

Case Study of Innovative Second Language Learning Activities for Saudi Women Undergraduates Learning English

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Abstract—Gardner described second language (L2) instrumental motivation, where the learning goal is practical application, and Dörnyei described L2 motivation based on the learner’s vision of their future, ideal L2 self. In the Arabic-speaking Kingdom of Saudi Arabia (KSA), Vision 2030, a new countrywide strategic plan, emphasizes English mastery for business and provides new vocational avenues for women. KSA women now have instrumental L2 motivation for occupational purposes but lack models on which to base their future ideal L2 selves. While they face additional barriers to L2 acquisition due to an ineffective L2 learning environment (L2LE), and societal features that dissuade Saudis from interacting with each other in English, educational technology such as the Padlet could be used to surmount those obstacles. This case study presents an innovative, student-centered use of Padlet to teach speaking strategies (SSs) to an L2 female KSA higher education class while avoiding direct L2 dialogue and maintaining L2 motivation (n = 33). Students were provided an instructor-led lesson and offered the choice of either using the Padlet or doing a similar individual audio activity. Thirty students participated in five SS lessons, and by the third lesson, Padlet was the activity of choice, with 97%, 83% and 77%, choosing it over the audio activity for lessons three through five, respectively. Qualitative responses consistently supported that the Padlet was successful at increasing student-centered collaborative applied peer learning in this female KSA higher education classroom without requiring direct interaction in the L2, and keeping L2 motivation levels high.

Index Terms—educational technology, Kingdom of Saudi Arabia, English as a second language (ESL), higher education, L2 motivation

I. INTRODUCTION

Mastery of a second language (L2) requires long-term study, and this presents a challenge to human motivation (Dörnyei, 2009; Gardner, 2000). Gardner (2000) researched L2 motivation in second language acquisition (SLA) of French in learners who sought to integrate into the French-speaking region of Canada. He identified one type of motivation as “instrumental”, referring to the motivation to master the L2 for practical purposes, such as attending school or working in the L2 (Gardner, 2000). He also observed that L2 learners who were more interested in intellectual, cultural, and social integration into the L2 community sustained higher L2 motivation, and he termed this “integrative” motivation (Gardner, 2000).

In another line of L2 motivation research led by Dörnyei (2009), motivation toward SLA was ultimately a function of identity, in that those who have formulated a clear vision of their “future L2 self” will be more motivated to achieve L2 mastery. Dörnyei’s line of research indeed demonstrated that those who have a strong vision of their ideal future L2 self can sustain long-term L2 motivation more easily than those who have a conflicted, unclear, or unformed future vision of their ideal L2 self (Dörnyei, 2009). These findings of instrumental and integrative L2 motivation identified by Gardner (2000), as well as L2 motivation arising from the clarity of the vision of the ideal L2 self as proposed by Dörnyei (2009), have been replicated by many researchers in various L2 learning populations, including English as a second language (ESL) learners in the Kingdom of Saudi Arabia (KSA) (Al-Musnad, 2018; Al-Qahtani, 2017; Ryan, 2009; Teimouri, 2017).

In recent years, KSA’s society has undergone a rapid transformation, and occupational opportunities are opening for KSA women who speak English. Women in KSA entering the workplace today are in this completely novel social environment, and while they may have instrumental motivation, and they have no models on which to base their vision of a future ideal L2 self. This and other current barriers to KSA women acquiring L2 English will be described here.

A. English Education in the Kingdom of Saudi Arabia

KSA is an Arabic-speaking country, but English has been taught in public schools since the 1950s (Mahboob & Elyas, 2014). The curriculum is standardized by the KSA Ministry of Education (MoE), but the manner in which the curriculum is delivered is up to instructors and local programs (Alrabai, 2018). This includes the curriculum for ESL

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taught in higher education at Saudi's universities, such as at the College of Languages (CoL) at Princess Nourah bint Abdulrahman University (PNU), a large woman's university in Riyadh (Almansour, 2015).

