (Zaid, 2014)	It uses advertising and not usual styles of material presentation for classroom learning. Suggestive techniques, mental concentration, and physical relaxation exercises are combined to elevate a person's personality and increase his or her abilities while the material is presented enthusiastically alongside relaxing music.	Not all classrooms are properly equipped to apply suggestopedia, and learners tend to make the learning process as light-hearted.	-Facilitate negotiated interaction

As can be discerned, all the methods and approaches listed before have advantages and disadvantages. However, when classes are carried out, teachers are the ones who decide the most effective procedures to be applied to their students. Teachers play an imperative role in implementing what they know and have been trained for. In this context, the *postmethod* pedagogy is the solely method-approach alternative in which teachers create their own theory based on what these principles state: particularity, practicality, and possibility.

Postmethod **Framework**

A framework of ten macro strategies that can become operative through micro strategies supports the *postmethod* pedagogy. A macro strategy is an approach created by teachers' concrete and real experiences and actions sustained with theoretical, psychological, and pedagogical knowledge. A micro strategy is a systematic procedure constructed by teachers and students aimed at teaching and learning successfully (Kumaravadivelu, 2008). With respect to micro strategies, they fit closely in each macro as experienced by the researchers during their EFL teaching practice as active teachers in the public sector education of Ecuador. However, a micro strategy may meet the principles of several macro strategies depending on each teacher's perspective.

Macro Strategy 1: Maximize Learning Opportunities. The most outstanding feature of this macro strategy is that the teacher and students' roles are equally important because both are creators and facilitators of knowledge. When teachers engage learners in collaborative work, a positive atmosphere emerges, and students feel motivated to defeat their fears and enhance their learning (Kumaravadivelu, 2008).

Suggested Micro Strategy. Reciprocal Peer Questioning to Maximize Learning Opportunities. From the researchers' perspective, as experienced EFL teachers, reciprocal peer questioning (RPQ) is a strategy that meets the criteria to maximize learning opportunities. It is collaborative work among peers with the teacher's support for clarification and orientation. Group cohesion increases confidence, which is a factor in enhancing learners' motivation (Troya & Moreno, 2018). Ching-Ying (2014) validated RPQ as a three-step effective strategy for reading comprehension as follows:

1. Individual work for self-questioning. Students read independently and raise their own questions in relation to the reading.

2. Pair or group work. Students get involved in collaborative work to get responses to each other's questions. They make a consensus about what they think are correct answers.

3. As a whole class. Students socialize their questions and answers and get feedback from different groups and their teacher.

RPQ is a cognitive process that is developed socially among teachers and students to increase reading comprehension and social skills as well. The interaction among peers comes after a private independent work in which each student tries to get his/her own tools/questions to contribute to his/her group. While working in groups, students' self-confidence increases their language attainment. In conclusion, their learning has been influenced by both intrinsic and extrinsic motivation and by the interaction of collaborative work (Ching-Ying, 2014).

Macro strategy 2: Facilitate Negotiated Interaction. Facilitating negotiated interaction implies a two-way communication process between teacher-students and students-students. This process is evident when students feel motivated to begin a conversation, a discussion, or any type of interaction rather than just to be subjected to respond to their teachers' prompts or questions (Kumaravadivelu, 2008). They (teacher and students) are able to interchange ideas, opinions, and information in different situations for different purposes. When facilitating negotiated interactions, teachers assist learners' expectations for successful learning, which is one of the motivational categories of the ARCS model.

Suggested Micro Strategy. Four Corners to Facilitate Negotiated Interaction. Four corners is a strategy for promoting speaking skills; it develops students' social skills through interactive activities as well. Before going to one corner of the classroom, students must think about which corner meets their personal perspective. This strategy works very well in remote learning by breaking out the rooms. The four corners strategy promotes respect and tolerance for diversity as it shows students that every person has his/her own beliefs and attitudes. Kurnia (2018) reported in his study about the implementation of the strategy four corners for speaking skills, and the author observed that "by the end of the lesson, students are able to express their positions, as well as opposing arguments, on a particular issue" (p. 106).

This strategy is very versatile and its procedure is explained below:

1. Teacher presents to the class a topic or issue to be discussed and shows four alternatives to choose from; for example, strongly agree, agree, disagree, strongly disagree.

2. Teacher gives students some thinking time to make a choice from the four alternatives.

3. Teacher asks students to go to the corner labeled with their alternative.

4. Students who meet at the same corner have to discuss their reasons for their choice. At this stage, when teachers work with large classes, they can have students work in pairs in order to share their ideas.

