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Mission: motivation.

**Suggested in-class activities with the power to
motivate students**

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According to Ortega y Gasset, “Language should not be regarded as an accomplished fact, as a thing made and finished, but as in the process of being made” (1957); so, thank you to all of those who have been here to see how I finally take part of this process in a classroom.

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ABSTRACT

Motivation is a key factor in learning English as a Foreign Language (EFL). However, this aspect is usually ignored during the development of in-class activities. Therefore, this dissertation aims to design and implement motivational activities within the EFL classroom. To achieve this, ten activities were created based on communicative competence and active group participation. The activities were implemented in the 2nd year of Bachillerato. However, to check the adaptability of these activities, two of them were also implemented in two other groups of 1st and 3rd year of ESO. The results from in-class observations and a final questionnaire for students confirmed a positive impact of these activities on their motivation, as well as facilitating both content acquisition and oral participation in the classroom.

Key Words: Motivation, English as a Foreign Language (EFL), Teaching, In-class activities.

RESUMEN

La motivación es un factor clave en el aprendizaje del inglés como lengua extranjera (ILE). Sin embargo, esta se olvida muchas veces durante el desarrollo de actividades de aula. Por ello, este trabajo tiene como objetivo diseñar e implementar actividades motivacionales en el aula de ILE. Para llevarlo a cabo, se crearon diez actividades basadas en la competencia comunicativa y la participación activa por grupos. Dichas actividades se implementaron en un grupo de 2º de Bachillerato y para comprobar su adaptabilidad, dos de ellas se pusieron en práctica en dos grupos de 1º y 3º de la ESO. Los resultados obtenidos tras las observaciones de aula y un cuestionario final a los estudiantes corroboran el impacto positivo de las actividades en su motivación, además de facilitar la adquisición de los contenidos y la participación oral en el aula.

Palabras Clave: Motivación, Inglés, Lengua extranjera, Enseñanza, Actividades de clase.

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1. INTRODUCTION:

From 1975 until today's globalised world, English as a Foreign Language (EFL) has become a worldwide phenomenon (Reichelt, 2006). Yet, the influence of this foreign language has led to its incorporation into most Spanish schools (Palacios-Hidalgo et al., 2022). In this academic context, motivation is instrumental for students to persist in the study of EFL (Dörnyei & Ushioda, 2021b). Although widely studied, stating the factors that influence students' motivation in EFL is challenging. So, the question to be asked is: Could teachers motivate students to learn the language in the classroom? If so, how exactly?

Among the many studies that have studied this matter, Mañeru's (2024) study on students' motivational factors concluded that in-group activities could motivate students to learn English. Based on the results obtained in her study, the present dissertation aims to motivate as the final goal. This is achieved through designing a set of activities that motivate students and implementing them to prove their efficiency.

This dissertation is organised in five chapters. Chapter One develops the theoretical framework, divided into three sections. Section one first addresses the different definitions for the concept of motivation in EFL, its two types (extrinsic and intrinsic motivation) and the four subtypes that extrinsic motivation presents (external regulation, introjected regulation, identified regulation, and integrated regulation). This is followed by previous studies in motivational factors, focusing mainly on the results obtained from Mañeru's (2024) study. Section two deals with the bilingual speakers and bilingual education in Spain. Section three focuses on traditional and modern methodologies in English language teaching (ELT). Lastly, section four explains innovative approaches and theories that can be implemented in EFL classes and activities (i.e., the social-constructivist approach, collaborative learning methodology, the multiple intelligences theory, and Dörnyei's motivational strategies).

Chapter two deals with the methodology, stating the aim of the study and the three main processes undertaken: the design of a set of activities, their implementation, and the two methods to obtain data about their effectiveness in students' motivation (an observation diary and a final questionnaire). Additionally, a description of the students involved in the implementation is provided.

Chapter three is divided into four different sections: the first section describes the activities in detail, as well as the strategies used during their implementation. Section two deals with the

adaptation of the activities to two other groups at different levels (1st and 3rd ESO). The third section of this chapter provides the results obtained during the development of the activities, based on the final questionnaire and in-class observations. The last section constituted the analysis and discussion of previous results following a mixed-based approach.

Finally, the last chapter of this dissertation deals with the conclusion of the study, providing a summary of its key points.

Examples of the activities carried out can be found in the appendices.

2. THEORETICAL FRAMEWORK:

2.1. MOTIVATION IN ENGLISH FOREIGN LANGUAGE (EFL)

2.1.1. The concept of motivation in learning EFL

According to Escobar Fandiño et al. (2019) Foreign Language Learning (FLL) requires a multifactorial, multidimensional and integrative framework that is consolidated depending on two main variables: i) social variables that cover linguistic, social and educational contexts; and ii) personal variables that include aptitudes and the learning process itself.

Social variables embrace factors related to the learner's context, such as the amount of study time, social and cultural beliefs, methods implemented by teachers, or the school environment (e.g., families, students, location). Within the personal variables, factors such as motivation and attitude towards the language are determinant. Additionally, the affective domain plays a crucial role in students, including factors such as anxiety, inhibition, and self-esteem, directly affecting their language learning process. For instance, in one of their many studies, Gardner & Lambert, (1972) stated that students' success in learning foreign languages depends on their predisposition towards the target language and its cultural group, which is directly related to their affective realm (Dörnyei, 1990).

Focusing on this affective domain, and precisely on motivation, this concept is an intricate psychological process that can be understood as a complex construct covering different components that affect the individual to achieve an efficient learning experience (Dörnyei, 1990; Escobar Fandiño et al., 2019). Although the concept of motivation has been widely studied, there has not been a consensus about its definition yet. However, some definitions can be highlighted. Dörnyei & Ushioda (2021, p. 1) define motivation as “what moves a person to make certain choices, to engage in action, to expend effort and persist in action”, which highlights the previous personal affective variable of the individual. In addition, Lalonde & Gardner (1985, p. 404) define motivation as “an individual's total drive to learn a second language (L2) and reflects a combination of effort, desire and affective reactions toward learning the language”. Hence, motivation can be understood as both the external force and the internal desire that pushes the person to engage in a process and achieve something, in this case, learning an L2.

According to the Self-Determination Theory (SDT), initially proposed by Richard Ryan and Edward Deci during the 1980s, two main types of motivation can be established depending on the degree of control a person presents in EFL (Deci & Ryan, 2000): intrinsic and extrinsic. On

the one hand, intrinsic motivation involves autonomous motives and requires intrinsic or self-regulation from the learner. Hence, it is considered a higher-quality type of motivation and can be defined as “the archetype of autonomy” (Escobar Fandiño et al., 2019, p. 2). It is learning English just for the sake of enjoying the process of learning. On the other hand, extrinsic motivation is considered a lower-quality type of motivation, as it involves controlled motives and, therefore, less self-determination (Escobar Fandiño et al., 2019). It can be defined as “performing an activity for the external outcome the individual receives” (Van Den Broeck et al., 2021, p. 6).

This second type of motivation depends on the different contextual variables surrounding the learner, resulting in four different types of extrinsic motivation. The first type is external regulation, controlled by environmental or external contingencies that can be either material or social, such as obtaining a reward or avoiding a punishment (Van Den Broeck et al., 2021). The second type is introjected regulation, a form of extrinsic motivation that is partially internalised, although not fully autonomous. It is characterised by engagement in action due to internal pressure or satisfaction, where feelings such as obligation, guilt, or pressure are instrumental in the process of learning (Van Den Broeck et al., 2021).

Thirdly, identified regulation is presented when the learner acknowledges the benefits and importance of the learning process and consciously decides to engage in them (Deci & Ryan, 2000b). Consequently, this third type of extrinsic motivation involves more internalised reasons for engaging in the process, and hence, it is more self-determined (Van Den Broeck et al., 2021). Finally, integrated regulation is the most autonomous of the four types, where the reasons to learn the language are not completely internalised or self-determined, but “they are fully integrated into one’s value system” (Van Den Broeck et al., 2021, p. 8). This type is considered autonomous due to its volitional nature. This way, the learner finds the benefits and values of their actions and engages and persists, because they feel those actions are aligned with who they truly are (Van Den Broeck et al., 2021).

Finally, the lack of motivation in the learner could constitute a third type of motivation called amotivation, which is the consequence of non-self-determined motivation (Banerjee & Halder, 2021). It has negative implications in the process of learning the language, for instance, misbehaving in class, disengaging from activities or low performance when completing them. These are attributed to the student's failure to notice the relationship between their performance and its outcomes (Banerjee & Halder, 2021).

Students tend to be more extrinsically motivated during high school because of factors such as the need to pass exams, social pressure, or the influence of the language on their future (Buendía & Ortega-Martín, 2018). Hence, intrinsic motivation should be enhanced to develop a genuine and enduring interest in EFL (Alzubi & Nazim, 2024). Moreover, it can shape the learner's internal momentum and aspiration to autonomously engage in learning EFL, and teachers should support and guide students to achieve this.

2.1.2. Previous motivational factors studied

In a previous study conducted by Mañeru (2024) students' and teachers' motivation in EFL was analysed. To determine which factors influenced their practices, an online questionnaire was designed and used to collect data. In total, 347 students and 12 teachers from 5 different high schools in Valladolid (Spain) took part in this study. The questionnaire focused on five main areas: personal motivation to study or teach EFL, the physical and social environment, the activities developed in class, and students' and teachers' motivational relationships.

On the one hand, the results confirmed that students tend to be more extrinsically than intrinsically motivated to learn EFL. The statements that portrayed this and registered the highest positive answers were: i) the ability to communicate with other people if they master the language, ii) the possibility to travel to other foreign countries, and iii) the influence of English on their future careers and jobs. Table 1 summarises the results of positive answers for each of those statements:

Statement: "I study English because..."	Positive answers (%)
2. ...I can speak and communicate better with people from other countries and cultures"	72.3%
5. ...I want to travel or even live in a foreign country in the future"	64.5%
6. ...I think my future career will be positively influenced if I master a second foreign language"	79.5%

Table 1: Most positive factors of the students' questionnaire (Mañeru, 2024, p. 27)

These statements can be associated with identified extrinsic motivation, where there is higher self-determination. In the former statements, students demonstrate an awareness of the

importance and value of the English language. Consequently, they decide to engage in the learning process consciously.