Education levels below higher education in KSA since the 1950s have been divided into pre-primary (age under six years), primary (grades one through six), intermediary (grades seven through nine), and secondary (grades ten through twelve) (Alrashidi & Phan, 2015; Shaalan, 2021). The schools are separated by gender, but they follow the same curriculum (Alrashidi & Phan, 2015). Each school year in Saudi has two terms, with an English as a foreign language (EFL) class taught each term, and a final assessment at the end of the school year (Alrashidi & Phan, 2015; Alyami, 2016). Therefore, before entering higher education, Saudi public education students have had many years of exposure to ESL learning from this MoE-standardized L2LE (Shaalan, 2021).

When KSA women enter the higher education L2LE (such as the language learning programs at the CoL at PNU), due to their prior consistent exposure to ESL learning in earlier education, they are expected to have a high level of L2 English proficiency (Shaalan, 2021). However, studies of the L2 proficiency of KSA college-level female English learners has been shown to be lower than expected for a variety of reasons (Al-Hassaani & Al-Saalmi, 2022; Shaalan, 2021). These include exposure to ineffective L2LEs, as well as the conflicted role speaking English plays in Saudi culture and society (Al-Hassaani & Al-Saalmi, 2022; Ali et al., 2019; Shaalan, 2021).

B. Vision 2030 and L2 English Proficiency

In 2016, KSA's government began implementing Vision 2030, a new national strategic plan (Sabir & Zenaidi, 2019; *Saudi Vision 2030*, 2020). Vision 2030 set forth many country-level goals, such as developing industries outside the energy sector, internationalizing business practices through standardization (including using English in business transactions), and facilitating a greater role for KSA women in the labor market (Sabir & Zenaidi, 2019; *Saudi Vision 2030*, 2020; Swaantje, 2018).

Although women in KSA have been learning L2 English in primary school and higher education alongside their male counterparts, until recently with Vision 2030, KSA women had limited basis on which to form a clear future ideal L2 self speaking English as described by Dörnyei (2009). Traditionally, in KSA, women were not allowed to serve in certain occupations, but under Vision 2030, KSA continues to open more labor positions to women, so this situation is changing rapidly (Swaantje, 2018). Studies show that one strong motivation currently for women in KSA to master L2 English is instrumental, in that they want to take advantage of these new opportunities in the labor force (Shaalan, 2021). Al-Mubireek (2020) found in a study of female Saudi higher education students in Dammam that career tracks motivated L2 English learning differently, and this was consistent with a finding reported by Al-Oliemat (2019), who studied students at the same college and found them to be high in instrumental English L2 motivation.

C. Use of Educational Technology for L2 Acquisition

In their review of articles published 2014 to 2019 reporting studies of technology used in language learning in higher education, Shadiev and Yang (2020) reported that the most commonly-studied technology identified in articles in that time frame was games (12% of the articles reviewed), followed by online video (in 9% of the articles) and collaborative writing, meaning the use of collaborative writing tools such as Google Docs, blogs, and other web-based word processing (also in 9% of the articles). Games were largely focused on developing different language skills, such as vocabulary learning, pronunciation, and listening and speaking skills (Shadiev & Yang, 2020). Online video was found to be used in multiple ways in language learning, such as leveraging enhanced open educational resources (OER) by incorporating several TED talks into an ESL college-level course curriculum in Taiwan to increase multicultural competence (Lin & Wang, 2018; Shadiev & Yang, 2020).

Of note is that another 12% of the articles reviewed included an "unidentified technology"; what this category included was not further described in this article (Shadiev & Yang, 2020). It likely included educational technologies that could not be easily classified into one class or another, such as video conferencing technology (Shadiev & Yang, 2020; Vitta & Al-Hoorie, 2020). However, as shown in a meta-analysis of studies of the efficacy of using a flipped classroom in L2 education, some technologies that facilitate the L2 flipped classroom are not easy to classify (Vitta & Al-Hoorie, 2020). The authors reviewed studies of L2 flipped classroom approaches that included video as well as interactive technology, but noted that only one of the 56 studies they reviewed was in the African context, and technology utilization and uptake may be quite diverse across countries as well as age demographics (Vitta & Al-Hoorie, 2020). For example, ChatGPT is a new artificial-intelligence (AI) tool that can generate text answers in response to questions, and this was used in an exploratory study of L2 teaching learning in the context of a one-week L2 practicum (Yan, 2023). As it would be difficult to classify ChatGPT into one of the categories in the language learning review, it is likely that this larger category includes technological approaches intended to improve L2 learning that do not neatly fit into a particular category due to their many options for application.