Four corners can be adapted for remote learning during a live class session with an online platform that has the option to create breakout rooms. Either on campus or remote learning, the strategy of four corners creates opportunities for students to negotiate their interaction, which consequently increases learners' comprehension and production. To this extent, it is necessary to highlight that the motivational category of satisfaction is observed in students' production since they get the feeling of achievement of having done good work.

Macro Strategy 3: Minimize Perceptual Mismatches. How learners interpret their teacher's intentions or instructions will be the main factor for a successful or failing learning. Kumaravadivelu (1994) warns practitioners that several perceptual mismatches may occur during the teaching and learning process. For this reason, teachers should always be aware of them in order to guarantee effective interaction and learning. Actually, a teacher's guidance fosters learners' confidence, which is a motivational factor that guarantees the learning process (Briggs et al. 1992).

Macro Strategy 4: Activate Intuitive Heuristics. Activating intuitive heuristics is related to the opportunities that teachers can create for their learners to discover by themselves what is implicit in a variety of resources. Kumaravadivelu (1994) states that this macro strategy works out better with the language systems, such as grammar, vocabulary, phonology, and discourse. A language system should not be explained explicitly because of grammar constructions; for example, they cannot be explained extensively because there is an infinite number of combinations of grammar structures. That is why the teachers' role in activating students' intuitive heuristics is crucial for the acquisition of the English language. One way of doing so is by "providing enough textual data so that the learner can infer certain underlying grammatical rules" (Kumaravadivelu, 1994, p. 36).

Suggested Micro Strategy. Formulaic Expressions to Activate Intuitive Heuristics. Formulaic expressions are promising in activating intuitive heuristics because they are a chain of words that function as a unit. Such expressions as

greetings (have a good one), farewells (take care), congratulations (well done), apologies (sorry for being late), idioms, and collocations (it's a piece of cake) are considered as formulaic expressions because they have a high occurrence in the spoken language (Ebrahimi et al., 2021). When these expressions are explicitly taught, teachers encourage learners to use them in different situations during their natural interactions. As previously stated by Briggs et al. (1992), teachers' guidance enhances learners' confidence to perform properly, which generates a subsequent feeling of satisfaction as a motivational factor during the teaching and learning process.

Formulaic sequences can be taught as vocabulary words without grammar explanations because the main goal is their meaning and use rather than form. For instance, have a good one!; take care; how are you doing?, see you soon. However, learners will eventually infer the implicit form of formulaic expressions because they become aware of their grammar patterns after they have been introduced into their lexical range.

Macro Strategy 5: Foster Language Awareness (FLA). This macro strategy focuses on teaching and learning the formalities of L2 without grammar-based strategies. FLA strategies engage students in a cognitive process that regulates their learning. Even though LA strategies enable learners to correct themselves, teachers' and peers' immediate feedback is crucial to avoiding fossilizations (Kumaravadivelu, 2008). Certainly, feedback is an instructional event that highly affects learners' performance because it is a motivational characteristic that provides a supportive classroom atmosphere that ensures learners' self-esteem to progress confidently.

Suggested Micro Strategy. Paraphrasing Game to Foster Language Awareness. "Paraphrasing game is an activity that develops capability in both directions: the cognitive capability to comprehend and the linguistic capability to express ideas autonomously" (McLeod, 2020, p. 38). Prepare a set of words, phrases, sentences, or brief texts from students' textbooks or graded reading[1] for your students to find another way to say them. Students should have already been familiar with the topics so that they would be able to increase their language awareness while attempting to

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[1]This website provides several choices for readers according to proficiency levelshttps://learnenglishteens. britishcouncil.org/study-break/graded-reading

say the exact text in their own words and the new items of grammar and vocabulary. In short, paraphrasing integrates reading and writing skills, vocabulary development, and grammar construction.

McLeod (2020) explains below how to play the paraphrasing game:

　　1. Form groups of three students: Player A, Player B, and Player T (timekeeper and evaluator

　　2. Player A reads out the text.

　　3. Player B has to paraphrase it using synonyms, different word order, and different grammar structures within a time limit monitored by Player T.

　　4. Player T (timekeeper) checks how similar the paraphrase is to the original version. The winner is the one who wrote the same meaning of the text with his/her own words.