Even though their extrinsic motivation presented high positive values, students' intrinsic motivation presented the lowest motivational values. Figure 1 shows the distribution of students' intrinsic answers in section two of the questionnaire:

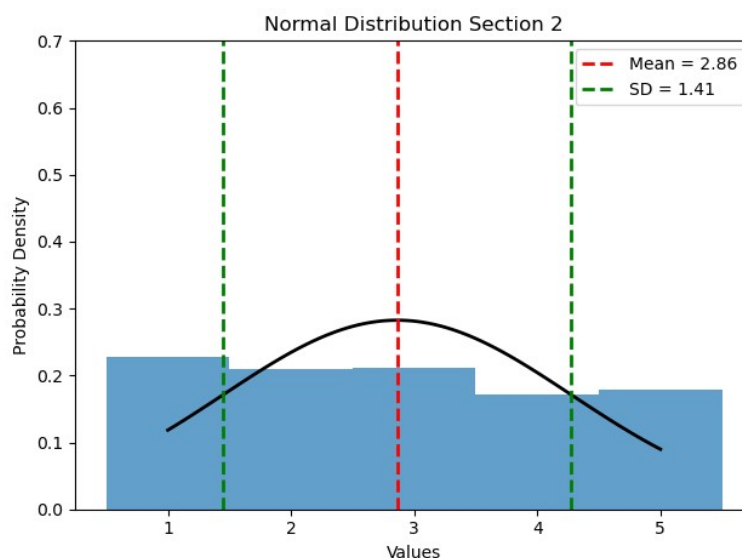


Figure 1: Normal distribution of students' section two – Intrinsic motivation (Mañeru, 2024, p. 28)

Students' intrinsic motivation presented a mean of 2.86, slightly below the average value (i.e., value 3). However, a positive tendency was portrayed in one of the statements related to students' intrinsic motivation: *"I study English because I actually like learning foreign languages"*. Here, 36.6% of the answers were neutral, but 45.8% of students answered positively to the statement (Mañeru, 2024). This indicates that only a slight percentage of the students are not interested in learning a foreign language.

On the other hand, students stated their motivation and preference for oral and listening activities, as well as grouping or peer dynamics, before individual exercises (Mañeru, 2024). Consequently, these types of activities should be implemented in class to enhance students' motivation. However, this implementation requires the teacher's direct participation and engagement to select, design and develop these activities. Moreover, it is important that they feel confident and master the communicative competence themselves, as well as being comfortable with the language, so students can be exposed to the spontaneous interaction that they need and demand (Savignon, 2018).

Authors such as Dörnyei & Ushioda (2021b) have studied students' extrinsic and intrinsic motivation, highlighting the prevalence of extrinsic values in their learning experience. Meşe & Sevilen (2021) also studied the relevance of motivation in EFL during online learning. They saw that when dealing with intrinsic factors, the most influential ones were students' satisfaction towards course content, their need to communicate, and students' self-regulation. The most influential extrinsic factors were the influence of the teachers and their classmates, among other factors related to online language learning.

Another study after the pandemic suggested that COVID-19 negatively affected EFL learners and their motivational drives (Anggriyashati & Puspahaty, 2021). The demotivation caused students to adhere to extrinsic factors to continue learning, and the study results suggest that both extrinsic and intrinsic factors are essential to maintain students' motivation and engagement. It also stated the importance of a strong teacher-student relationship to maintain students' motivation, especially during difficult times. Finally, Escobar Fandiño et al. (2019) developed a qualitative study to establish motivational factors in English learning. The study also proves that students tend to be more extrinsically motivated, highlighting teachers' influence, course resources, and virtual methodologies. Participants also stated the strong influence of contextual factors such as their socio-economic situation and their satisfaction with the course activities developed in their motivation.

2.2. BILINGUALISM AND BILINGUAL EDUCATION

2.2.1. Bilingualism: definition and types

Within the academic context of studying another language, a distinction is made between an FL and an L2. FLs are taught and learned in the speakers' native country, and usually in a regulated educational context. On the contrary, the L2 can be learned or acquired outside the classroom (Aziz et al., 2019). Within this academic context of FL, bilingual speakers are thought to be individuals who master and speak two different languages (Chairuddin & Aditya, 2021, p. 36). However, contrary to what can be considered at first, defining bilingual speakers is not such a straightforward matter, as many nuances influence and shape this concept (Hornberger & Baker, 2011).

Secondly, (Montrul, 2013) established three main distinctions within the concept of bilingual speakers: simultaneous or sequential bilinguals, early or late bilinguals, and child or adult bilinguals. The first one focuses on the kind of exposure to the languages. In simultaneous

bilingualism, both languages are acquired at the same time; therefore, both of these languages are considered to be L1s. An example of this type can be found in the Spanish linguistic diversity, where regions such as Valencia, Catalonia and the Basque Country have co-official languages. Despite Spanish being the official language, it coexists with other co-official languages that surround the speaker at school and home, promoting their early exposure to both languages (Palacios-Hidalgo et al., 2022).

However, sequential bilinguals are those speakers whose exposure to the L1 is earlier than to L2, acquiring the second after the first is already established (successively) (Hornberger & Baker, 2011). According to (Montrul, 2013), school or the speaker's social context can play a significant role in acquiring/learning the L2.

The second distinction focuses on the time the speaker acquires or learns the languages, differentiating between early and late bilinguals. On the one hand, early bilinguals acquire both languages during their childhood (Chairuddin & Aditya, 2021). On the other hand, late bilinguals are the speakers who acquire the L2 in stages after childhood (around and after the age of 12) (Montrul, 2013).

The last distinction focuses on the age at which the speaker learns the L2, differentiating between child and adult bilinguals. Individuals who acquire the language at early stages of their childhood, often simultaneously with their L1, are child bilinguals. On the contrary, those speakers who learn an L2 in adulthood (i.e., after puberty) are classified as adult bilinguals. Their acquisition process is also more likely to be influenced by their L1, as well as other external factors such as motivation or their social context (Montrul, 2013).

2.2.2. Bilingual education

Within the context of language learning, according to Turnbull (2016), a distinction can be established between foreign language education and bilingual education. On the one hand, foreign language education is the regulated learning and teaching experience within a classroom context, where the target language is not spoken or used as an L1. On the other hand, bilingual education can be thought of as a system that involves experienced speakers using two or more languages equally while engaging in a learning process.

Bilingual education programs pursue different aims that can benefit students. First of all, they aim at shaping speakers who integrate L2 within their L1, avoiding monolingual L2 speakers. Moreover, this integrative perspective leads to the development of strategies that students can apply to learn, understand or express themselves in both languages (e.g., translation, cultural

and linguistic abilities). Hence, these programmes also accept the use of the L1 as a facilitator to acquire and learn the L2 (Palacios-Hidalgo et al., 2022; Turnbull, 2016).

The bilingual education system is highly extended in the Spanish Education system (Palacios-Hidalgo et al., 2022). This system consists of teaching non-linguistic content using two or more languages (L1, L2 or FL (Foreign Language)) to master those languages and the content simultaneously. Based on a longitudinal study conducted over a span of 32 years, Collier & Thomas (2017) show that dual-language classes improve students' L2 acquisition and their Cognitive Academic Language Proficiency (CALP). According to Nyoni (2021) CAPL theory refers to “the students' ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school” (Cummins, 2008). It constitutes an essential ability for students to use their L2 to more than just communication, i.e., to understand, analyse, and produce elaborate subject-specific productions in academic contexts.

This educational model transcends the practices of FLT in isolation (Palacios-Hidalgo et al., 2022) and students receive more language input than in traditional FLT. It also involves functional language learning (i.e., language needed for day-to-day situations). For these reasons, these practices can have a greater impact and contribution to students, promoting bilingual language development even more than traditional language courses.

Overall, mastering both languages and the concept of bilingual individuals contains nuances that differentiate them from one another. Factors such as age, exposure, or the level of consciousness can influence individuals and shape different types of bilingual speakers. Ensuring the quality of their language exposure in class through the appropriate teaching methods is essential to guide them towards diverse manifestations of bilingualism (Alvear, 2019).

2.3. METHODOLOGIES IN EFL TEACHING

2.3.1. Traditional Methodologies

During the past centuries, EFL has been studied through a wide variety of teaching methods in the Spanish education system (Sparks et al., 2024). According to Nazarova (2024), traditional methods generally involved memorisation based on drilling and reading as cornerstones, and the teacher functioned as the main source of information and guidance in face-to-face teacher-student interactions. Hence, the main place for learning was the classroom through practice that

lacked group and collaborative participation. Three main traditional methods have influenced today's FLT since the 20th century: the Grammar-Translation Method, the Direct Method, and the Audio-Lingual Method.

The first traditional method established and implemented was the Grammar-Translation Method (GTM), which constitutes the precursor of the latter language teaching methodologies. The base of this method lies in the direct translation from the native language, which involves little communicative interaction and listening comprehension, and focuses on the improvement of reading comprehension, writing production and learning grammar rules (Benati, 2018).

According to Keo & Lan (2024) and Rahman (2012), some of the advantages of this method lie in the extensive use of the foreign language with a minimal use of L1 during in-class activities. However, according to Uktamovna & Madinabonu (2023), this method also portrays strong disadvantages that lies in the limited practice of listening and speaking skills, which leads to the absence of real-life communication opportunities and the lack of progress in oral fluency. Additionally, this method is overly reliant on memorisation and translation, which can prevent students from acquiring the meaningfully.