Padlet software is an educational collaborative social media page available by web link that can be made to display decorative text-boxes (available at padlet.com). As described by Shuker and Burton (2021), Padlet allows the sharing of information or conducting conversations easily, with one use being the creation of a virtual "wall" where users can pin "boards" as posts for sharing relevant content. More advanced uses are available, including the creation of maps and visual timelines (Shuker & Burton, 2021). Padlet is a very basic tool that has been adapted for use in higher education in different ways, including assessing writing skills through Padlet posts (Jong & Tan, 2021), teaching scientific

information to dentistry and bioscience students through curated “walls” (Mehta et al., 2021), and encouraging peer interaction through posting in a business data science course (Zainuddin et al., 2020). In ESL, Padlet has been successfully used to increase student motivation to write and increase collaborative writing in the L2 (Dollah et al., 2021; Rashid et al., 2019). Because of its multiple functions, it is unclear how Padlet would have been classified in the review article described; it might have been seen as a collaborative writing tool, or it may have been placed in the “unidentified technology” category (Shadieff & Yang, 2020).

D. Saudi Cultural Barriers to L2 Acquisition

In addition to the limitations placed on them by the L2LE, KSA girls and women learning L2 English in the classroom must contend with cultural barriers against practicing English dialogues with their peers. Culturally, Saudis avoid speaking to one another in English, because this behavior is seen as either boastful, or else denying of the Saudi culture, although under Vision 2030, Saudis have been expressing a more positive view of English speaking in general (Albahlal, 2019; Alrabai, 2016; Faruk, 2013; Mahboob & Elyas, 2014). While attitudes are slowly changing, Saudis generally avoid using English when in KSA, even with English-speaking non-Saudis as part of service encounters (Alrabai, 2016; Faruk, 2013). Therefore, the main situation in which Saudis could practice the L2 English they are learning in the primary and higher-education classrooms would be in a workplace setting interacting with international coworkers (Albahlal, 2019).

Theoretically, this situation could negatively impact the L2 motivation and learning experience of students at PNU. The female ESL students at PNU CoL may feel challenged with respect to L2 motivation because only recently, women have been afforded greater participation in the workforce, so they have few role models on which to base the formulation of a potential ideal future L2 self (Dörnyei, 2009; Sabir & Zenaïdi, 2019). Further, while they may exhibit instrumental motivation through wanting to use English in a future occupation, without having selected a specific target English-speaking community in which to integrate, these ESL students at PNU do not benefit from integrative motivation (Gardner, 2000; Shaalan, 2021).

Additionally, as mentioned earlier, research on KSA women studying in a higher education L2 English program in Dammam revealed they feel ill-prepared to learn English at the university level, lack the ability to practice their English both inside and outside the classroom, experience a teacher-centered rather than student-centered L2LE which they believe is ineffective, and think they are learning L2 topics that are not pertinent (Al-Hassaani & Al-Saalmi, 2022; Ali et al., 2019). These findings are consistent with the results of a mixed-methods study of ESL students majoring in English at PNU CoL, where participants reported they did not have the opportunity to practice their L2 English skills due to cultural barriers as well as continuous exposure to an L2LE that was not student-centered (Shaalan, 2021).

Saudi higher education students’ aversion to practicing L2 English in the classroom by speaking with each other and the teacher can be classified as a type of speaking anxiety (Al-Hassaani & Al-Saalmi, 2022; Ali et al., 2019; Shaalan, 2021). Speaking anxiety in the L2 classroom has long been identified as a barrier to L2 mastery in general, as it decreases the student’s willingness to communicate (WTC) (Botes et al., 2020; Oteir & Al-Otaibi, 2019), while communicating using the L2 in the classroom through interaction with the instructor and other students is a main vehicle through which to gain L2 mastery (Dewaele, 2019; Khajavy et al., 2018; Oteir & Al-Otaibi, 2019). Therefore, in addition to experiencing the L2 motivational challenges described, ESL learners at PNU’s CoL also face the challenge of mastering the L2 without actually practicing it with their classmates in the classroom due to decreased WTC arising from cultural barriers rather than speaking anxiety (Albahlal, 2019; Shaalan, 2021).

