



Vicerrectorado de
Investigación • Vinculación • Posgrado
Unidad Editorial

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



Ediciones UTMACH
200 pages / Format 17 x 24cm
Title: Where Motivation and Learning Meet:
Bringing Key Concepts, Research
Insights, and Effective Practices Together into
the Language Classroom
First edition
Electronic ISBN: 978-9942-24-184-9
DOI: <http://doi.org/10.48190/9789942241849>
CDD: 375

Authorities

Jhonny Pérez Rodríguez - **Rector**
Rosemary Samaniego Ocampo - **Academic Vice-Rector**
Luis Brito Gaona - **Vice-Rector of Research, Outreach, and Postgraduates Studies**
Irene Sánchez González - **Administrative Vice-Rector**

© Ediciones UTMACH

Original title:

Where Motivation and Learning Meet: Bringing Key Concepts, Research
Insights, and Effective Practices Together into the Language Classroom

ISBN electrónico: 978-9942-24-184-9

DOI: <http://doi.org/10.48190/9789942241849>

© Chapters authors

Peer-reviewed textbook

Karina Lozano Zambrano

Chief Editor / Editorial Edition and Layout

Edison Mera León - **Layout and Cover Design**

Jazmany Alvarado Romero - **D-Space Distribution**

First edition

March 14, 2024 - Digital Publication

Universidad Técnica de Machala - **UTMACH**

Correo: editorial@utmachala.edu.ec

Machala-Ecuador

Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International
License (CC BY-NC-SA 4.0).

Table of Contents

Preface

Introduction

Chapter I: Motivation in Education: The Road to Successful Learning .23

- » Introduction
 - » Key elements of motivation
 - » Sources of motivation
 - » Internal sources of motivation
 - » External sources of motivation
 - » Characteristics of motivating learning environments
 - » Importance and benefits
 - » Motivating students to learn in higher education institutions
 - » Motivation in higher education: Importance of the teacher's attitude
 - » Motivation in higher education: Importance of constructivism
 - » Motivation in higher education: Current trends
 - » Motivation in higher education: Common problems
 - » Motivation in higher education: Key advantages
 - » Chapter reflections
 - » Conclusions
 - » References
-

Chapter II: Attitude and motivation in language learning and teaching .57

- » Introduction
- » Language attitudes
- » University students' attitudes toward foreign language learning
- » Factors associated with motivation
- » Types of motivation

- » Social motivation
 - » Transcendent motivation
 - » Motivation in language learning and teaching
 - » Student motivation
 - » Cognitive functions related to motivation
 - » Reflections: Importance of motivation on foreign/second language acquisition at the university level
 - » Conclusions
 - » References
-

Chapter III: English language learning motivation in higher education: Research-related experiences, methodology, and study findings .91

- » Introduction
 - » Student motivation in English learning at Ecuadorian universities: From a small-scale survey study to a full-scale inter-university research project
 - » Overall research methodology, study design, and philosophical underpinnings
 - » Participants and data collection
 - » Data analysis
 - » Research findings at a glance: Key quantitative and qualitative results
 - » Discussion
 - » Conclusions and Recommendations
 - » References
-

Chapter IV: Innovation in Foreign Language Teaching and Learning: The Key for Student Motivation .123

- » Introduction
- » Innovations in education and in teaching foreign languages
- » Educational innovations through technology in foreign language teaching and learning
- » Technology in EFL teaching and learning and its effects on learners' motivation
- » The postmethod as a meaningful innovation in language teaching and learning

- » The origin of the postmethod pedagogy
 - » Differences between method and postmethod
 - » The role of teachers and students in the postmethod pedagogy
 - » The principles of the postmethod: Particularity, practicality and possibility
 - » Limitations of previous methods
 - » Postmethod framework
 - » Macro strategy 1: Maximize learning opportunities
 - » Macro strategy 2: Facilitate negotiated interaction
 - » Macro strategy 3: Minimize perceptual mismatches
 - » Macro strategy 4: Activate intuitive heuristics
 - » Macro strategy 5: Foster language awareness
 - » Macro strategy 6: Contextualize linguistic input
 - » Macro strategy 7: Integrate language skills
 - » Macro strategy 8: Promote learners' autonomy
 - » Macro strategy 9: Raise cultural consciousness
 - » Macro strategy 10: Ensure social relevance
 - » Conclusions
 - » References
-

Chapter V: Strategies and techniques to enhance student motivation in the EFL classroom

.157

- » Introduction
- » Methodology
- » Strategies and techniques for EFL classes
- » W-L-C-DYU (Watch, Listen, Connect, & Demonstrate Your Understanding)
- » Oral presentations
- » Conversation clubs
- » Literature circles
- » Self-recorded videos
- » Peer conversations
- » Mobile apps for autonomous learning
- » Case study
- » Role-play

- » Poster presentation
- » Jigsaw
- » Onion ring activity
- » Fly swatter activity
- » Haiku poem
- » Running dictation
- » Air writing
- » Hide and speak
- » Back to the board
- » Buzz the answer
- » Famous film freeze frames
- » Balloon darts
- » Chapter reflections
- » Concluding remarks
- » References

Acknowledgments

Coordinators and Contributors

Diego Ortega-Auquilla has been an instructor and researcher at Universidad Nacional de Educación (UNAE) since 2016. For over 12 years, he has taught different courses dealing with English as a foreign language, learning theories, curriculum development, academic writing and educational research. He holds a bachelor's degree in Educational Sciences with a concentration in English Language and Literature from Universidad de Cuenca and a master's degree in Curriculum and Instruction with emphasis in TESL from Kansas State University. Currently, he is a Ph.D. candidate in Education at Universidad de Zaragoza in Spain. Furthermore, he has published several papers about English education and socio-educational topics and has been the director of Research and Educational Innovation Projects at UNAE. His main research interests revolve around the Ecuadorian EFL curriculum, English didactics, communicative language teaching approaches and methodologies, assessment, pre-service and in-service teacher education, and motivation in EFL learning.

Ligia Fernanda Espinosa Cevallos is an EFL teacher and researcher at Universidad Regional Amazónica Ikiam where she has worked for over 8 years. She holds a Master's Degree in ESL Curriculum and Instruction from Kansas State University. Throughout her studies, she has always been awarded as the best overall student. As a result of her hard work, in 2012 and 2014, she obtained two scholarships to study abroad. MS. Espinosa has participated in multiple research projects related to EFL teaching (curriculum, methodology, and assessment) with a result of more than 16 published works in the field.

Sandy T. Soto is a student in the doctoral program in Advanced English Studies: Linguistics, Literature, and Culture at Universidad de Vigo, Spain. She holds a master's degree in Curriculum and Instruction ESL from Kansas State University and a Bachelor's degree in EFL Teaching from Universidad Técnica Particular de Loja. She teaches ESP at the Academic Unit of Business Sciences of Universidad Técnica de Machala, Ecuador. She coordinates the ELT Innovators research group adjunct to UTMACH. Her research interests include didactics for EFL teaching and learning, educational policies applied to TEFL, curriculum design and materials development, and professional development for EFL teachers.

Julio Vicente Chumbay Guncay is an English instructor in the English Language Center at Universidad Nacional de Educación (UNAE). He is currently pursuing a PhD in Education at the National University of Rosario in Argentina. He holds two master's degrees in Applied Linguistics. One of them was obtained at the European University of the Atlantic, and the other was obtained at the University of Cuenca. He also gained a scholarship sponsored by the government of Ecuador to study TESL in Kansas State University. He published a research study titled Language-Driven CLIL: Developing Written Production at the Secondary School Level in the English Language Teaching Canadian Center of Science and Education Journal.

David Ramón Villagómez Pacheco holds a Master's Degree in Education (mind, brain and education) by University of San Francisco de Quito (USFQ) and a Bachelor's Degree in Educational Sciences, minor English Teaching by Universidad Central del Ecuador. He studied Teaching Methods (TESOL) and English Language at New Mexico State University (NMSU) with a scholarship sponsored by the Ecuadorian government. David has been a teacher for 15 years. He has researched about the brain's executive functions and how these are correlated with disruptive behavior and learning. He has also been a speaker in educational conferences. David was a Full Time Professor of Human Learning and Development and Second Language Acquisition at Universidad Nacional de Educación-UNAE and nowadays is the national coordinator of rural education, elementary and middle school at Fe y Alegría Ecuador.