These limitations from the GTM consequently led to a new method during the early 1900s: the Direct Method. This new methodology in ELT was based on repetitive listening and speaking activities that encouraged students to use and develop the foreign language in class (Keo & Lan, 2024). Consequently, it included more communicative and listening comprehension and production than the former method. To achieve this, grammar is taught inductively through visual resources, where students are required to read aloud and complete gap-filling exercises to reach language proficiency.

In spite of these advantages, this method also faces a series of problems during its implementation. It strongly relies on the teachers' proficiency to create an immersive and native-like language environment, which is not always possible. Additionally, the inductive approach of this method can lead to the incorrect acquisition or understanding of the content, as some words in this context may be abstract for students. Inductive learning can also prevent students from going beyond concreteness (Skidmore, 1917). Lastly, this method may also overlook reading and writing practice, as well as structured written and reading exams and exercises.

With the arrival of World War II, the social and historical context changed and demanded other methodologies to learn foreign languages faster, as French, German, English, or Spanish gained

importance in this globalised conflict context. Hence, the audio-lingual method arose. This method was based on the idea that languages consist of systems of sounds that are essential for social communication (Kakunta & Kamanga, 2020; Mart, 2013). Hence, students are exposed to and learn from dialogues only in the foreign language. The main benefit of this method lies in fossilising new and correct speech habits and achieving communicative competence in short periods of time, which was the aim during the war.

Even though communication is more present than in the previous methods and the process of learning was faster, it also presented some disadvantages. Vocabulary and grammar patterns were still the focus of this drill-based method, which seemed insufficient to ensure a fast and secure way to master the foreign language in the long run (Frank, 1973). Its straightforward approach of learning-by-heart dialogues while restricting the native language seemed to be unrewarding as well as insufficient (Frank, 1973; Mart, 2013).

Consequently, all these limitations led to the beginning of new methodologies and the current teaching method: the Communicative Language Teaching (CLT).

2.3.2. Modern Methodologies: the Communicative Language Competence (CLT)

The past approaches offered structured learning environments for learners, but lacked communicative opportunities (Nazarova, 2024). Additionally, teachers' aim was not in any case to boost students' intrinsic motivation through these methods. Therefore, the communicative nature of the language led to other methods and approaches that prioritised the learners' necessity to convey a message (Sparks et al., 2024). Since the 50s and onwards, CLT has been developed (Sparks et al., 2024).

CLT is nowadays one of the most acclaimed approaches in FLT. Its aim is to support communicative competence as the main objective of language teaching (Ull & Agost, 2020). It has its foundations in Chomsky's linguistic competence theory (1960), in which the universal grammar hypothesis was introduced. It explains how languages share the same fundamental similarities, despite seeming different from one another. From this idea, a distinction is made between competence and performance. The former refers to the speaker's knowledge of the language system (i.e., grammar) and the latter refers to the actual usage the speaker does (Abdulrahman & Abu-Ayyash, 2019).

As an opposition to this theory and highlighting the sociolinguistic and pragmatic side of communication and languages that was disregarded in traditional methods, Hymes (1972) developed the communicative competence concept. This concept covers the ability to use

grammatical utterances in a wide range of situations and contexts, including them in Chomsky's initial linguistic view of competence (Ull & Agost, 2020). All these features constitute the fundamental basics of today's CLT.

CLT's emergence led to changes in foreign language learning and teaching. Firstly, grammar stopped being the cornerstone of language learning, so contextual parameters were prioritized. This way, language tasks were conducted by contextualizing them in a language situation and then providing the necessary grammar to complete them (Sparks et al., 2024). These tasks are meaning-focused and allow students to be involved in interpretation, negotiation and expression in the foreign language within an instance of a real-life scenario (Savignon, 2018). Hence, the focus lies on production and fluency in oral interaction and accuracy is relegated to a secondary position.

All in all, teaching EFL has changed through different methods according to the needs of the learners and the historical context. Grammar-centred methodologies evolved towards those who prioritised the communicative nature of the language. This communicative competence constitutes nowadays the main concern when teaching a language in schools. Although the learning environment is less structured and rigid, it brings students closer to a meaningful and contextualised process to acquire the FL that includes the social and communicative features of the language.

Nonetheless, even though the communicative method is currently the one that is being carried out in most schools, recent studies have continuously shown that grammar is a crucial part of language learning and, therefore, it cannot and should not be ignored (Schifano et al., 2021; Sheehan et al., 2019, 2024).

2.4. INNOVATIVE STRATEGIES TO MOTIVATE

Previous changes in language teaching and learning have led to new pedagogical theories that focus on learner-centred teaching rather than teacher-oriented, as the social-constructivist approach remarks (Williams & Burden, 2010). This means that students are expected to develop a certain degree of autonomy and responsibility for their own learning experience. Previous changes have also positioned motivation as the cornerstone of FLT and presented different approaches and strategies to include in the classroom. In this study, the focus is on cooperative learning, Dörnyei's motivational strategies (2001), the multiple intelligence learning theory,

and authentic materials. These new theories and approaches do not only focus on learners' motivation and language abilities, but also on teachers' role and performance.

2.4.1. The social-constructivist approach and the importance of in-class activities

Previous traditional methodologies focused on the accumulation of data, information and skill development. Even though this approach has its practical efficiency, it lacks emphasis on the personal interpretation that each individual makes of the learning experience (Williams & Burden, 2010). According to the social-constructivist approach, students provide a personal meaning to the content they study based on their individual experiences. Hence, this approach highlights the importance of the tasks developed in the classroom. For an effective learning experience, those in-class activities should present a purpose closely relevant to the learners. This will show them the transcendence of the tasks and their practical use outside the ELF classroom.

To help students recognise those specific purposes, the teachers' role is essential, as well as the social interactions that arise between them and students during their development. They should guide the learners through their completion to provide personal and meaningful relevance within the task. Consequently, this approach can bring benefits to the students both academically (e.g., engaging in the tasks or improving their participation) and personally (e.g., developing their autonomy).

2.4.2. Collaborative Learning (CL)

Collaborative Learning (CL) is the second innovative methodology that goes in line with this learner-centred approach. This method has its foundations in the rejection of competition dynamics in FL learning. Competition is widely extended and used in today's educational context, valued over cooperative work (Laal et al., 2014). However, CL helps to build a supportive environment in the FL classroom that can contribute to the academic growth of each participant while working together cooperatively to accomplish shared learning goals (Laal & Ghodsi, 2012; Panitz, 1999).

This pedagogical approach has been proven to have more than 50 different benefits in FLT, not only for students but also for teachers and their community (e.g., school staff, families). These benefits were listed and organised by Panitz (1999), highlighting their effectiveness, especially in students' motivation towards the curriculum. Additionally, Laal & Ghodsi (2012) structured those benefits into four main categories: social, psychological, academic and assessment. Some of the most notable include cultivating students' critical thinking abilities, developing positive

attitudes towards teachers, implementing a wide variety of assessment methods, and finally, involving them actively in their learning process. These benefits lead students towards increasing positive results and enhancing their motivation towards the foreign language.

Alongside multiple benefits, it is worth considering the teachers' role in this new learning approach, which goes beyond mere facilitators or transmitters of knowledge. It considers teachers as proficient instructors who act as coaches or mentors to guide the student through their learning (Panitz, 1999). This role brings learners the opportunity to both engage in the teaching process autonomously and take responsibility for their learning. For teachers, CL allows a closer observation of students and, consequently, a more precise evaluation and counselling (Laal & Ghodsi, 2012).

2.4.3. The multiple intelligences theory

The third innovative theory is the multiple intelligences theory. This theory was introduced by Howard Gardner in 1983, which defends a pluralistic model of intelligence consisting of eight different abilities: linguistic, logical-mathematical, spatial, musical, body-kinaesthetic, interpersonal, intrapersonal, and naturalistic (Gardner, 2011). This theory defends two main needs present in educational contexts: individualisation and pluralisation.

Individualisation emphasises the diversity that embraces learners, and all the different intelligence profiles they present. Hence, the learning process should not be a single standardised practice but it should promote differentiated instruction and inclusion. On the other hand, pluralisation refers to content presentation, which should include a wide variety of approaches that embrace and engage all intelligences. Both individualisation and pluralisation should be integrated in the classroom to accomplish deep and meaningful learning for students, regardless of their competencies (Gardner, 2011). According to Armstrong (2017, p. 3), this theory also “helps teachers integrate learner-centred tasks or projects into the traditional curriculum that are also in line with students' interests”. This personalisation of the learning will also contribute to involving other dimensions such as emotional, physical and cognitive.

Even though the author does not directly address motivation with this theory, he emphasises motivation and attention as fundamental to developing the eight intelligences efficiently. Motivation and attention can be increased by building on students' natural strengths, including their different intelligences in teaching practice. This can be done by adapting the approaches and the corresponding evaluation according to students' predominant intelligence. Hence, authentic and individualised learning should be supported to ensure its efficiency.

2.4.4. Dörnyei's motivational strategies

The following innovative strategies are focused more on fostering students' motivation from the teachers' perspective. Dörnyei (2001) published a stepwise approach based on a list of useful motivational techniques to enhance students' motivation in the FL classroom. The strategies were divided into three different groups: creating motivational conditions, generating initial motivation, and maintaining and protecting motivation once it has emerged. All 35 strategies were listed on a checklist to help FL teachers become the "good enough motivator" and prioritise the quality over the quantity of the techniques applied during the teaching process. A copy of this list can be found in Appendix F. Those strategies involve not only the personal and emotional nature of the student, but they also involved aspects such as the classroom environment and atmosphere, classroom management advice, curriculum content and materials, and goal-oriented methods and activities. There is also a special focus on the intrinsic side and values of each strategy and factor.