While comparing the paraphrasing and the original text, teachers can engage students in a discussion activity to monitor and give feedback. This is the way we can foster learners' language awareness. As Kumaradivelu (1994) asserted, "LA refers to the deliberate attempt to draw learners' attention to the formal properties of their L2 in order to increase the degree of explicitness required to promote L2 learning" (p.37). In conclusion, paraphrasing games may be used for both oral and written production as well as for working in groups or individually. It is noticeable that teacher and peer feedback make this game effective that constitutes a motivational factor of the events of the instruction (Briggs et al., 1992).

Macro Strategy 6: Contextualize Linguistic Input. Chen (2014) studied the effect of the *postmethod* framework on students' learning. Regarding the macro strategy contextualizing linguistic input, he reported that almost three quarters of the surveyed students found it quite appealing when their teacher used authentic textual data from video, films, and mp3. Students expressed how they felt like part of an interactive community. Therefore, Chen advocated for teachers to create and get different sources from the course book to provide learners with authentic materials to contextualize linguistic input. In the light of the motivational model ARCS, this macro strategy focuses on the principle of relevance since it situates learners in real-world conditions where language is used for communication (Briggs et al., 1992).

Suggested Micro Strategy. Discourse-Based Teaching to Contextualize Linguistic Input. Authentic materials from different sources, such as written and spoken discourse found in conventional and online sources through newspaper articles, documentaries, and text messages on social webs are real-life artifacts that teachers can take advantage of to teach grammar rules. Elturki (2010) points out that teachers can create role-plays, essays, and debates on authentic materials with the aim of contextualizing linguistic input and integrating language skills. As a result, discourse-based teaching attempts to recreate real-life situations that can catch students' attention that is a motivational factor for effective learning.

Macro Strategy 7: Integrate Language Skills. Whether to separate or integrate the four skills of the language (listening, speaking, reading and writing) usually seems to be a hard decision to make when planning a lesson. As explained by Perfetti et al. (2005) the comprehension of a written text helps learners to be closer to producing a spoken or written text. Therefore, it is impossible to teach one skill at a time. In spite of the fact that coursebooks force teachers to do so by organizing the activities into separate sections for each skill including the grammar and vocabulary section, teachers implicitly integrate or should integrate language skills during their teaching process. That is the way learners will be able to build progressively their language proficiency from lower to higher levels (Kumaravadivelu, 1994).

Suggested Micro Strategy: Jigsaw to Integrate Language Skills. Jigsaw is a cooperative learning technique that requires the organization of the class into groups. First of all, the teacher divides the class into 4 or 5 home groups who have to solve a problem or solve a reading comprehension task. Once home groups have mastered the assigned task, each member of the group has to move to expert groups, which are formed by one member from each home group. The goal of forming expert groups is to discuss the assigned task and find out a new solution. The transition from home groups to expert groups enhances students' interaction and participation. During the process, students are engaged in different practice activities that integrate two or more language skills. Teachers' feedback clarifies and strengths students' active participation. Ehsan et al., (2020) corroborated through their experimental study, that the jigsaw technique improved students' reading skills, but interestingly they also revealed that the jigsaw "immersed students in learning English" (p.1). They identified that during the reading activity, students got involved in active discussions

and problem solving activities. In short, it was not possible to isolate only one skill at a time to be learned.

Macro Strategy 8: Promote Learners' Autonomy. In an investigation into Kumaravadivelu's *postmethod* framework, Barboza and Cad (2013) found that students' interactions foster learners' autonomy. Their students worked collaboratively in synchronous e-learning, which integrated them into a learning community. The authors claimed that teachers' and peers' continuous feedback and scaffolding during their classes built a sense of autonomy. These learning experiences helped learners to take ownership of their progress, which ultimately will motivate them to have life-long learning beyond the classroom. Given this situation, students can experience the feeling of satisfaction that is a motivational factor for increasing their enthusiasm for learning. Thus, freewriting is a micro strategy that promotes learners' autonomy along with teachers' guidance.

Suggested Micro Strategy: Freewriting to Promote Learners' Autonomy. Freewriting is a technique that helps EFL learners to gain both confidence and fluency in producing their own texts (Hwang, 2010). Freewriting is more informal and does not force learners to follow fixed grammar rules. This type of writing focuses on writing fluency rather than writing accuracy. Its primary purpose is to reduce learners' anxiety and pressure to be scored using a rubric with fixed criteria, which eventually might block their confidence to produce even a brief and simple written text. Learners usually struggle with their writing skills, even in their mother tongue. That is why freewriting seems to be useful to go through a path that leads language learners to write, both fluently and accurately. According to Hwang (2010), freewriting can be guided or unguided. When it is guided, teachers give a specific topic for a specific amount of time. On the other hand, unguided freewriting occurs when learners by themselves choose the topic to write in a given period of time without self-editing.