Andrés Bonilla Marchán is a Systems Engineer and has a master's degree in Business Intelligence Information Systems Management from the University of the Armed Forces (ESPE). He works in the Department of Technological Support of the National University of Education (UNAE), as a software specialist responsible for the implementation of the academic management system and the supply of the EVEA platform. He has published in high-impact magazines; the topics of his articles are mainly about vulnerable or minority groups. He currently belongs to research groups that investigate different topics, such as quality in the Ecuadorian educational system, analysis of factors relevant to the LOEI reform, and student motivation in English learning at the university level.

Miriam Eucevia Troya Sánchez is a doctoral student in Educational Sciences - Universidad Nacional de la Plata, Argentine. a Master's Degree in Teaching English as a Foreign Language and a Master's Degree in Educational Management, both from Universidad Técnica Particular de Loja, a Bachelor's degree in EFL Teaching from Universidad Nacional de Loja (UNL). She currently works as an English teacher at Universidad Nacional de Loja. Her present research centers on the preservice and in-service English teachers' professional development.

Rosa Paola Moreno Ordóñez is an English teacher at Universidad Nacional de Loja (UNL) where she has been working for over 20 years. Since 2002, she has taught some subjects dealing with phonetics and phonology, learning evaluation, theory and curricular planning, methodology in the English language teaching, semantics, syntax and professional ethics. She holds a Master's degree in university teaching and educational research. She obtained a scholarship at the University Queensland in Brisbane Australia to study Knowledge about language (kAL), content and language integrated learning (CLIL), assessment and testing, learning styles and English for academic purpose. She has written some scientific articles about principles of cooperative learning in large English classes, family, community, and school factors influencing students' academic achievement and teachers' competencies in learning assessment processes in English language teaching.

Kevin Rodrigo Suntaxi Auqui was an English student approximately 5 years at Universidad Nacional de Educación in the English-teaching major. Currently, he teaches high-school students in a private school. He likes learning and teaching English. Therefore, he is always searching for opportunities to improve his teaching skills and English proficiency. Also, he is interested in research projects related to English Language Teaching (ELT) and English learning motivation, and is always on the lookout for resources to learn more about the subject. Moreover, he strongly believes that the integration of technological tools in the learning process is fundamental to provide students with meaningful knowledge.

Verónica Marisol Ruiz Peñafiel is a ninth semester English student at Universidad Nacional de Educación. She has always had an interest in learning English, and an inclination for the research field. She has attended three conferences about education. Furthermore, she has participated as a teacher in the ACCESS program and with teenagers in a high school. She also taught two consecutive semesters to students at the UNAE Language Centre. Additionally, she has written five Integrative Knowledge Projects. She considers that all these experiences helped her academic and personal development. Her research interests are related to teaching English as a foreign language, motivation in ELT, and pedagogical models.

Marisol Estefanía Calle Calle is a freshly graduated English teacher in Pedagogy of National and Foreign Languages (PINE) career at Universidad Nacional de Educación UNAE. She is passionate about the English language and, at the same time, for research. She has the C1 level according to the Common European Framework of Reference. Furthermore, she has participated in different research congresses such as CORE and UNAE conferences. At the same time, in different English teaching programs such as "Access Camp", "Having Fun Teaching Learning English, and 145 hours of Link with the Community. Moreover, she has had the opportunity to complete 587 hours of pre-professional practicums. Notably, she has written 7 Integrative Knowledge Projects and several research proposals.

Carlos Julio Minga Carchi is a student from Universidad Nacional de Educación (UNAE) who studied at the PINE major. He has been very interested in the English Language from a young age, and he has been studying it actively since 2013. He participated as a teaching assistant, and he has been the presenter and lecturer at several CORE and UNAE conferences. He also has participated in community projects such as the Having Fun and Learning English program, and he is very interested in Language Research as a tool to help the community.

Erika Micaela Molina Perez obtained a bachelor's degree in Initial Education from Universidad Nacional de Educación in December, 2021. She has attended several workshops on innovative teaching methods for learning English. She participated in blogs and as a commentator in digital media. Her research interests focus on reorienting traditional English learning through active methodologies; therefore, she has been committed to different projects. Likewise, she firmly believes in the integration of the English language as an essential curricular foundation for social development.

Sthefany Carolina Anguisaca Pugo graduated from the English Language Teaching major at UNAE. She is currently working as an English teacher in a prestigious school in Cuenca. She has worked as a Monitoring and Evaluation Research Assistant for CEN in the LEARN project. She has been part of the English Research group of the major since she was in first semester. She collaborated in the organization of the CORE congress logistics. Also, she has attended workshops about statistics analysis, academic writing, among others. Her interests are focused on ELT and curriculum.

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 V

Strategies and techniques to enhance student motivation in the EFL classroom

AUTHORS:

Sandy T. Soto
UTMACH instructor

Julio Chumbay Guncay
UNAE instructor

Marisol Estefanía Calle Calle
UNAE student

Introduction

Motivation is an essential element in foreign language learning. It intervenes in successful learning (Ordorica, 2010) as motivated learners push themselves to reach their learning objectives and enjoy the learning journey (Gardner, 2001). Because of this, teachers must create a motivating atmosphere to cultivate extrinsic motivation in their students (Legault, 2016). Planning the implementation of curricular activities and strategies that would ignite students' desire to learn the target language is one effective approach. With this in mind, this chapter presents an array of communicative strategies and techniques that foreign language teachers can implement in their classes to encourage language practice and learning in motivating ways.

The strategies and techniques presented in this chapter were selected considering the main results of the inter-university research project entitled “*Factors that motivate English learning of university students in Ecuador: researching the perspectives of different educational stakeholders*”. These strategies and techniques could have a positive impact on student motivation within the language learning classroom context. In this regard, by the end of this chapter, language instructors are expected to be equipped with pedagogical tools that would help them take theory into practice in their classrooms. By doing so, English as a foreign language (EFL) students may become more motivated toward language learning.

In each technique and strategy, there is a description of it, the objective for its implementation, the English proficiency level it will be suitable for, the skills that are promoted in students when working on it, as well as steps we suggest following for implementing it. Finally, it is essential to mention that some of the strategies and techniques suggested have been of interest to investigators who have evaluated and validated them from different perspectives through research studies. Others, nevertheless, have not been validated through scientific inquiry but through their continuous use in language classrooms. On the whole, this chapter contains a methodological guide with different helpful didactic strategies and techniques to maximize student learning and foster students' motivation, as their voices, interests, and needs are at the center.

Methodology

This work was conducted following two approaches: a qualitative and a teaching-experience-based one. The qualitative system consisted of the use of the literature review technique to provide scientific support for each strategy and technique suggested in this chapter. In this regard, articles published in open-access scientific journals were identified and read to extract key ideas that would be used in the description of each strategy and technique (and, in some cases, to identify the procedures for their implementation). These articles addressed either the strategies and techniques included here as such or other conceptual elements that would contribute to the elaboration of their descriptions.

On the other hand, we used the knowledge we have developed through our teaching practice to propose:

- the objectives for implementing the strategies and techniques;
- the indications regarding the English proficiency level the strategies and techniques would be suitable for;
- the skills that are promoted in students when working on the strategies and techniques; and,
- the steps to implement some of the strategies and techniques presented here.

Strategies and techniques for EFL classes

W-L-C-DYU (Watch, Listen, Connect, & Demonstrate Your Understanding)

Description: W-L-C-DYU (Watch, Listen, Connect, & Demonstrate Your Understanding) motivates students to learn English by engaging them in the observation of TV or video content (such as movies, series, commercials, news broadcasts, comedy shows, cartoons, documentaries, talk shows, music (YouTube) videos, or any other piece of audio-visual content) with the purpose to produce language in a meaningful way.