Focusing on the strategies to create the basic motivational conditions, Dörnyei highlights the importance of implementing whole-group or small-group games and tasks, including explicit explanations of the rules at the beginning of the dynamics. Moreover, they advise promoting interaction, cooperation, and sharing of genuine personal information to contribute to a positive classroom atmosphere. Among the strategies to generate initial motivation, it is worth highlighting the incorporation of integrative values and sociocultural components and making the materials relevant and personalised for students.

Finally, Dörnyei (2010) stresses the importance of maintaining the quality of the strategies implemented rather than quantity. In other words, teachers do not need to implement 35 strategies in their practice to enhance motivation. The implementation of a well-chosen fraction of them consistently should be sufficient. After the implementation of these strategies, it is advisable to self-reflect on their results to evaluate their effectiveness within each specific context.

2.4.5. The implementation of Authentic Materials

Authentic materials can be defined as samples of spoken and written language that have been created for real-life purposes, but they do not pursue any didactic or pedagogical objective, i.e., for language teaching (Nunan, 2013, p. 63). There are three types of authentic materials: listening items, visual resources, and printed documents. Some examples can be a transport ticket, an anthem, a restaurant bill, a song, an interview, a TV show, etc. Despite their real

purpose, these materials can potentially be learning tools with strong advantages for FL learners.

Firstly, they offer authentic communicative situations, obtaining a better grasp of the target language and culture, and consequently bringing them closer to students (Mandarsari et al., 2023). They mirror real language usage, which brings other native features to the classroom, such as linguistic styles or idiomatic and colloquial expressions. Secondly, these materials also contextualise the language in real-life situations that foster meaningful learning, rather than in controlled situations from a textbook (Nunan, 2013). Thirdly, authentic materials can be easily adapted to students' learning styles and intelligences, allowing them to learn without imposing a learning style. Finally, they are easily accessible online through platforms such as YouTube videos, podcasts, broadcast channels, radio programmes, etc., in case printed materials are unavailable (Mandarsari et al., 2023).

Previous studies have proven that the use of authentic materials fosters engagement and motivation in the FL classroom. In a study conducted by Graham (2015), students claimed to be more motivated when real materials were used. Two suggestions were made to explain this: i) materials bring a real situation that provides students with interesting and positive encounters in the target language; and ii) authentic materials bring diversity to the FL classroom and go beyond the book and its repetition. Additionally, Mora et al. (2016) studied the influence of authentic media material in FLT motivation, where the implementation of real-world native content was proven to be effective in motivating students towards the target language. On a general basis, students got sufficiently interested in the materials to watch them outside the class. Thus, this proves that the use of authentic materials can encourage and boost students' motivation in FLL/T.

3. **METHODOLOGY:**

This chapter describes the methodology used to develop the tasks for this study and their implementation. A two-week observation period was conducted in a bilingual school in Valladolid (Spain) and reflected in an observation diary. Based on these observations and previous results on motivation (Mañeru, 2024), a set of activities was designed and later implemented in one of the four groups observed: 2nd of Bachillerato.

In Mañeru's (2024) study, it was shown that students were motivated by oral and listening comprehension activities that require active class participation. Moreover, students stated their preference to work in pairs or groups instead of individually. In this study, the main objective is to develop activities that motivate the students and put these results to the test. Hence, the following research questions have been developed:

1. Do oral and group tasks motivate students to learn EFL?
2. Can a teacher improve students' motivation with the correct selection of activities?

To answer these questions, observation research was conducted to analyse four different groups at four different levels (1st, 3rd and 4th of ESO and 1st and 2nd of Bachillerato¹), taking regular classes with their official English teacher. In the groups observed, Spanish was the students' L1, while English was their L2. The observation took place during the two weeks in seven sessions, where each session lasted 50 minutes. As studied in these sessions, different factors that were presented are the following: i) the dynamic of the lesson developed by the official teacher; ii) the sequence and selection of activities, and iii) the topics covered in each lesson. All the details were collected and compiled daily and grouped in an observation diary.

At the beginning of the first observation session, students were asked to rate their motivation to learn EFL in class from 0 to 10 (0 being amotivated and 10 being strongly intrinsically motivated). Based on students' answers, the group of 2nd of Bachillerato was chosen as the focus group to implement the didactic proposal because of two main reasons: (i) variety in motivation rates and (ii) high absenteeism rates. The group consisted of 26 students, of whom three never showed up in any of the sessions. Therefore, they have not been considered in the study. Thus, a total of 23 students were involved. First, about 70% (n:16 students) rated

¹ 3rd and 4th of ESO correspond to the last two years of the Spanish Secondary Compulsory Education, and 1st and 2nd of Bachillerato to the two non-compulsory years of the Spanish education system.

their motivation for learning English around and below 5, and about 30% (n:7 students) rated their motivation above 7, portraying a wide range of motivation levels within the group. Secondly, there was a very high absenteeism rate in the English classes, where students' attendance in that group was noticeably irregular. This has been interpreted as another indicator of a lack of motivation.

After selecting the group, the unit of the class book they work with was analysed to adapt the activities according to its content. It was divided into five different sections:

1. **Grammar:** the passive voice, the impersonal structure, and the causative structure.
2. **Vocabulary:** food and adjectives to describe meals, and eight new phrasal verbs.
3. **Speaking production:** the description of a painting.
4. **Listening comprehension:** a talk about an artist.
5. **Writing production:** a review of an event.

The final set of activities was designed in five sessions of 50 minutes each and covered the following topics: the three grammar structures, food adjectives, and descriptions of a painting. All of them required in-group activities and students' communicative competence in English, while Spanish was allowed in three specific moments: during students' mediation, when English was not understood, and when establishing relationships between the L1 and L2 vocabulary and structures. In this case, reference can be made to translanguaging methodology, which permits and encourages the use of the L1 in the L2 acquisition in order to improve the learning process (Cenoz & Gorter, 2020; Ooi & Abdul Aziz, 2021). A more in-depth analysis of translanguaging is beyond the scope of this study.

All the activities from the set were also designed to meet the level requirements established by the Council of European Languages (2019). It also follows what the educational Spanish law demands in the Real Decreto 243/2022 and the Decreto 40/2022.

Together with this analysis of the content, a brief interview was done orally with the students at the end of the last observation session to consider the following information for the activities: (i) their point of view about curriculum topics (utility, relevance, and interest); (ii) their preferences for in-class activities: oral and written production and/or oral and written comprehension; (iii) preference to work during in-class activities (individual, in pairs, or groups); and (iv) their personal and individual interests.

Students showed their satisfaction and interest towards the curriculum topics covered so far in class, acknowledging their utility and relevance for their future. They also acknowledged the importance of grammar and written exercises, although they were missing more spontaneous oral interaction as well as oral and listening activities in their sessions. They also shared their satisfaction about working in pairs and groups, as well as some of their interests and preferences. Hence, these personal details were considered to tailor and adapt the correct and appropriate set of activities and dynamics for the group to cover the objectives and content of the unit without disregarding their preferences in the sessions. With the previous considerations, a total of ten sessions were taught to one group of students from the 2nd year of Bachillerato, where each session lasted 50 minutes. The study focuses on and develops a selection of four activities that will be addressed and developed in the discussion section.

During and after the implementation of these four activities, an observational investigation was conducted to see students' responses towards the activities and their effectiveness. Observations were mainly recorded regarding three indicators: students' participation in class and interactions, attendance rates, students' production and willingness to use the foreign language, and the verbal interest and/or satisfaction expressed. Together with this qualitative analysis based on observation, a final fully anonymous questionnaire was administered to the 20 students in the main group of the 2nd year of Bachillerato, who attended the last day. The questionnaire checked if the strategies and activities implemented helped to create motivational drives in students. A copy of the questionnaire is available in Appendix A.

4. DISCUSSION AND RESULTS:

In this chapter, the activities designed will be explained, followed by the didactic strategies used during their implementation in one group of the 2nd year of Bachillerato. Moreover, the adaptations made for two of the activities will be developed to prove their applicability and flexibility at two different course levels: 1st and 3rd year of ESO. Moreover, the observations and results of the implementation will be analysed together with their corresponding research questions, in terms of students' participation, interactions between the teacher and between students, their production in the foreign language (English), and finally, regarding their motivation based on the results from a final questionnaire.

4.1. THE SET OF ACTIVITIES

The final set of activities consists of seven activities divided into ten sessions. This section focuses on the four most relevant activities, which will be explained and developed in depth. These activities were designed to last 50 minutes each. Following previous results from Mañeru (2024), all of them require the organisation of students in groups and they foster their active participation in class. In addition, all of them involve and develop the communicative competence of the language, promoting spontaneous oral interactions in English. All the activities are taught from an inductive and practical approach to enhance students' autonomy.

4.1.1. Activity 1: The Crazy Menu

a) Description

The first activity is entitled *The Crazy Menu* and covers the topic of food descriptions in the vocabulary section of the unit. The in-group's activity consists of designing a menu proposal, using a previously designed template, which needs to be defended in front of the class. Figure 1 below illustrates the template for the activity and the four main parts that should be included: a starter and a side dish, two main courses, two desserts, and drinks. Additionally, Figure 2 below illustrates a completed example of the template.