Freewriting, like many other strategies, can be adapted for remote learning using Padlet[2] as explained below:

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[2]This is an online tool for sharing ideas and working collaboratively. www.padlet.com

1. Teacher organizes his/her Padlet using different options from its board, such as written posts, photos, and videos.

2. Teacher writes the title Freewriting and gives some instructions about topics and allotted time for the activity. Then, as many columns as necessary could be added per student.

3. Students write their names in the title of their columns and start freewriting.

4. Teacher and students can post on someone else's column with the comment option.

5. Teacher can send the grade to their students privately.

To sum up, freewriting promotes collaborative work and is a motivational strategy that makes learners express their ideas and thoughts freely in an authentic context.

Macro Strategy 9: Raise Cultural Consciousness. Learning a foreign language implies learning new cultures as well. Language becomes active and dynamic in the sociocultural context where it is spoken, whether as a native language or a second/ foreign language. Raising cultural consciousness is related to knowing and valuing both the foreign language's culture and the learners' own culture. Globalization and the internet open doors to new cultures and to show the world our own identities. They also help to enhance our culture through English as an international language (Canagarajah, 2014).

Suggested Micro Strategy: Pen Pals to Raise Cultural Consciousness. Engage students to choose a cultural topic of their own country; such as their traditions, their music, their rivers and landscapes, their beliefs, their daily routines, food, sports, and several other areas that catch their interest to share with native or non-native English speakers from different cultures. The goal goes beyond the use of English as a tool for communication; it is to enhance learners' awareness of their own culture and others' cultures, too (Thompson, 2009).

Macro Strategy 10: Ensure Social Relevance. English has become an international language, and we can find speakers from different backgrounds who use the language for a variety of purposes. These days, there are as many non-native speakers of English as native speakers. The myth of getting a native-like accent is disappearing (Canagarajah, 2014). In contrast, what is required is "intelligibility and

acceptability rather than native-like perfection" (Stern, as cited by Kumaravadivelu, 1994, p 42). As a result, language is understood among the members of a society who make sense of their communication in English based on their purposes for the interaction.

Suggested Micro Strategy: Shadowing Technique. Shadowing is a technique that requires EFL learners to repeat what someone else in English has said. From the personal experience of the researchers of this chapter, authentic materials such as English songs, short YouTube or TikTok videos are effective sources for students to listen and repeat the words or phrases as closely similar as the original speakers. As stated previously, the goal is not to get a native-like accent. Nevertheless, the researchers totally agree that natural exposure to language helps learners to improve their language skills. Currently, this technique has migrated to artificial intelligence as offered by Google Play, in its free Shadowing App.

Conclusions

As mentioned at the beginning of this chapter, the researchers sought to answer the following questions:

How do foreign language teaching and learning innovate education?
• Foreign languages improve global citizens' communication around the world. Bilingualism and multilingualism strengthen people's level of education, expand their job opportunities, fosters safe mobility to foreign countries, and ensures social relevance among the members of the society.

What is the role of technology in innovation and in EFL students' motivation?
• Several studies validate the technology as an evidence of innovation because the ICTs allow foreign language teachers to fill the gap of time and space to make their students interact among English speaking people, natives or nonnatives, around the world. Technology diversifies the pedagogical practices that motivate students to acquire long life learning skills. In addition, English

language learning is an innovation in itself because it is the international language for business, science, and entertainment.

Which teaching methods are the most suitable to integrate technology in TEFL?

• Technology itself would be useless in TEFL unless EFL teachers adopt efficient student-centered methods to integrate technology in their teaching process. Empirical studies confirm that Content and Language Integrated Learning, Gamification, and Communicative Language Teaching are the most suitable methods to develop students' critical thinking through practice and communicative activities, Thus, students' learning experiences become more memorable and enjoyable which simultaneously enhance their motivation to learn English inside and outside the classroom with the aid of the technology.

How does the postmethod guarantee effective English language teaching and learning?

• The *postmethod* pedagogy releases teachers from being stuck in fixed methods that hinder their creativity and innovation. The *postmethod* meets the criteria of the motivational model ARCS that supports teachers' instruction to boost learners' motivation for long-life learning. Furthermore, it fosters teachers' reflection upon their own practices, which at the same time develop their investigative skills. The *postmethod* framework, as well as its pillars of practicality, particularity, and possibility, constitute the path where teachers can reconstruct their pedagogical actions with autonomy.

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