TV or video content helps to contextualize the content and language that the learners are studying (Al-Jarf, 2012), facilitating comprehension and retention (Kaur et al., 2014). According to Canning-Wilson (2000), these materials promote visual stimuli, which will motivate the learner to predict, speculate and activate background information. Following the same line of thought, Zaidi et al. (2018) indicate that “... using videos [...] grabs students’ attention, improves students’ concentration, generates interests in the lesson, improves attitudes towards content, draws on students’ imagination and makes learning fun and meaningful” (p. 544).

Objective: To use TV or video content to stimulate students’ visual and hearing senses, build their cognitive skills and motivate them to learn English engagingly.

English level: all proficiency levels.

Integrated skills: listening, speaking, reading, and writing.

Procedure / steps:

1. Select TV or video content associated with the lesson you are teaching. The material should be selected considering your students’ language proficiency level.
2. Divide the class into small groups to allow collaborative work and peer support throughout the lesson.

3. Have students work on a pre-viewing task. Pre-viewing tasks may include brainstorming; reading a short piece of text and talking about it; observing a picture related to the content they are going to watch, and describing, discussing, or making predictions about it (about the people, location, time, actions, etc., they observe); answering questions that would connect the content of the audio-visual material with their personal experiences. Have students note their ideas and then share them orally in their groups and with the whole class.
4. After working on the pre-viewing task, have students watch the TV or video content (with the sound on or off and with or without subtitles in English or their native language, taking into consideration the students' language proficiency level). Have students take notes on the TV or video content as they watch it. Students may take these notes following a guide to know what exactly to look for or just take general notes. Replay the video if necessary.
5. Depending on what you expect your students to do, after watching the audio-visual material, you may have them describe what they observed or write their impressions on it through a poster (they can exchange their posters with other groups so that they can read their classmates' ideas); write a story based on the TV or video content; complete a worksheet answering comprehension questions; prepare an oral presentation where students will speak about what they observed (a general idea and, or specific details of the places, people, etc. that appeared in the audio-visual material); participate in a role-play that illustrate what they observed in the TV or video content. If you want to challenge your students' creativity, you may have them work on a hands-on activity such as performing news writing or an oral report based on what they observed.

Oral presentations

Description: Oral presentations motivate students by offering them an opportunity to engage in spoken production. In oral presentations, learners are expected to prepare (out of class preferably) and present some content or topic to the class.

Oral presentations prompt students not only to use all four language skills but

to develop a high-value work competence (Brooks and Wilson, 2014; Wilson and Brooks, 2014). Students develop their strategic planning skills as they have to “plan and prepare for their presentation” (Tuan and Neomy, 2007, p. 105). As a result of learners’ participation in oral presentations, Al-Issa and Al-Qubtan (2010) as cited in Nguyen (2015) mention that “there is an increase in students’ confidence in talking in front of people, and their knowledge of the field. In addition, there is an enhancement of their critical thinking skills with the opportunity to be involved in taking full responsibility for their learning” (p. 136).

Objective: To use oral presentations to promote the enhancement of students’ four language skills, help them build their work competencies, and motivate them to learn English engagingly.

English level: all proficiency levels.

Integrated skills: listening, speaking, reading, and writing.

Procedure / steps:

1. Divide the class into small groups to allow for collaborative work and peer support throughout the development of the activity.
2. Assign a topic for students to present or give them the choice to select the topic themselves. Topics should be assigned considering your students’ language proficiency levels.
3. Have students plan the structure of their presentation and the approach they will follow to deliver their presentation. Keep in mind your students’ language proficiency level since students with lower proficiency levels will need more support than those with higher proficiency in the target language. Similarly, the amount of content demanded in the presentation, and the length of it should be according to the students’ language proficiency level.
4. Provide students with reading materials or suggest sources where they will find content to read and prepare their presentations. This will prompt students to enhance their reading skills.

5. Have students prepare a poster, a PowerPoint presentation, or any other supporting material they will use during their presentation. Suggest the combination of visuals and words to make their presentation illustrative. As they do this, have them make an English script to deliver their presentation. By preparing this material, students will be allowed to enhance their writing skills.
6. Have students rehearse for presenting their work; ask them to look up the pronunciation of words in a dictionary and practice it; ask students to deliver their presentation within their groups and record it so they can self-evaluate their performance. This will give them extra practice in their oral performance.
7. Have students deliver their presentations to the whole class.
8. Have their audience take notes and write questions to ask the presenters. This will ensure that the audience pays attention to their classmates' presentations and practice their listening, reading, and writing skills.
9. After each presentation, have the audience make comments or ask the presenters questions. Presenters should reply to their classmates. This will allow for all students to practice their listening and speaking skills and interact among one another.

Conversation clubs

Description: Conversations clubs promote students' motivation toward language learning by offering them opportunities to practice the language in a friendly and engaging atmosphere.

Hamadameen and Najim (2020) indicated that participating in “an English-Club (also called English Conversation Club, Spoken English Club, or English Conversation Circles) is a great way to improve communicative skills” (p. 286) as they support their users to improve their speaking skills (Sigala et al., 2019). Either organized by students or teachers, Dobson (1992) says that for these clubs to be successful, they need “a dynamic leader or leaders who can skillfully arrange entertaining activities such as debates, film showings or games that will stimulate all members to use their English” (p. 6).

Objective: To promote students' participation in conversation clubs to enhance their spoken output and motivate them to learn English engagingly.

English level: all proficiency levels.

Integrated skills: mainly listening and speaking - reading and writing to a lesser extent.

Procedure / steps:

1. Plan the dynamics of the conversation club considering the following points:
 - a) The modality for carrying out the activity -onsite or online- should be decided in advance. If it is onsite, you should secure a venue where the group will meet. If it is online, you should select the video conferencing platform (consider teaching participants how to use it if necessary).
 - b) The number of participants attending conversation club meetings should not be more than ten as the aim of these clubs is to give everyone a chance to practice speaking English. Arrange groups with similar proficiency levels, so that beginning-level participants do not get demotivated for not having enough linguistic resources to interact with advanced learners or to avoid advanced learners getting bored when interacting with beginning-level participants.
 - c) Meetings should be conducted weekly to promote the regular speaking practice. It is necessary to decide on the schedule of the meetings; consider carrying out the meetings during a time of the day that does not interfere with students' classes.
 - d) The establishment of rules is also necessary. For example, participants should commit to attending the meetings; during the conversation club meetings, participants should use English only; participants should commit to preparing in advance (by reading or writing something) to discuss a topic if the group agrees.
 - e) The appointment of a conversation leader for every meeting is advisable so that everyone gets committed to the success of the activity. Attend the meetings as a guide but try not to dominate the speaking activities. Let the students be the stars!

f) Selecting topics for discussion in the meetings is also necessary. As the guiding teacher, you could bring a list of topics and share it with the groups so that they can select those topics of their interest. Participants could also contribute with more ideas. Remember that this is a space where learners attend voluntarily to practice their English in a friendly atmosphere. Therefore, they should be empowered to hold accountable for the successful development of the meetings.

g) The assortment of the type of speaking activities that will be carried out in the meetings is essential as well. Will participants practice their oral skills through games/ debates/role-plays/casual exchange of ideas/ etc.?

2. Share the dynamics of the activity with your students.
3. Organize conversation club meetings.
4. Have your students carry out the meetings.
5. Evaluate the activity by collecting participants' insights.
6. Keep implementing the activity and make adjustments to it by considering the evaluation results.

Literature circles

Description: Literature circles are small discussion groups that consider students' reading interests as the base to help them practice their language skills.

In literature circles, participants select a piece of literature that is of common interest to all group members and read it on their own (Shelton-Strong, 2012). Selected readings can be of different text types and genres (Irawati, 2016; Widodo, 2016). Roles are assigned to ensure that all students contribute to the discussion meetings; these roles include "Discussion Leader, Real-Life Connector, Passage Person, Summarizer, Graphic Organizer, The If Person, Character Creator, among others" (Maher, 2015, p. 9). Upon agreement, literature circle members get together regularly "... to share ideas, feelings, questions, connections, and judgments about books [other reading

materials] they have read” (Daniels 2002, p. 7 as cited in Widodo, 2016, p. 348). Meetings are carried out until literature circle members finish reading the piece of literature they selected, and a new circle begins.