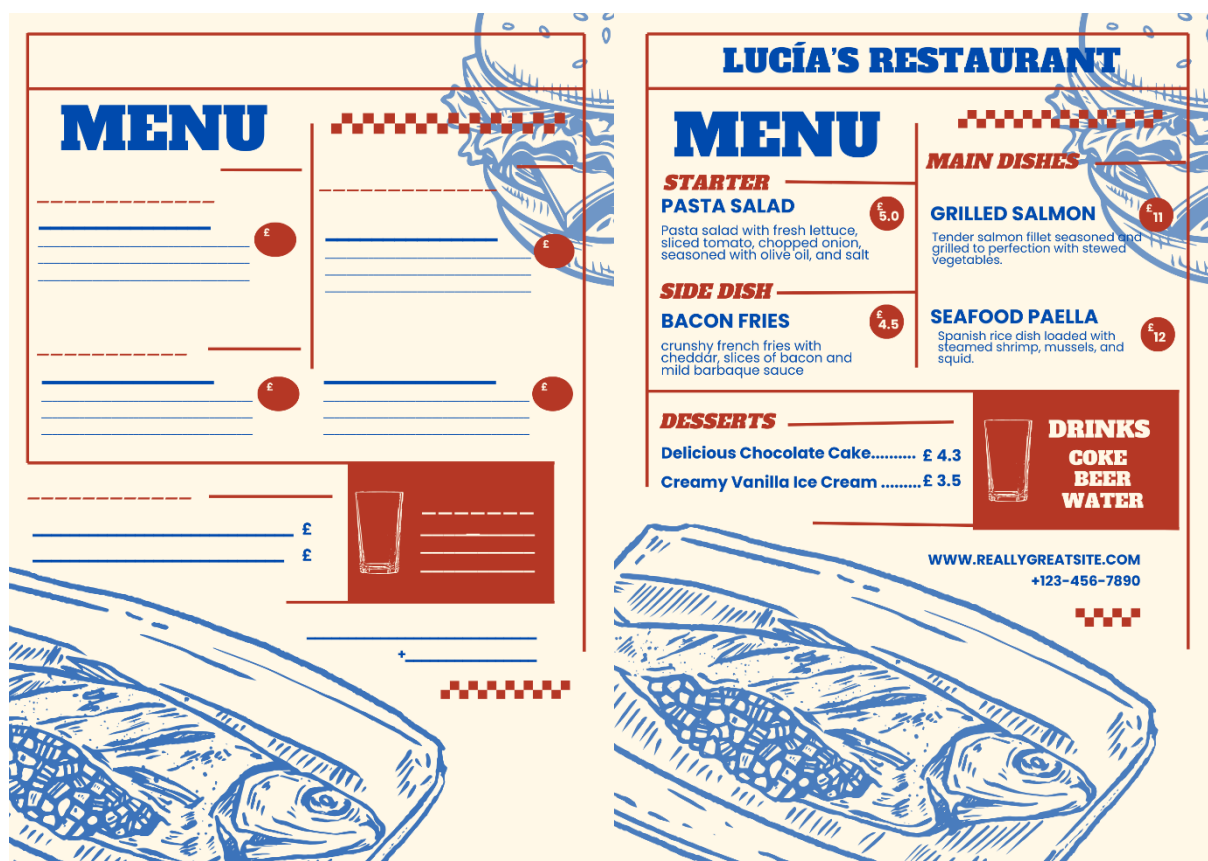


Figure 2: Template (on the left) and completed example (on the right) for activity one: *The Crazy Menu*

During the activity, students are asked for original ideas that can catch their classmates' attention, from designing a special name for their restaurant to incorporating idiomatic expressions and detailed descriptions of the dishes. A list of the expressions covered can be found within the presentation's link in Appendix B. Students must discuss all the ideas as a team and provide a final version to the teacher.

After the design, each group must present it to the rest of the class, persuading them to select their restaurant and menu as the best option where to dine. The group that attracts more customers wins the competition.

b) Strategies related to motivation

The first strategy was using an authentic menu (i.e., authentic material) before the competition to encourage an inductive and autonomous learning process regarding food expressions and descriptions. To achieve this, students were given an authentic menu from a real Welsh bar to analyse and select specific and useful structures and vocabulary to help them complete the task. This Welsh bar was carefully selected to fit the students' age and interests, and to ensure they become acquainted with authentic materials from the culture. Moreover, a description of the

bar itself was provided, containing a rare feature that makes the place unique. These and the rest of the additional materials for the session can be found in Appendix B.

This first strategy aims for two motivational outcomes. Firstly, these resources support students through the autonomous exploration of authentic materials, using them as a guide to complete the task as a team. Authentic materials also help to form stronger connections to the FL, as students see the real value and usage of what they study. Secondly, this strategy avoids the use of repetitive lists of food content that constrain the learning experience, allowing students to select the information themselves. This makes students feel as part of the creation of the content and emphasises the process over the final product. Lastly, the detail of the restaurants' unique features leads the class towards a more creative and original approach, motivating them to incorporate one in their creations.

The second strategy was creating a competition dynamic within the exercise. Even though learning should not be a matter of competing, the idea in this specific activity implies that their final creation will go beyond the book and its unit. It has a real and practical application that also involves students' opinions afterwards to decide a winner. Altogether, this contributes to fostering students' active participation and engagement in the proposal design process. It also helps to show them the use and application of the content in a real and familiar context. To encourage cooperation and avoid competition in the learning process, this is the only activity proposed as competitive. Dörnyei (2010) refers to cooperation within his motivational strategies in the FL classroom, as a practice that should be promoted above rivalry. However, he also advises small-group competition games to expose students to challenges and contribute to group cohesiveness.

4.1.2. Activity 2: Paxi's Murder.

c) Description

The second activity is entitled *Paxi's Murder* and was used to revise the passive structures within the grammar section of the unit. The moment the teacher enters the classroom, they remain silent and project a message on the smart board: "Paxi has been found murdered!". With the help of a presentation already designed, a murder setting is introduced to students, in which Paxi, a teacher from the school, has been found dead in a classroom that morning. After the setting is introduced to the class, the teacher makes teams of 3-4 students. Each team is given an envelope containing five incomplete clues about the murder, which they must complete using the passive voice. They must also note down every important detail to provide an answer to the

following unknown information: the killer, the weapon, and the motive. They are given ten minutes to complete this task. A final detail is added before starting to complete the clues: “The killer is among us!”

After completing the clues in passive, each team takes turns to read them out loud, and the rest of the class must note down essential and helpful information they hear from their classmates. When every team has read their clues, another ten minutes are given to discuss theories and hypotheses of the case. When the time is over, the murder should be solved. The additional materials for this session are in Appendix C.

d) Related to motivation

The first strategy used in this activity was to include everyone from the class in the murder story, as well as one of their schoolteachers as the victim. This could be done by dedicating one clue for each student and clarifying that one of them is the killer. These familiar details and the students’ presence and relevance in the story encourage meaningful learning and their engagement in the task. Furthermore, these details foster an immersive atmosphere during the session that also contributes to the passive learning of the passive voice. Previous ideas aim to motivate, engage, and encourage students’ participation while using the passive voice without even noticing that it has been integrated into the dynamic.

The second strategy is to compartment the information using clues. Dividing the story details among the teams encourages students to pay closer attention to their classmates’ interventions, as well as promoting attentive listening practices. Respectively, students need to deliver their pieces of information concisely and clearly to help their classmates note key information. Furthermore, communication is promoted both during discussion time on each team and when delivering the information to other teams. This discussion time also fosters critical thinking, which has been proven to develop by implementing non-traditional techniques and methods (Nazarova, 2024; Turnbull, 2016). Critical thinking can also be enhanced by communicative learning, such as group discussions, debates, and collaborative tasks like the present one (Laal & Ghodsi, 2012; Panitz, 1999).

The third and fourth strategies are applied during the last 10 minutes of the session to reveal the solution. The third one consists of incorporating physical movement into the activity, asking students to stand up and share their hypotheses, creating an increased debate with the rest of the groups. To enhance a more relaxed and informal atmosphere, students are asked to stand up to share their hypothesis, which can also lead to facilitating foreign language use. This is related

to the fourth strategy, which is securing some time supervised by the teacher to ensure everyone speaks in the foreign language at least once in the session. If students have avoided using it while discussing with their groups, this period can constitute the opportunity to do so. After this debate, the answers to the murder are revealed, and as they advance, students who guess right can remain standing. Those groups who guessed the wrong answer must sit down. The movement strategy not only engages students in paying attention to the solution, but it also helps the teacher to see how students did during the session at a glance. It also embraces the kinaesthetic learning intelligence (Gardner, 2011)

The last strategy is the implementation of collaborative learning. In our society, competition is valued and present more than collaboration, especially within the academic field (Laal & Ghodsi, 2012). By implementing this methodology, students benefit from what they already know, and their language ability to reach a common goal: to solve the murder. If the groups do not work together and share their ideas and clues, none of them will have a chance of solving the mystery.

4.1.3. Activity 3: The Missing painting

e) Description

The third activity is entitled *The Missing Painting*. It covers the speaking part of the unit, covering vocabulary related to art and painting descriptions. The activity starts presenting an immersive setting in which a thief has broken into the imaginary art gallery created by the students and stolen a painting. Students must guess which painting is missing by describing the ones that are still inside the gallery.

To achieve this, the class is divided into teams of 3 students, where each team is secretly assigned a painting. Then the session is divided into three parts: analysis, description, and investigation time. During the first part, students have ten minutes to write and gather key features of their painting that will help them describe it in the next round. Two examples of the selected paintings from *Pinterest* are the following:

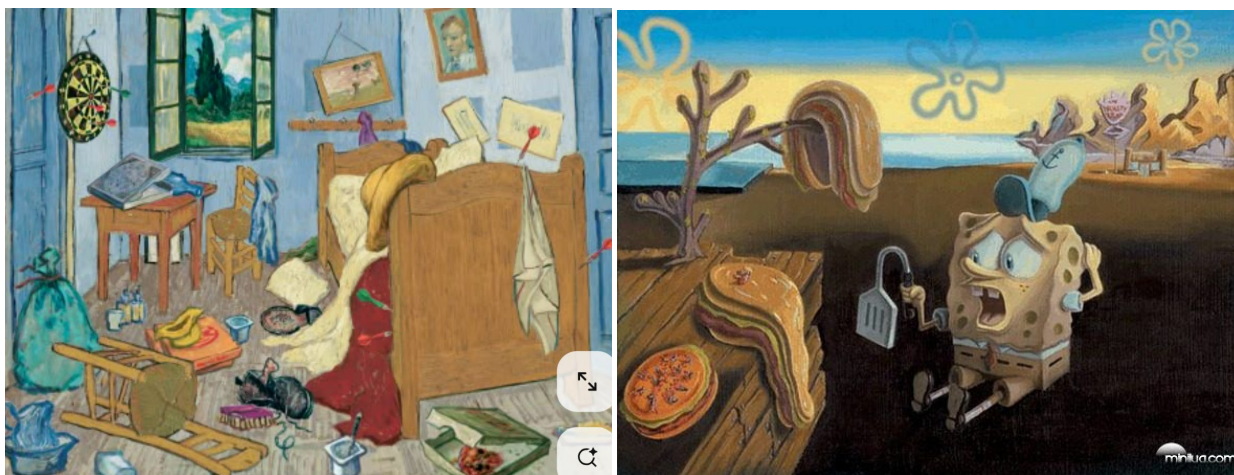


Figure 3: Examples of the paintings for activity 2, *The Missing painting*

During the second part, each group describes their secret painting to the rest of the class. The students must take notes that will help them identify the painting among the ones in the art gallery. Every member of the group must talk equally during this part. Finally, the paintings will be projected one by one for the whole class to see. They will be assigned a number so that the painting can be easily identified. During this investigation part, the groups need to revise the notes taken from their classmates to see if the painting shown has been described. The one that has not been described is the one missing and should be identified as such. By the end of the session, students share their ideas, and the missing painting is revealed with its corresponding number.

In case of having a large group of students, this activity can take two sessions of 50 minutes each. During the first session, the paintings will be handed in to students, and the descriptions will be developed. After that, the second session will embrace the investigation and discussion parts of the activity, in which the descriptions are shared, and the missing painting is revealed. The additional materials for this session can be found in Appendix D.

f) Strategies related to motivation

The first strategy is related to the input about painting descriptions. As no previous vocabulary has been introduced, a small leaflet containing a guide with key structures, expressions, and vocabulary for the activity is handed to the students. Before starting with the analysis of the paintings, an example of a good description is shown using the guide, so students can inductively know how to use it accordingly during their turn. A copy of the leaflet can be found in Appendix E.

The second strategy is creating an initial story that will contribute to the immersive atmosphere. If students become deeply involved in the narrative and see themselves as part of it, their participation will increase and contribute to identifying the relevance of the task more easily. Introducing the setting at the beginning of the session also helps students identify the topic quickly and focus on it.

The third strategy is implementing collaborative learning, like in the previous activity. Firstly, this methodology engages all the groups in joining efforts towards guessing the missing painting. Secondly, it gives more importance to the process of learning, in which students must provide the best detailed and accurate description possible to help their classmates guess their painting. Lastly, this collaboration also needs students to speak clearly and loudly enough for their classmates to identify key aspects. This way, they become aware of the importance of making themselves understood and mind the details when speaking.

The last strategy is to include elements and references to famous paintings that may be present in the pictures. This creates an atmosphere that is familiar enough for students to build confidence to speak. However, students are not allowed to make direct references to them in the descriptions. This will force students to specify further details, resulting in putting more effort into the process of describing and listening to their classmates. Consequently, students' attention is drawn to the process of describing instead of the final product.

4.1.4. Activity 4: The Detective Bingo.

g) Description

This activity is entitled *The Detective Bingo*, and it is within the grammar part of the unit. This activity consists of a bingo chart, in which each box contains a fact that students may have done before. These sentences are written using the grammar structures from the unit (i.e., the causative and impersonal), which students must use during the activity. Here is an example of the chart designed for these structures:



Figure 4: Bingo chart for activity four: *The Detective Bingo*

Based on movement around the classroom, students must ask their classmates whether they have done something from the bingo. If the answer is affirmative, they can note down the names of their classmates inside the box. The aim for students is to complete all the boxes with their classmates' names.

Two of the boxes from the chart are blank, so students can create and write a question of their own using the grammatical structures. For this, no grammatical explanation is given before the activity. Instead, the teacher asks students to analyse the sentences and look for a grammatical pattern. Afterwards, the teacher asks students to provide a way of asking questions to obtain the answer from the boxes. If needed, those questions can be written on the blackboard so students can use them as a guide during the oral interactions.

After everyone has already completed the task, students sit down to share and comment on their classmates' ideas, experiences, and details gathered during the investigation time. Students' new questions can also be commented on and included in the discussion.

h) Strategies related to motivation

The first strategy that enhances students' motivation is personalising the bingo. If students see the relevance and closeness of the task, they will engage more easily. By including their interests, they stay within their comfort zone and foster sharing ideas and communication. This strategy combines interests as well as language content, establishing a significant relationship and a meaningful learning experience.

The second and key advantage of the activity is its flexibility to adapt to any topic, level, and group of students. Firstly, it allows revising any topic from the book, either grammar or vocabulary, while students use their communicative competence in a relevant and personal context. Secondly, depending on the proficiency level of the group, the oral interactions can be more complex, giving students indications to ask for further details about the facts from the bingo if they can. If the proficiency level is low, shorter sentences and even pictures related to the facts can be included so that they can help students to follow the dynamic, also acknowledging other learning intelligences in the activity, such as visual learners (Armstrong, 2017). Lastly, bingo facts can be adapted to any group of students and their interests, no matter their cultural, social or personal background. It should be noted that for all this to be done, the teachers should know their students closely.

The last strategy is using movement to engage communication. Physical movement can promote a relaxed and welcoming atmosphere in the classroom that not only contributes to communication, but it also makes the students feel at ease in class. This can stem from fellowship and students' unity to increase students' attendance and, hence, motivation to come to class. Finally, movement also contributes to including kinaesthetic learners within the classroom (Gardner, 2016).

4.2. ADAPTATIONS IN OTHER GROUPS

Two of the activities were adapted and implemented in two other groups at different levels to check the effectiveness and flexibility of the activities. On the one hand, the second activity (*Paxi's Murder*) was developed in the 3rd year of ESO. On the other hand, the fourth activity (*The Detective Bingo*) was implemented in the 1st year of ESO. Both groups were part of the bilingual line, which already dominated the level of English established in the curriculum for their course. Hence, Spanish (i.e., their L1) was barely used in either group. They also demonstrated intrinsic motivational values before the implementation, making them a good

comparative example to the former 2nd year of Bachillerato, which lacked motivation and had lower English skills for the established curriculum level. Hence, some adaptations were made to each course in terms of personalisation and level.

i) Bilingual 1st year of ESO: The Detective Bingo

The most essential change for this activity was adapting the sentences to the group's interests, considering the different age range. They were also written in a simpler and shorter form for better comprehension, including the grammar topic that was to be revised:

The second adaptation included some pictures in the template as a visual support during the interactions. This ensures better understanding, dynamism and engagement of all the students, as well as the inclusion of the visual intelligence. The drawings also contributed to creating a more pleasant and student-friendly template. Here is the adapted template for the 1st year of ESO:



Figure 5: Bingo chart adapted to the 1st year of ESO in activity four: *The Detective Bingo*

The third adaptation was regarding the written use of the grammar structure, leaving one of the boxes blank intentionally. Before starting to move around the room, students were asked to

complete it with a sentence of their choice that they would like to know about their classmates. They must use the grammatical structure given.

Finally, the activity was adapted to the high energy in the group and their willingness to use the target language, giving students more time to comment on their classmates' anecdotes and asking them a wide variety of questions to guide the discussion.

j) Bilingual 3rd year of ESO

The first adaptation done consisted of changing the names of the students in the story plot and the clues. The teacher who was killed was also changed to ensure the perfect personalisation of the activity. The second significant change was the grammar topic, from the passive voice structure to past simple and past perfect with their corresponding adverbs of time.

As the group presented a higher control of English communicative skills, language level, and initial intrinsic motivation, the clues were designed to engage students in discussions based on intuition and reasoning. The activity required less control of spontaneous interactions in English, as most students used the target language at any time without the need to interfere.

4.3. OBSERVATIONS DURING THE IMPLEMENTATION

4.3.1. Students' participation

By the start of the implementation, only an average of 13 students attended class, from which the composition of attendees varied (i.e., it was rarely ever the same 13 students attending lessons). During the weeks of implementation, a progressive increase in attendance rates was observed, up to an average of 20. Moreover, the individuals who attended regularly stabilised.

In the development of the activities, students also improved their class participation. They were mostly engaged in oral interactions, which were usually short and spontaneous. They completed every task that was asked, as well as being actively involved in group discussions with their classmates. The completion of all the activities and students' engagement could be directly related to a great level of enjoyment during the learning experience.

Enjoyment in EFLL has been related to motivational drives, arguing that no learning experience can occur without them (Estepp & Roberts, 2015). Together with students' engagement, these two factors can enhance students' intrinsic motivation, as a relationship is established between positive emotions and the learning experience (Song, 2024). This could also result in students'

greater persistence and effort. Consequently, these factors could indicate a positive evolution in their motivation, moving students to participate and attend lessons more regularly and engage in in-class interactions.

4.3.2. Interactions with the teacher and between students

Simultaneous to their attendance improvement, students' interactions increased due to a change in the teachers' role. During the first weeks, students' interactions and participation were scarce. Due to this, the teacher acted more as a task designer as well as a constituting the main communicator and active speaker in the classroom. She guided and controlled students' interactions by asking specific individuals to engage or answer certain questions to foster students' engagement.

The teacher's role gradually changed to enhance students' autonomy and motivation, leading towards a more supportive and passive role. Hence, interactions progressively evolved, supported by activities that were less guided: from the written menu activity based on a template, to the bingo session, an entirely oral activity guided mostly by students' interactions and active, spontaneous participation.