It is essential to mention that the roles, responsibilities, and products submitted by each member of the literature circle may vary considering the goals the teacher wants to achieve. However, Table 1, developed by Maher (2015, p. 11), can serve as a guide for teachers willing to implement literature circles in their classes. It includes a description of the responsibility that each role in the literature circle has and suggestions of products to be submitted by the individuals performing each role.

Table 1. Student roles in literature circles

Title	Role	Role work to submit
Discussion leader	Responsible for generating discussion and time ... [The discussion leader] must create enough questions to generate discussions	Ten interesting, thought-provoking, discussion-generating questions.
Passage person	This person will highlight passage paragraphs to discuss. Ideally, passages that are unclear and require further examination and study collectively. Of particular note are passages that seem important to the overall understanding of the story.	Choose at least three passages in the text, and highlight why you chose them. For example, you thought they were unclear, important, critical to understanding the story, etc.
Visualizer	This person will collect several images from the internet. If the student is more creative, they could draw the images as well. Particularly important images would include cultural items or photos of products or people found within that culture [or story].	Submit ten images from the internet. Ideally, they should be words/items that are culturally different, and seeing a picture would be helpful to the group.
Graphic organizer	This person can either draw or collect images from the internet, but they must organize events sequentially with arrows and other diagrams. This person has more of a visual summary type of role.	Submit their graphically organized material.
Culture connector	The person with this role records anything in the story that is culturally different or unique that might interest the other members. It can include elements from subcultures, past periods, or foreign cultures.	Submit three uniquely and thought-provoking cultural differences between the readers' world and the story.

Vocabulary Wizard	Choose ten words they find that is new and worthwhile to study in order to understand more of the story.	A vocabulary quiz. This role involves creating a vocabulary quiz with matching answers to test their members.
Real-Life Connector	This role connects events in the story with personal real-life events or hearsay. Then they ask group members if they have had similar experiences. For example, a character has an interaction with a police officer. This person connects his/her own experience with a police officer and then elicits other stories from other members.	Submit two personal real-life connections with the questions to elicit more discussion from other members.
Summarizer	Summarize the assigned text for the session.	Submit the summary.
The IF master	Creating what if scenarios. For example, what if you were Jay Gatsby? What if you were in his same situation regarding X, what would you do?	Submit two thought-provoking questions such as "what if you were X, what would you do in situation Z?".

Source: Table published in EFL literature circles: Collaboratively acquiring language and meaning by Maher (2015, p. 11).

Objective: To promote the students' participation in literature circles to enhance their reading skills and spoken output and motivate them to learn English engagingly.

English level: all proficiency levels.

Integrated skills: listening, speaking, reading, and writing.

Procedure / steps:

1. Plan the dynamics of the reading circle encounters considering the following points:

- a) The modality for carrying out the activity -onsite or online- should be decided in advance. If it is onsite, you should secure a venue where the group will meet. If it is online, you should select the video conferencing platform (consider teaching participants how to use it if necessary).

- b) Literature circles should be organized considering students' interests in terms of the pieces of literature (type and topic of the book) students may be willing to read.
- c) Students' proficiency levels should be considered when selecting the reading materials. As the teacher guide, you should propose a list of pieces of literature that would fit your students' language needs to select the ones that match their interests. Graded readings may be helpful for literature circles.
- d) The number of participants that compose the literature circles will depend on the number of roles assigned. For instance, if we are to have all the roles indicated in Table 1, then we should have nine students in a reading circle.
- e) Since these discussion groups aim to allow everyone a chance to practice and improve their skills in the target language and enjoy discussing pieces of literature of their interest, students' proficiency levels should be considered when assigning the roles. If the groups are composed of students with varied proficiency levels, then assign those roles that demand more language command to students with a higher proficiency level; leave fewer demanding roles for students with low proficiency levels until they feel ready to take a more significant step to assume more demanding roles. By doing so, we prevent beginning-level participants from getting demotivated for not having enough linguistic resources to comply with the role assigned or advanced learners from getting bored because the task they have to comply with is little demanding.
- f) Allow students to assign the roles themselves so that they become empowered and are held accountable for the successful development of the meetings.
- g) Meetings should be conducted at least once a week. The number of meetings will depend on how much reading material is assigned for each meeting. Is the book selected for discussion in the literature circles short or long? How many chapters or pages are students going to read and prepare for discussion in each meeting?

- h) It is necessary to decide on the schedule of the meetings; consider carrying out the meetings during a time of the day that does not interfere with students' classes.
 - i) The establishment of rules is also necessary. For example, participants should commit to attending the meetings; participants should commit to complying with the roles assigned for each meeting; during the reading circle meetings, participants should use English only.
 - j) Attend the meetings as a guide but try not to dominate the speaking activities. Let students be the stars!
2. Share the dynamics of the activity with your students.
 3. Organize literature circles meetings.
 4. Have your students carried out the meetings.
 5. Evaluate the activity by collecting participants' insights.
 6. Keep implementing the activity and make adjustments to it by considering the evaluation results.

Self-recorded videos

Description: Similar to oral presentations, self-recorded videos motivate students by offering them an opportunity to engage in spoken production as learners are expected to prepare and present some content or topic through a video recorded in their spare time.

Self-recorded videos allow learners extra oral practice beyond classroom boundaries (Mei-hui, 2016), motivating them to study the language and improve their spoken output (Binnendyk, 2021). As students have some time to prepare for the videos, they have the opportunity to recall information and language studied in class (Barbudo, 2020) and find meaningful use for it. These days, teachers can use social media or platforms such as TikTok to motivate students to record these videos (Xiuwen and Bakar, 2021). The purposes of the self-recorded videos can be many, from giving short oral presentations about familiar topics to stimulating students' reflection on the content they study in class. In this sense, Safitri et al. (2021)

see video-stimulated reflection as a tool with many benefits for learners, including retaining subject content and enhancing their speaking performance.

Objective: To use self-recorded videos to provide students with additional practice of their oral skills, enhance their speaking performance, and motivate them to learn English engagingly.

English level: all proficiency levels.

Integrated skills: listening, speaking, reading, and writing.

Procedure / steps:

1. Decide whether the activity will be developed individually or in small groups and set the work configuration.
2. Assign a topic for students to present in their videos or give them a choice to select the topic themselves. The topic should be assigned considering your students' language proficiency level.
3. Suggest sources for students to find the content they may need to prepare their videos - other videos as models, reading materials, images, etc.
4. Have students plan the dynamics of their videos (venue, content, supporting materials, presenting approach they will follow).
5. Have students compose the script they will follow in the video.
6. Review the plan and script they have prepared and provide feedback.
7. Have students practice their pronunciation and rehearse before recording their videos; ask them to look up the pronunciation of words in a dictionary and practice it; ask students to carry out practice recordings so they can self-evaluate their performance in the videos before doing the final video. In this way, they can monitor different aspects such as organization of their performance, language usage, pronunciation, grammar, etc.
8. Have students record the final version of their videos, upload them to a shareable platform and share the links of the videos with the class (in a forum, for example).

9. Have the audience watch the videos and comment on them. This will allow other students to practice their listening and writing skills as well as for everybody to receive peer feedback.

Peer conversations

Description: Peer conversations or peer dialogues are about students participating in peer-to-peer spoken production that stimulates spontaneous real-life like interactions. This type of activity motivates students by offering them an opportunity to learn how to express themselves in a conversation, negotiate meaning, improvise, and scaffold their learning with the support of their peers.

Second or foreign language classes seek to develop learners' ability to use language to communicate with others. This is said to be achieved when "a language learner can use the language to express his ideas, feelings, and thoughts in the form of [...] dialogue [...] or when language learners can make a conversation with others" (Manurung, 2015, p. 45). According to Dörnyei and Thurrell (1994), a "conversation is a highly organized activity which requires certain skills on the part of the speakers" (p. 41); therefore, finding effective ways to prepare students for spontaneous oral exchange is challenging for educators. As a solution, Huriyah et al. (2020) suggest the implementation of peer conversations. Through peer-to-peer classroom interaction, learners collaborate and develop negotiation skills (Yu, 2008), which are essential to make input comprehensible. Similarly, learners learn to improvise, favoring spontaneous oral production (Fauzan, 2014).