This evolution within the teacher's role is defended and exposed by Reigeluth (2012), arguing that for an effective learning experience, students should be responsible for their learning and the effort invested. Moreover, the author argues that this would be possible if teachers adopt a more passive role as designers of students' work, as well as embracing two additional main roles: mentors and learning facilitators.

This way, an increase in students' engagement, participation, and autonomy was observed, which can be understood as heightened motivation.

4.3.3. Production in the EFL

Students' production was also scarce at the beginning of the implementation, but improved slightly towards the end. The most prominent production in English was written, even though the activities involved oral and group interactions. This may indicate that students tend to produce more input in the FL when they can organise ideas beforehand and note them down physically on paper.

Regarding oral interactions, they happened mostly in the Spanish language (students' L1). A slight improvement was seen during controlled interactions (such as presenting already-discussed ideas or the outcome of an activity), in which students always used the FL. The

activity that presented the highest production in English was the bingo activity (activity four), in which students did not use Spanish to communicate during the completion of the activity, nor when discussing ideas after its completion. This may suggest that giving a clear guide to students to use during their interactions, as well as peer collaborative tasks, can foster production in the FL. Lastly, familiar and meaningful topics may have also encouraged the use of the foreign language in the classroom.

4.4. RESULTS AFTER THE IMPLEMENTATION: FINAL QUESTIONNAIRE

Following the activities' implementation, students completed a final questionnaire to examine their motivational evolution and the activities' influence on it. The number of students who completed the questionnaire was 20 students.

4.4.1. Motivational evolution: questions one and two of the questionnaire

The first two questions were regarding students' initial and final motivation. They needed to rate their motivation from 1 to 10, both before and after the development of the activities.

According to the oral interview with the 23 students at the beginning of the implementation, nine rated their initial motivation with negative values (from 1 to 4); three of them rated their motivation with the average value (value 5); and eleven students rated their motivation with positive values (from 6 to 10). However, after the implementation, students rated their motivation for English differently. Among the 20 students who completed the final questionnaire, 16 rated their motivation with positive values; 3 with the average value; and 1 with negative values. A graphic representation of these answers' distribution between values one and ten can be seen below.

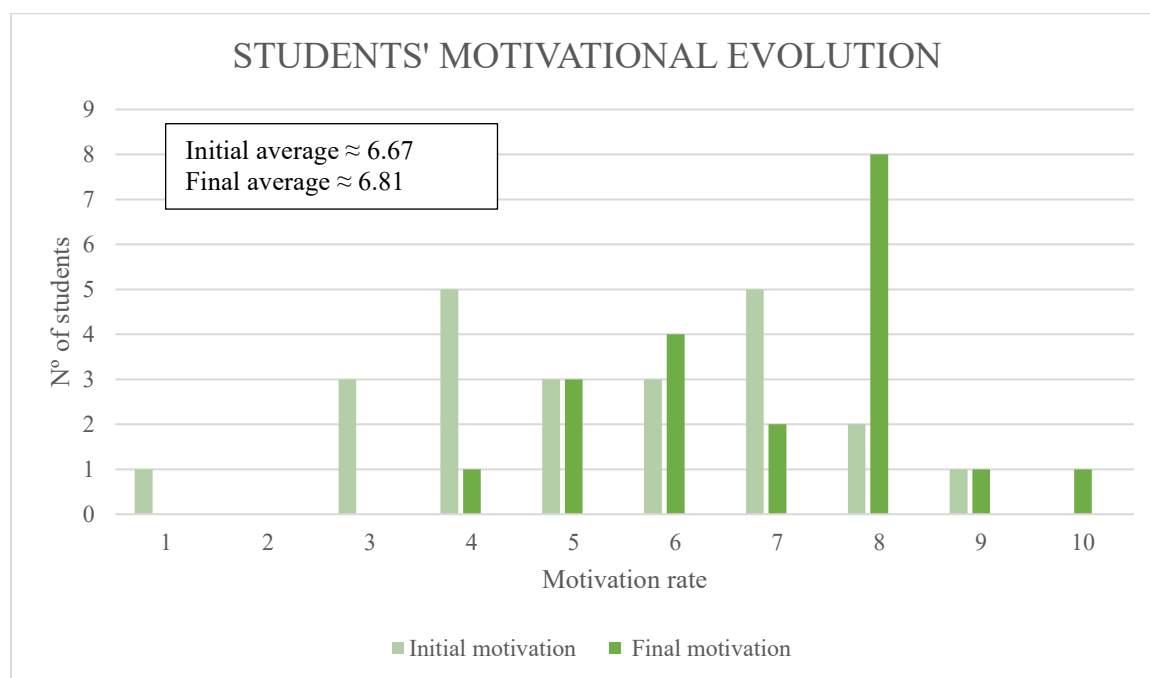


Figure 6: Students' answers to the questionnaire representing their motivational evolution

A positive tendency seems to be present in students' responses if a comparison is made between initial and final motivational values: 7 students presented an improvement of two or more points between their initial and final motivation rates; 8 students presented a positive difference of one point; 4 students presented the same motivational rates (from which they rated their initial motivation between values 6 and 9); and one student presented a negative difference of two points (from value 7 to value 5). This positive evolution may prove that the activities have influenced students' motivation through the implementation period.

4.4.2. Usefulness and motivation enhancement with activities: questions three and four of the questionnaire

Questions three and four of the questionnaire were related to students' perceptions of the activities developed. On the one hand, question three asked students about the usefulness of the activities to acquire the content from the unit. All the students who completed the questionnaire acknowledged the utility of the activities to acquire the content and theory from the unit. They described the activities using adjectives such as *useful*, *dynamic*, *original/different*, *meaningful*, *engaging* and *practical*. Additionally, five students explicitly stated the ease of acquiring certain knowledge thanks to the activities. This can suggest that the activities constitute a useful tool for students' learning experience. Another instance that indicates students' satisfaction was perceived in the 1st and 2nd years of ESO, in which some students explicitly stated their

enjoyment verbally to the teacher, both during the bingo activity and with the teacher's murder activity.

On the other hand, question number four asked students about the influence of the activities to encourage their motivation for the English language. Of the 20 students, three stated that their motivation did not improve after the activities, citing different reasons. One acknowledged their previous and persistent absence of motivation for the English language; the second student admitted that the explicit process of learning never motivated them, even though the activities were dynamic and engaging; and the third student admitted not experiencing an improvement in their motivation because of already presenting very high motivational rates. Sixteen students confessed that they experienced an improvement in their motivation thanks to the activities, and only one student felt the same motivation at the beginning and the end (rating their motivation at seven).

This information provides an answer to the second research question (*"Can a teacher improve students' motivation with the correct selection of activities?"*). Based on students' explicit verbal praises, their perception of the activities, and their positive motivational values and evolution, it can be interpreted and concluded that the correct selection of activities has indeed improved students' motivational drives on a general basis. They have also been proven to be useful to acquire content in a dynamic, meaningful and easier way from a practical and inductive approach.

4.4.3. Favourite/least favourite activities: questions five and six of the questionnaire

Questions five and six asked students to identify their most and least favourite activities from the entire set, with some students highlighting two favourites. Beginning with their preferences, activity one was favoured by 8 different students, while activities two and three were each selected by 5 students. Activity four was preferred by 3 students, and 8 students highlighted other activities from the set. For their least favourite activity, activity four received 4 votes, whilst the other three activities garnered one vote each. Four students expressed their dissatisfaction with other activities from the set, and lastly, 10 students were unable to single out a least preferred option, indicating their satisfaction with all the choices presented. A summary table of the students' preferences for the activities is provided below in table 2.

ACTIVITY TITLE	NUMBER OF TIMES THE ACTIVITY WAS PREFERRED	NUMBER OF TIMES THE ACTIVITY WAS DISFAVORED
1. The Crazy Menu	8	4
2. Paxi's Murder	5	1
3. The Missing Painting	5	1
4. The Detective Bingo	3	1
Other activities from the set	8	4
I do not have a least favourite	10	

Table 2: Number of votes for each activity

These answers to questions three and four of the questionnaire provide an answer to the second research question (*“Do oral and group tasks actually motivate students to learn English as a foreign language (EFL)?”*). Students preferred the first three activities, which required their active participation in structured groups. These activities also implemented collaborative learning, as instrumental in their completion. Together with previous motivational results, these may prove that students feel more motivated when activities require working with their classmates. Lastly, half of the students did not report any least preferred activity or negative comment, which may also reiterate their satisfaction towards in-group activities.

4.4.4. Further changes or recommendations: question seven of the questionnaire

The last question asked students for potential changes in the implementation or additional suggestions for the activities. 13 students were satisfied with everything that was done; therefore, nothing was suggested by them. Among the seven remaining students, two suggested more in-group activities, which also indicates students' preference for peer work tasks. Another two students noted their preference for using textbooks slightly more in the sessions, and a single student suggested more grammar revision and practice. These three suggestions might be related to the specific situation of the students' course (2nd year of Bachillerato), in which they need to prepare for a specific exam to access university. Hence, students recognise the need to practice more drilling-based exercises following a more structured guide that textbooks provide.

Finally, two additional suggestions were made, recommending the use of music from the UK and English-speaking countries, as well as activities regarding films and the cinema world.

These two last suggestions go in line with the presence of authentic materials in the target language and culture. For further students, the presence and influence of those authentic materials could be studied concerning students' motivation.

5. CONCLUSION:

This study has delved into the concept of motivation in EFL students. It contributed to clarifying the complexity behind the concept and the nuances within intrinsic and extrinsic motivation types. It also explored previous studies about motivational factors in students and the relevance of extrinsic drives within students' motivation. The study focused on Mañeru's results (2024) that exposed the motivational influence of in-group activities that require communicative interactions in class.

Based on previous research and Mañeru's motivational results, a set of in-class activities was designed and implemented in a group of 2nd year of Bachillerato students in a bilingual school. The aim was to prompt and maintain students' motivation in the classroom by implementing in-group activities and communicative interactions between students. All the activities required the active participation of the students, as well as their organisation into groups. Collaborative learning was prioritised above competition and promoted spontaneous oral interactions in English.