Objective: To provide students with opportunities to simulate real-life interactions, promote the enhancement of their conversational skills, and motivate them to learn English engagingly.

English level: all proficiency levels.

Integrated skills: listening, speaking, reading, and writing.

Procedure / steps:

1. Decide whether the activity will be developed in pairs or small groups and set the grouping configurations.
2. Assign a topic for students to talk about or give them a choice to select the topic themselves. Topics should be assigned considering your students' language proficiency level.
3. Suggest sources for students to find linguistic resources or any content they may need to use to facilitate their spoken interaction - dialogues as models, reading materials, images, etc.
4. Provide students with expressions, vocabulary, or grammar points they may need according to the topic they will discuss.
5. Have students plan the dynamics of their interactions in the dialogues/conversations.
6. Have students compose a model script they may use as a guide (especially for beginning-level students; encourage higher level students to interact spontaneously).
7. Review the script they have prepared and provide feedback.
8. Have students practice their pronunciation and rehearse before performing the final version of their conversation/dialogue; ask them to look up the pronunciation of words in a dictionary and practice.
9. Have students perform their dialogues for the whole class so that everyone gets an opportunity to listen to their classmates and learn from their interactions.
10. Have their audience take notes of expressions they find helpful for future use. This will ensure that the audience pays attention to their classmates' presentations and practice their listening and writing skills.

Mobile apps for autonomous learning

Description: Mobile apps motivate students by offering them an opportunity to engage in autonomous language learning. Learners can choose the apps that meet their needs in terms of skills and preferences.

Appropriate use of mobile devices offers many benefits for language learning. The apps that learners can access through their cell phones may allow them to become autonomous and active learners (Cabrera-Solano et al., 2019). Similarly, learners have the possibility of personalizing their learning process and making such learning experiences more engaging and meaningful to themselves (National Educational Technology Plan, 2017, as cited in Fay et al., 2017). The work learners do on these apps can be supplementary to in-class activities (Al-Jarf, 2020). Hossain (2018) mentions the following as advantages for language learners as well:

- [Learners can] practice any item of the language anytime, anywhere.
- The smartphones and the apps are portable.
- The learners do not have to carry books, a pen, and paper.
- They can take tests on the different skills of the target language.
- They can share their proficiency with their friends through the same device.
- They can practice the four skills of the target language on the same device.
- On the apps, they can have lessons and tips on the different skills.
- They can have knowledge and fun together.
- They can be technologically advanced and linguistically benefited simultaneously.
- They can get the apps for free.
- Apps can accompany them 24/7 like an expert teacher on the target language. (Hossain, 2018, p. 2)

Objective: To motivate the use of mobile apps to promote students' accountability for their learning, enhance their linguistic skills, and motivate them to learn English engagingly.

English level: all proficiency levels.

Integrated skills: listening, speaking, reading, and writing.

Procedure /steps:

1. Provide your students with a menu of mobile apps that would help them improve their language skills. Make sure the menu of apps includes the practice of different macro and micro-skills as well as that the apps selected include content for different language proficiency levels.
2. Have students select one or more apps according to their interests, needs, and language proficiency level. Help them install the apps on their mobile devices.
3. Encourage students to use the apps for at least ten minutes a day.
4. Monitor students' progress in the apps.
5. Promote opportunities for students to share with the whole class what they are learning in the apps they are using. By doing this, their classmates may feel motivated to try other apps.
6. Reward students for their autonomous effort to improve their skills through mobile apps.

Case study

Description: According to Yakovleva and Yakovlev (2014) case study is about students solving specific cases. The essence of this method is a collective analysis of a situation, finding a solution and a defense of that solution. The learners need to solve problems; for that reason, they participate actively in their learning process.

Various studies have shown that using case studies can generate many benefits in the teaching-learning process. For example, Popil (2011) observed that implementing case studies as a teaching method improved students' critical thinking skills, and as a consequence, their performance increased. On the other hand, Yadav et al. (2014), also observed that learners' understanding was enhanced when they learned from case-based instruction, compared with traditional teaching methods. In conclusion, these two authors agree that using case studies can help students become more interested in their learning process and connected to the real world.

Objective: Students can analyze and discuss cases in classes, sharing their viewpoints and perspectives.

English level: it may be for all levels, but it is mainly recommended for higher levels (B1, B2, C1, and C2).

Integrated skills: listening, speaking, reading, and writing.

Procedure / steps:

1. Divide students into groups. The group size will depend on the case.
2. Have students read a predefined case, data set, scenario, or application. The complexity of the cases should go hand in hand with your students' language proficiency level.
3. Make a list of questions that ask students to reflect on the information and formulate a response to them.
4. Have students discuss and share their ideas and possible responses and solutions for the cases under evaluation.
5. Have students share their final product with other classmates and with the teacher.

Role-play

Description: It is an educational psychodrama-based teaching technique that requires the commitment and interest of participants to complete each stage. It is also a communication technique that helps to develop language skills, facilitates student interaction in class, motivates students, and enhances learning (Perez, 2016). Hamzayevna (2020) stated that role play may develop a student's oral skills. It emphasizes the process of communicating, develops more fluency, and promotes enthusiasm in the classroom, which makes the students speak up; in this way, we would be achieving active participation of the student within the class. Role-play also reduces anxiety when speaking up, and it helps the students to develop different skills of language. Another advantage of role-playing is that learners pretend to be someone else. This helps shy students to overcome their shyness in speaking.

Objective: To develop communicative skills during the teaching-learning process of a second language. To help students practice English more realistically.

English level: all proficiency levels.

Integrated skills: listening, speaking, reading and writing.

Procedure / steps:

1. Divide the class into small groups.
2. Introduce the problem or scenario in which students are going to work. The complexity of the situations to be role-played should go hand in hand with your students' language proficiency level. If you are working with new students, you can do an Ice-breaker activity to facilitate students to get to know each other. With an older group, you can use a warm-up activity.
3. Give details about the context that students are going to use. Be very specific. Here, you can also clarify some doubts that students may have.
4. Assign to the students a specific role; in this way, they will know precisely the character that they are going to act. Also, ask them to use their imagination in order to be inside the paper they are representing
5. Act the scenario. Students can start to perform their roles. The teacher needs to be walking around, hearing the conversations, and giving some feedback when it is necessary. If some students finish too early, the teacher can give them a variation of the situation and they can continue talking.
6. Reflect with the class about what they have learned. This experience can be in an oral way; asking students to stand and share with the class their learnings. Also, it can be written, asking students to write a paragraph about their experiences and learnings.

Poster presentation

Description: A poster presentation is an approach to presenting or showing a lecture or oral presentation, creating a different mood through the visuals given. The poster should present a new approach to creativity in the classroom. It aims to make the teaching presentation interesting by using visuals, i.e., and other things that can capture students' attention (Aziz and Jusoff, 2009). In this method, students must prepare an oral presentation on a given topic. With the help of the poster, they will present it to the public.

Poster presentation helps us to make students lose their fear of public speaking and, at the same time, promotes the active participation of both the presenter and the listener, who can ask questions. This participation helps a lot in learning, according to Bergmark and Westman (2018); in their investigation, the students surveyed described strong connections between participation and learning in general, and in particular for their future profession as teachers.

Objective: To analyze and evaluate information, synthesize ideas, and creatively demonstrate understanding of a topic or research.

English level: all proficiency levels.

Integrated skills: speaking, reading and writing.

Procedure / steps:

1. Divide the class into groups (it also works for individual participation).
2. Establish the topic that students are going to investigate. Select the topics considering students' ages and language proficiency levels, and consider their likes and dislikes.
3. Ask students to read information related to the selected topic.