After conducting a mixed-based analysis from qualitative in-class observation and a final questionnaire containing quantitative data, the activities proved their efficiency in motivating students to learn EFL. For the students who already presented initial motivation drives, the activities contribute to maintaining them during the six weeks of implementation. Despite this positive evolution and influence, generalisations should be avoided. Students' diverse opinions about the activities also prove that not every learner feels motivated by the same approaches, topics, or activities. For this reason, the study also implemented the activities in two other student groups at two different levels and confirmed their flexibility and adaptability.

For future studies, these activities could be incorporated into a didactic proposal and implemented throughout one academic year, to check their efficiency from a longitudinal perspective. Finally, the influence and use of the L1 could also be investigated as a student's motivational factor in the activities.

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APPENDIX A: Final Motivation Questionnaire

1. De 0 a 10, puntúa la motivación que tenías a comienzos de la unidad 5 de aprender y usar el inglés (siendo 0 nada motivado y 10 altamente motivado):

2. De 0 a 10, califica la motivación que tienes ahora por aprender y usar el inglés (siendo 0 nada motivado y 10 altamente motivado):

3. Las actividades propuestas en clase, ¿te han resultado útiles para adquirir los conocimientos de la unidad 5? ¿Por qué sí o por qué no?

4. ¿Crees que las actividades realizadas en clase han hecho que tu motivación por el inglés haya aumentado? ¿Por qué si o por qué no?

5. Actividad (es) que **más** te han gustado/ hayas disfrutado/ te hayan resultado útil:

6. Actividad (es) que **menos** te han gustado/ hayas disfrutado/ te hayan resultado útil:

7. Algo que te hubiera gustado ver en clase o haber hecho diferente:

APPENDIX B: Presentation's link with the resources of *The Crazy Menu*

https://www.canva.com/design/DAGpdmgbPGo/p56DysJjVGPCTHUmZjDV8A/view?utm_content=DAGpdmgbPGo&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h5fbffc53eb



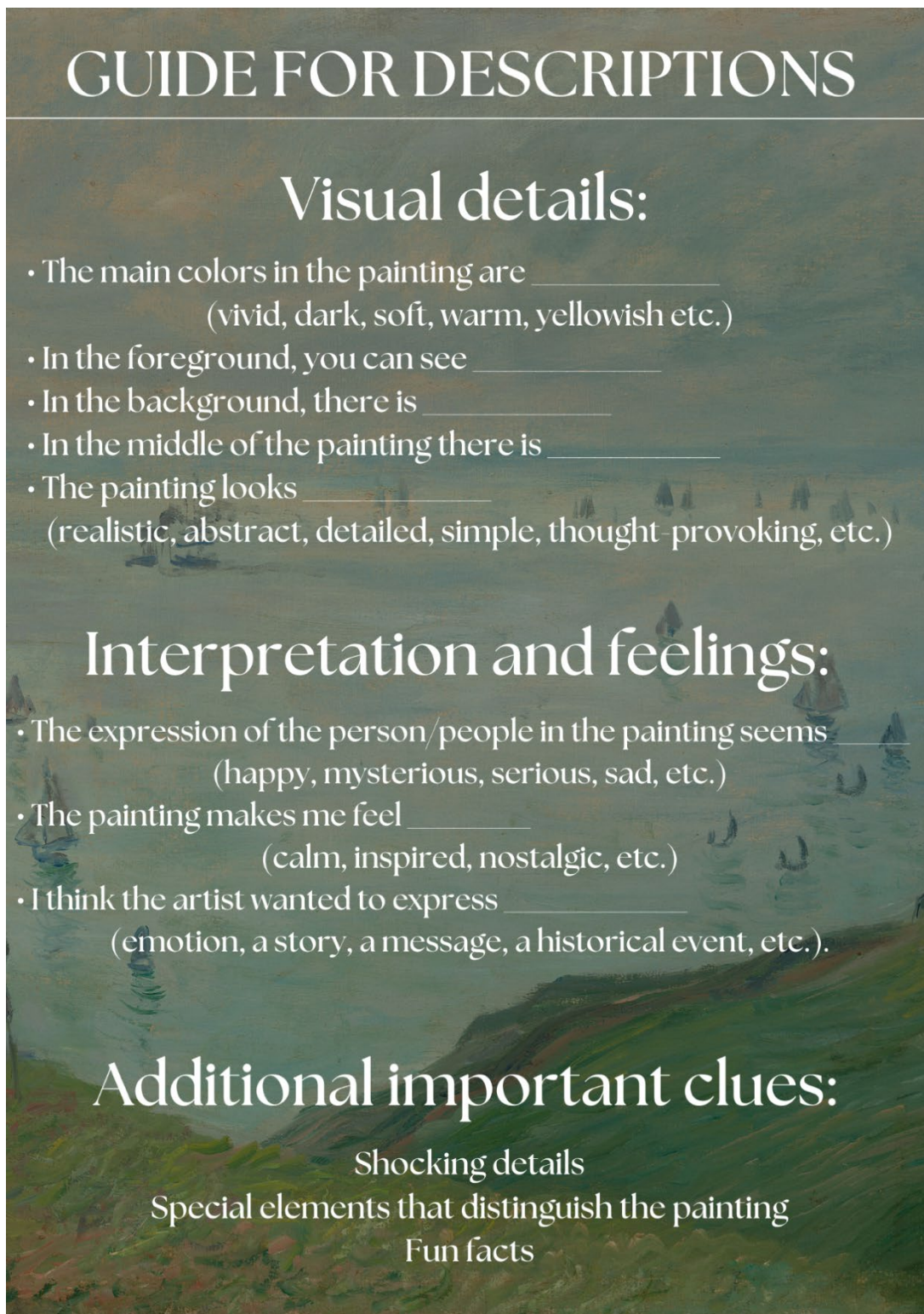
APPENDIX C: Presentation's link with the resources of *Paxi's Murder*

https://www.canva.com/design/DAGjABwYKLQ/vW8oIHfvQ3FruQ6i0uKakg/view?utm_content=DAGjABwYKLQ&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=hac01d9936c



APPENDIX D: Template for the Painting's Description Guide

https://www.canva.com/design/DAGpdpYAX3k/i_zkMs5hkfj3HX_MCcfQSw/view?utm_content=DAGpdpYAX3k&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=ha201620951



GUIDE FOR DESCRIPTIONS

Visual details:

- The main colors in the painting are _____
(vivid, dark, soft, warm, yellowish etc.)
- In the foreground, you can see _____
- In the background, there is _____
- In the middle of the painting there is _____
- The painting looks _____
(realistic, abstract, detailed, simple, thought-provoking, etc.)

Interpretation and feelings:

- The expression of the person/people in the painting seems _____
(happy, mysterious, serious, sad, etc.)
- The painting makes me feel _____
(calm, inspired, nostalgic, etc.)
- I think the artist wanted to express _____
(emotion, a story, a message, a historical event, etc.).

Additional important clues:

Shocking details

Special elements that distinguish the painting

Fun facts

APPENDIX E: Presentation's link with the resources of *The Missing Painting*

https://www.canva.com/design/DAGpdvsZUpG/TaV6pdcSaxvre5ORywwZJw/view?utm_content=DAGpdvsZUpG&utm_campaign=designshare&utm_medium=link2&utm_source=unique_links&utm_id=h4d1647be10



APPENDIX F: Copy of the list of strategies for teachers (Dörnyei, 2010)

Creating the Basic Motivational Conditions

Motivational Strategy	Tried it out	Part of my teaching
1. Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.		
2. Take the students' learning very seriously.		
3. Develop a personal relationship with your students.		
4. Develop a collaborative relationship with the students' parents.		
5. Create a pleasant and supportive atmosphere in the classroom.		
6. Promote the development of group cohesiveness.		
7. Formulate group norms explicitly, and have them discussed and accepted by the learners.		
8. Have the group norms consistently observed.		

Generating Initial Motivation

Motivational Strategy	Tried it out	Part of my teaching
9. Promote the learners' language-related values by presenting peer role models.		
10. Raise the learners' intrinsic interest in the L2 learning process.		
11. Promote 'integrative' values by encouraging a positive and open-minded disposition.		
12. Promote the students' awareness of the instrumental values associated with the knowledge of an L2.		
13. Increase the students' expectancy of success in particular tasks and in learning in general.		
14. Increase your students' goal-orientedness by formulating explicit class goals accepted by them.		

15. Make the curriculum and the teaching materials relevant to the students.		
16. Help to create realistic learner beliefs.		

Maintaining and Protecting Motivation

Motivational Strategy	Tried it out	Part of my teaching
17. Make learning more stimulating and enjoyable by breaking the monotony of classroom events.		
18. Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.		
19. Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.		
20. Present and administer tasks in a motivating way.		
21. Use goal-setting methods in your classroom.		
22. Use contracting methods with your students to formalise their goal commitment.		
23. Provide learners with regular experiences of success.		
24. Build your learners' confidence by providing regular encouragement.		
25. Help diminish language anxiety by removing or reducing anxiety-provoking elements.		
26. Build your learners' confidence in their learning abilities by teaching them various learner strategies.		
27. Allow learners to maintain a positive social image while engaged in learning tasks.		
28. Increase student motivation by promoting cooperation among the learners.		
29. Increase student motivation by actively promoting learner autonomy.		
30. Increase the students' self-motivating capacity.		

Encouraging Positive Self-Evaluation

Motivational Strategy	Tried it out	Part of my teaching
31. Promote effort attributions in your students.		
32. Provide students with positive information feedback.		
33. Increase learner satisfaction.		
34. Offer rewards in a motivational manner.		
35. Use grades in a motivating manner, reducing as much as possible their demotivating impact.		