4. Students need to summarize the main points of the research they have done and create a poster that can include images. This poster is going to be presented in front of the class orally.
5. After the students finish their poster presentation, the teacher needs to review and give feedback. Also, the teacher can ask some other classmates to evaluate the presentation.

Jigsaw

Description: Jigsaw is a research-based cooperative learning technique developed in the early 1978s by Aronson E. at the University of Texas and the University of California. Each piece and each student's part are essential for completing and understanding the final product (Lalit and Piplani, 2019).

One advantage we can observe within this technique is that it promotes a student-centered class since the teacher is only a facilitator and those who do most of the work are the students. According to Adams (2013), “a jigsaw technique is beneficial in teaching because learning revolves around interaction with peers, students are active participants in the learning process and thereby help to build interpersonal and interactive skills among students” (p. 65).

Here are some suggestions that can make the use of jigsaw more effective.

- Give students enough time to fulfill their roles.
- Try not to use it daily as students might see it as repetitive and boring.
- Try to keep the groups between 4 to 6 students to guarantee the participation of all students.

Objective: To increase students' participation in the class. Also, to develop the four language skills and promote the use of cooperative work in the classroom.

Level: from A2 to C2.

Integrated skills: listening, speaking, reading, and writing.

Procedure /steps:

Sabbah (2016, p. 449) suggests the following steps:

1. Divide the class and the reading material into mother groups of 3 to 6 students. Reading material should be selected considering students' language proficiency level.
2. Each member in each home team takes a sub-topic to study.
3. Group members in each home team who are studying the same topic meet to form expert teams to study and discuss their sub-topic and become experts in that sub-topic.
4. Experts return to their original teams to teach their subtopics to the members within their mother teams.

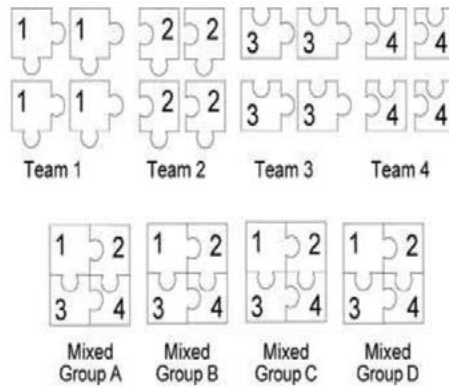


Figure 1. Suggested grouping configurations

Source: Sabbah (2016, p. 449).

Onion ring activity

Description: The onion ring is considered an interactive activity which helps learners employ English as a tool for communication (Salter et al., 2017). In this activity, learners feel motivated to learn English since they can express their ideas, feelings, and opinions with their classmates freely.

Objective: To motivate students to interact with their classmates by asking and answering questions about a specific topic.

English level: all proficiency levels.

Integrated skills: speaking and writing.

Procedure / steps:

Richards et al. (2000, p. 181) suggest the following steps:

1. Firstly, select an appropriate place in the classroom or the school (playground, green areas, library, and others).
2. Secondly, divide the class into two groups.
3. Ask learners from group A to make a circle facing inward.
4. Ask learners from group B to make an inside circle.
5. Learners in group A and learners in group B must face each other.

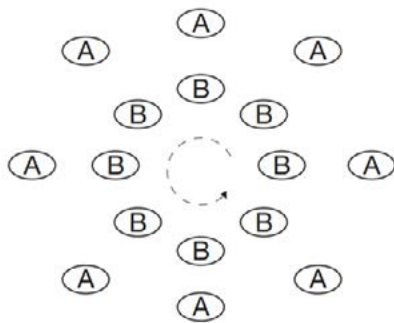


Figure 2. Each learner in group B faces a learner from group A
Source: Richards et al. (2000, p. 181).

6. Explain the task clearly. Tell the pupils that learners from group B will start the conversation by asking questions, and learners from group B will answer those questions. The students from group A can take notes if they find relevant information. Complexity of the questions should be demanded considering students' language proficiency level.

7. Tell the pupils that when the teacher claps his or her hands, the students in group B move to the left, and practice the conversation with a new classmate from group A.
8. Monitor the pupils to work in-depth in the activity and encourage them to speak only in English.

Fly swatter activity

Description: The fly swatter is an activity which facilitates students to develop language skills, and it motivates students to work in pairs or groups collaboratively.

Objective: To activate and engage learners to develop speaking and reading skills.

English level: all proficiency levels.

Integrated skills: reading and speaking.

Procedure / steps:

1. Firstly, give learners a short reading passage, and ask them to read for a few minutes (the selection of the passages should be made considering students' language proficiency level.). Secondly, post various sentences on the entire board.
2. Later, split the class into two teams.
3. Next, ask one member from each team to come over and ask him/her to stand in front of the class with their back facing the board.
4. Then give both learners a fly swatter.
5. After that, ask a question related to the previous reading to the players, and as long as the teacher ends reading the question, learners can face the board, find the answer for the given question, and swat it with the fly swatter. The student who swats the correct answer first will get credit for his/her team.

6. Finally, both players sit down and give other team members to participate (Saputra, 2019).

Haiku poem

Description: Haiku is a form of Japanese poetry. In this task, students have to create a short verse. The most common format is a three-line poem with a 5-7-5 syllable pattern. Lines of the verse are unrhymed (Rzepka and Araki, 2015).

Objective: To write and read short verses using English as a communication tool.

English level: A2, B1, and B2.

Integrated skills: listening, speaking, reading and writing.

Procedure / Steps:

1. Tell students they will write a poem of three lines: 5-7-5 syllable style.
2. Ask the students to write the two first lines about nature, university campus, or topics related to the senses: sight, hearing, touch, smell, or taste. It is not necessary to count syllables yet.
3. Next, ask students to write a third line. Ask them to write a completely different line from the first two lines.
4. Then, ask students to read the lines and ask them to rewrite the poem, using the 5-syllable, 7-syllable, 5-syllable format. Tell students that they can experiment with new ideas or new perspectives as they count the syllabus for the final product.
5. Finally, invite learners to share their haiku poems with the class (Ueda, 2020). Students can work individually and in pairs, or groups.

Running dictation

Description: Running dictation is an engaging activity that facilitates the learning process. It helps students recall and retain information. It allows to create a significant relationship between the students and the educator.

Objective: To activate students' knowledge and help them become involved in written and interactive skills.

English level: A1, A2, B1, and B2.

Integrated skills: listening, speaking, reading and writing.

Procedure / steps:

1. First of all, prepare a short text.
2. Place the text on the front of the classroom, and place an empty sheet on the other side of the classroom.
3. Next, ask students to work in trios or small groups.
4. In the groups, learners have to delegate a student as a reader, runner, and writer. The reader stays next to the short text and passes the message to the runner. The runner passes the message to the writer. The writer writes the message on the empty sheet. The group that reproduces a similar text to the original is the winner (Agustiani and Yulia, 2018).

Air writing

Description: Air writing is an activity that compresses saying and spelling the words. It creates cognitive impressions and helps cement the word in the learner's memory. This task also engages learners and gives them the value of practice in writing by finger movements (Chen, AlRegib, and Juang, 2016)

Objective: To practice spelling and writing by saying words and drawing letters with finger movements.

English level: A1, A2, B1, and B2.

Integrated skills: writing and reading.

Procedure / steps:

1. Firstly, ask a volunteer from the class, and show him/her a sentence on the board. Ask the student to read the sentence by underlining the sentence with his/her right hand from left to right.
2. Secondly, ask the student to spell the words of the sentence aloud. At the same time, ask him/her to use the finger of his/her writing hand to air-write each letter of the given words in the sentence.
3. Finally, ask the student to repeat the sentence alone.

Hide and speak

Description: Hide and Speaking is a communicative game which helps learners improve their speaking as well as their listening skills (Dewi et al., 2017).

Objective: To motivate students to ask and answer questions using the target language.

English level: A1, A2, B1, and B2.

Integrated skills: speaking and listening.

Procedure / steps:

1. Firstly, write a bunch of questions on small pieces of paper.
2. Secondly, hide the small pieces of paper with the questions in the classroom before learners arrive.
3. Divide the class into two groups.
4. Send the groups on a question hunt. When a learner finds a card, s/he must handle the question to the teacher. The teacher asks the question to the student, and if the student answers it correctly, his or her group obtains extra credit. After finding all pieces of paper with the questions, the group with the most points are the winners.

Back to the board

Description: This activity provides learners to develop their senses and link language with any other previous knowledge they have learned (Donovan, 2017).

Objective: To enhance learners to define words by using synonyms and antonyms orally.

English level: A1, A2, B1, and B2.

Integrated skills: listening and speaking.

Procedure / steps:

1. Divide the class into two groups.
2. Ask the teams to sit in a semicircle manner facing the board. One empty chair must be put in front of each group.
3. When one group member comes up, s/he must sit facing his or her group and have his or her back to the board.

4. The teacher writes a word on the board, and the students on the semicircle must describe the word on the board using synonyms, antonyms, definitions, and others.
5. The student on the seat listens to the given description and tries to guess the word. The student who guesses the word gets extra credit for his or her group. Students in the semicircle can come over the seats and move on with the game.

Buzz the answer

Description: It is a cooperative learning technique in which learners work in groups to develop a specific task (Fatmavati, 2020). Throughout this game, educators can measure how much learners know about a specific topic (geography, history, grammar, vocabulary, and so forth.)

Objective: To analyze answers to a given question in groups and to select the correct answer based on group discussion.

English level: A1, A2, B1, and B2.

Integrated skills: listening and speaking.

Procedure / steps:

1. Split the class into four groups.
2. Place the groups in the four corners of the classroom.
3. In the middle of the class, set a buzzer.
4. Read out a question with three options, and then countdown from 10 to 1. During this time (10-1), learners discuss the possible answers in groups and choose the correct option.

5. When the teacher says number one, one group member has to run to press the buzzer. The first one to press the buzzer and say the right option, obtain one extra point for his or her team. If, for any reason, the answer is incorrect, the second one who presses the buzzer can tell the answer.

Famous film freeze frames

Description: This task allows learners to create and tell stories based on events from movies or films. This task involves planning, discussion, and performance (Dervishaj, 2017).

Objective: To motivate students to describe and guess scenes from movies.

English level: A1, A2, B1, and B2.

Integrated skills: listening and speaking.

Procedure / steps:

1. Split students into groups of four or five.
2. Each group has to select a famous movie, and they have to select four of the most emblematic scenes of the movie. They recreate the scenes as freeze frames. Every student has to be on the scene, and they must not talk at all. Learners can play as objects, chairs, tables, trees, and so forth. When the four freeze frames have been practiced in the groups, they must present to the entire class.
3. The audience has to watch the four scenes in silence.
4. After the four scenes have been presented, the audience has to tell the stories of the scenes they have seen, and they have to tell the name of the movie.
5. The winner is the group that obtains more guesses.

6. If the audience cannot guess the name of the movie, the group has to tell the name of the movie.

Balloon Darts

Description: It lets the students be active in the class and engage learners to speak as they are involved in a challenging task (Hagos et al., 2020).

Objective: To ask and answer questions based on specific tasks.

English level: A1, A2, B1, and B2.

Integrated skills: reading and speaking.

Procedure / steps:

1. Write questions about a specific topic on small pieces of paper.
2. Insert the question in a balloon and blow it up.
3. Tie the balloons to a plywood backboard or the classroom wall.
4. Then line up the participants and give them three darts.
5. Learners have to throw the darts against the balloons. If they pop the balloons, they have to answer the questions.
6. If he or she answers correctly, he or she receives a prize. The teacher can also award prizes based on the total number of balloons they popped. Ask learners to keep discipline and to use the darts carefully.

Chapter reflections

How may the activities and strategies presented in this chapter impact on university students' motivation to learn English?

Spolsky's (1985) model of second language acquisition proposes that, for language learning to occur, it is necessary to provide learners with practice opportunities (as cited in O'Malley and Chamot, 1995). Felder (1995) suggests that continuous lectures (teacher-centered classes) may cause the class to become monotonous, and therefore, boring. Furthermore, Felder (1995) asserts that students who become bored in class tend to become inattentive, leading to a drop in their motivation toward the course. This may cause students to give up on the class, as they may conclude that they are not good at learning English, for example. Consequently, teachers should offer learners an array of opportunities to use and practice the target language, thereby motivating them and leading to favorable learning outcomes. In line with this, participants in a study conducted by Dewaele and MacIntyre (2014) reported that activities such as role-plays, debates, film-making, games, singing, and preparing group presentations, among others, increased their enjoyment in their foreign language classes.

With this in mind, we consider that the communicative strategies and activities included in this chapter will have a positive impact on university students' motivation to learn English. All of the activities and strategies suggested evoke students' active participation in their learning process and the use of the language and different language skills in meaningful ways. As proposed in the procedures or steps of each activity/strategy, the tasks students should perform to accomplish the final products range from cognitively undemanding to cognitively demanding tasks. In other words, students start working in small activities until they get involved in more complex ones, allowing for the scaffolding of their knowledge. Likewise, these activities and strategies require students' hands-on participation (igniting their creativity) and collaboration among peers, ensuring the reinforcement of social and affective processes. Collaboration, social interaction, and the development of supportive activities are vital in foreign language learners' motivation as they allow learners to move through the zone of proximal development (Vygotsky, 1978) and achieve

their learning goals. Finally, in the procedures, we recommend considering students' interests, needs, and language proficiency levels, which will ensure their motivation while participating in the development of the activities/strategies.

Concluding remarks

A motivating class environment provokes enhanced learning outcomes in students. Therefore, teachers should plan and select activities, techniques, and strategies that allow them to spice up their classes while helping them to accomplish their teaching goals. In this sense, implementing diverse communicative activities in second/foreign language classes enriches the teaching and learning process by creating a motivating atmosphere where students feel ready and willing to learn.

With this in mind, in this chapter, we have included a detailed teaching methodology guide concerning twenty-one communicative techniques and strategies. Even though we have included the objectives, proficiency levels, and steps to follow for the implementation of each strategy and activity, it is worth mentioning that these procedures are not set in stone and can be adapted according to students' needs and settings. We expect that the information included in this chapter will be helpful for foreign language teachers to put these strategies, techniques, and activities into practice in their classes and stimulate their students' motivation to learn English.

References

- Adams, F. H. (2013). Using jigsaw technique as an effective way of promoting cooperative learning among primary six pupils in Fijai. *International Journal of Education and Practice*, 1(6), 64-74.
- Agustiani, M., & Yulia, H. (2018). Running dictation technique and learning motivation: their effects on students' listening comprehension achievement. *The Journal of English Literacy Education*, 5. Retrieved from <https://ejournal.unsri.ac.id/index.php/jenglish/article/view/7240>
- Al-Jarf, R. (2012). Online videos for specific purposes. *Journal of Educational and Social Research*, 2(6), 17-21.
- Al-Jarf, R. (2020). Mobile apps in the EFL college classroom. *JRSP-ELT*, 22(4), 1-5.
- Barbudo, P. (2020). Asynchronous online output tasks to increase student speaking time. *The Center for English as a Lingua Franca Journal*, 6, 21-30.
- Aziz, R. H. A., & Jusoff, K. (2009). Effective Poster Teaching Strategy Towards Risk in Studying Fraud. *International Education Studies*, 2(1), 158-162.
- Bergmark, U., & Westman, S. (2018). Student participation within teacher education: emphasising democratic values, engagement and learning for a future profession. *Higher Education Research & Development*, 37(7), 1352-1365.
- Binnendyk, S. (2021). Facilitating students' speaking skill achievement using self-recorded presentations. *International Journal of Education, Information technology and Others*, 4(3), 598-607.
- Brooks, G., & Wilson, J. (2014). Using oral presentations to improve students' English language skills. *Kwansei Gakuin University Humanities Review*, 19, 199-212.
- Cabrera-Solano, P., Gonzalez-Torres, P., Solano, L., & Castillo-Cuesta, L. (2019). Using visual vocabulary app as a metacognitive strategy in EFL learning: A case of pre-service teachers. *International Journal of Learning, Teaching and Educational Research*, 18(12), 302-315.

- Canning-Wilson, C. (2000). Practical aspects of using video in the foreign language classroom. *The Internet TESL Journal*, 6(11). Retrieved from <http://iteslj.org/Articles/Canning-Video>
- Chen, M., AlRegib, G., & Juang, B. (2016). Air-writing recognition—Part I: Modeling and recognition of characters, words, and connecting motions. *IEEE Transactions on Human-Machine Systems*, 46(3), 403-413. <https://ieeexplore.ieee.org/document/7322243>
- Dewaele, J-M., & Macintyre, P. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237-274.
- Dewi, R., Kultsum, U., & Armadi, A. (2017). Using communicative games in improving students' speaking skills. *Canadian Center of Science and Education*, 10(1).
- Dobson, J. (1992). *Effective techniques for English conversation groups*. United States Information Agency.
- Donovan, T. (2017). *It's all a game: The history of board games from Monopoly to Settlers of Catan*. Macmillan.
- Dörnyei, Z., & Thurrell, S. (1994). Teaching conversational skills intensively: course content rationale. *ELT Journal*, 48(1), 40-49.
- Fauzan, U. (2014). The use of improvisations technique to improve the speaking ability of EFL students. *Dinamika Ilmu*, 14(2), 264-287.
- Fay, A., Koch, H., & Cortina, A. (2017). The use of technology for EFL classes in a Brazilian school: Consolidating education 3.0. *IAFOR Journal of Education*, 5, 195-211.
- Felder, R. (1995). Learning and teaching styles in foreign and second language education. *Foreign Language Annals*, 28(1), 21-31.
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. *Motivation and second language acquisition*, 23, 1-19.

- Hagos, T., Zechner, M., DiMarzio, J. F., & Green, R. (2020) Building the Balloon Popper Game. In: Beginning Android Games Development. Apress, Berkeley, CA. https://doi.org/10.1007/978-1-4842-6121-7_7
- Hamadameen, S., & Najim, Q. (2020). The impact of English club activities on EFL students' communicative skills. *Zanco Journal of Humanity Sciences*, 24(4), 285-295.
- Hamzayevna, S. (2020). Advantages of the role-play method in teaching speech in ESL classes. *JournalNX- A Multidisciplinary Peer Reviewed Journal*, 6, 31-33.
- Hossain, M. (2018). Exploiting smartphones and apps for language learning: A case study with the EFL learners in a Bangladeshi University. *Review of Public Administration and Management*, 6(1), 1-5.
- Huriyah, L., Nuriawarti, F., Zahro, S., & Hardini, W. (2020). Peer dialogue as an effective way for teaching speaking. Indonesian EFL students' voices. *Advances in Social Science, Education and Humanities Research*, 434, 235-237.
- Irawati, D. (2016). Effectiveness of literature circles on students' reading comprehension. *IJOLTL*, 1(3), 179-192.
- Kaur, D., Yong, E., Zin, N., & DeWitt, D. (2014). The use of videos as a cognitive stimulator and instructional tool in tertiary ESL classrooms. *The Malaysian Online Journal of Educational Technology*, 2(3), 32-41.
- Lalit, M., & Piplani, S. (2019). Active learning methodology-jigsaw technique: An innovative method in learning anatomy. *Journal of the Anatomical Society of India*, 68(2), 147.
- Legault, L. (2016). *Intrinsic and extrinsic motivation*. Springer International Publishing.
- Maher, K. (2015). EFL literature circles: Collaboratively acquiring language and meaning. *The Language Teacher*, 39(4), 9-12.
- Manurung, K. (2015). Improving the speaking skills using reading contextual internet-based instructional materials in an EFL class in Indonesia. *Procedia - Social and Behavioral Sciences*, 176, 44-51.

- Mei-hui, L. (2016). Blending a class video blog to optimize students learning outcomes in higher education. *Internet and Higher Education*, 30, 44-53.
- Nguyen, H. (2015). Student perceptions of the use of pechakucha presentations for EFL reading classes. *Language Education in Asia*, 6(2), 135-149.
- O'Malley, J., & Chamot, A. (1995). *Learning strategies in second language acquisition*. Cambridge University Press.
- Ordorica, D. (2010). Motivación de los alumnos universitarios para estudiar inglés como lengua extranjera: Lenguas en aprendizaje autodirigido. *Revista Electrónica de la Mediateca del CELE-UNAM*, 3(2). 1-41.
- Perez, I. (2016). Mitología, cultura popular y juegos de rol. *Revista El Futuro del Pasado*, 7(1), 219-237.
- Popil, I. (2011). Promotion of critical thinking by using case studies as teaching method. *Nurse education today*, 31(2), 204-207.
- Richards, J., Hull, J., & Proctor, S. (2000). *Interchange: English for international communication: student's book 1*. Cambridge University Press.
- Rzepka, R. & Araki, K. (2015). Haiku generator that reads blogs and illustrates them with sounds and images. Twenty-Fourth International Joint Conference on Artificial Intelligence. Retrieved from <https://www.aaai.org/ocs/index.php/IJCAI/IJCAI15/paper/viewPaper/10840>
- Sabbah, S. (2016). The effect of jigsaw strategy on ESL students' reading achievement. *Arab World English Journal (AWEJ)*, 7.
- Safitri, D., Ferawati, F., & Mulyono, H. (2021). Applying video-stimulated reflection as a learning strategy to enhance EFL students' speaking performance. *Globish*, 10(1), 8-17.
- Salter, S., Douglas, T. & Kember, D. (2017). Comparing face-to-face and asynchronous online communication as mechanisms for critical reflective dialogue. *Educational Action Research*, 25(5), 790-805. <https://doi.org/10.1080/09650792.2016.1245626>

- Saputra, H. N., & Hadi, M. S. (2019). Teaching vocabulary through fly swatter game. *English Language in Focus (ELIF)*, 2(1), 17. <https://jurnal.umj.ac.id/index.php/ELIF/article/view/4829/3356>
- Shelton-Strong, S. J. (2012). Literature circles in ELT. *ELT Journal*, 66(2), 214-223.
- Sigala, P., Ruiz-Guerrero, A., & Zurutuza, L. (2019). Improving the praxis of conversation club leaders in a community of practice: A case study in self-access centre. *Studies in Self-Access Learning Journal*, 10(2), 165-180.
- Tuan, T., & Neomy, S. (2007). Investigating group planning in preparation for oral presentations in an EFL class in Vietnam. *RELC Journal*, 3(1), 104-124.
- Ueda, M. (2020). *Modern Japanese haiku: An anthology*. University of Toronto Press.
- Vygotsky, L.S. (1978). *Mind in society: the development of higher psychological processes*. Harvard University Press.
- Widodo, H. (2016). Engaging students in literature circles: Vocational English reading programs. *Asian-Pacific Educational Research*, 25(2), 347-359.
- Wilson, J., & Brooks, G. (2014). Teaching presentation: Improving oral output with more structure. *Proceedings of CLaSIC 2014*, 512-522.
- Xiuwen, Z., & Bakar, A. (2021). An overview of the utilization of TikTok to improve oral English communication competence among EFL undergraduate students. *Universal Journal of Educational Research*, 9(7), 1439-1451.
- Yadav, A., Vinh, M., Shaver, G. M., Meckl, P., & Firebaugh, S. (2014). Case-based instruction: Improving students' conceptual understanding through cases in a mechanical engineering course. *Journal of Research in Science Teaching*, 51(5), 659-677.
- Yakovleva, N. O., & Yakovlev, E. V. (2014). Interactive teaching methods in contemporary higher education. *Pacific Science Review*, 16(2), 75-80.
- Yu, R. (2008). Interaction in EFL classes. *Asian Social Science*, 4(4), 48-50.
- Zaidi, A., Awaludin, F., Karim, R., Ghani, N., Rani, M., & Ibrahim, N. (2018). University students' perceptions of YouTube usage in (ESL) classrooms. *International Journal of Academic Research in Business and Social Sciences*, 8(1), 541-553.