The aim of this research was to leverage technology to develop an innovative, evidence-based approach to teaching English speaking strategies (SSs) to Saudi L2 English language learners at PNU that involves in-class interaction about the L2, but not through L2 dialogue, and keeps their L2 motivation high. SSs help learners formulate contextual responses to particular situations in the L2 (e.g., “what to say when you are giving in”), offering a way for the learner to practice formulating spontaneous speech in the L2 within a topical scope (Uyun, 2022). Generally, SSs are taught in the L2 classroom by having students practice SSs with each other in the L2, but given the cultural barriers in KSA, this teaching approach cannot work at PNU. This case study presents an innovative, student-centered use of the Padlet technology to teach SSs to an L2 English higher education class in KSA without using direct L2 dialogue and while maintaining their L2 motivation levels.

II. METHODS

A. Learning Context

Although this teaching module has been used several times, data were collected from the undergraduate “Listening and Speaking” class taught by the author from the Fall 2022 term class at PNU. For this class, five SSs were selected from a textbook to be taught over the course in five different classes. For each SS, an in-person lesson was given. First, the instructor delivered an in-class PowerPoint presentation about the SS. Next, the instructor led a group discussion, encouraging the class to formulate SSs consistent with the current lesson. For example, for the SS for “looking on the bright side”, students were given the following scenario:

Your friend just learned that she did not get a promotion at work. She was really looking forward to it. So, what would you tell her to look on the positive/bright side?

The in-class discussion provided the students the opportunity to formulate their own SS responses in the L2 to the scenario presented. It also provided the instructor the opportunity to present several key phrases associated with the SS (such as “The good news is...” and “But, on the bright side...”) in context so that students could practice using them in the subsequent learning activity.

B. Padlet and Audio Learning Activities

At this point, the instructor-led activity was concluded, and students were asked to choose one of two learning activities: the Padlet activity, or the audio activity. Students who participated in either learning activity were given a passing grade for participation in the learning activity, regardless of whether they chose the Padlet or the audio activity.

Figure 1 shows how the Padlet software was used in the study (see Figure 1).

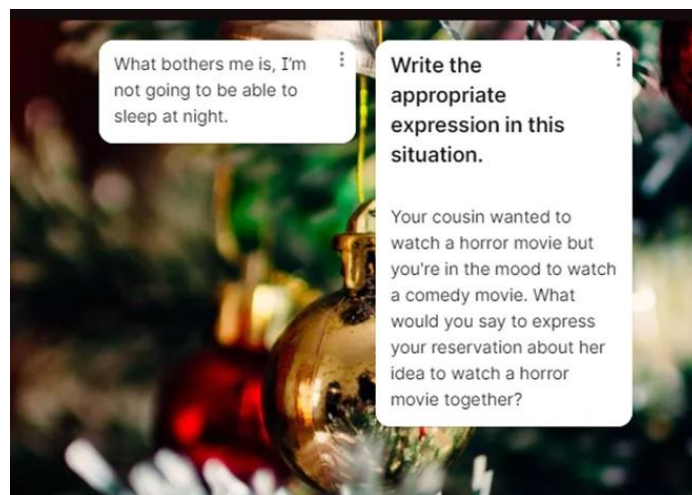


Figure 1. Example of Padlet Activities

As can be seen in Figure 1, in the Padlet software, for each SS lesson, the instructor posted a text box with a SS scenario onto the Padlet wall (see Figure 1), then put students into small groups of two or three individuals. Since the students use electronic tablets in class, the instructor then sent the link to the Padlet to the students via a messaging app for them to retrieve on their tablets and participate. Each small group was assigned to develop a SS for the scenario, then post it in the form of a response on the Padlet (see Figure 1 for one example). After about ten minutes, all groups had posted their responses, and the instructor provided them another ten minutes to read all the responses on the Padlet and choose their favorite. Next, the instructor facilitated a large group discussion about which responses were regarded as favorites. The instructor encouraged students to provide their rationales and debate their favorite answers to increase their critical thinking skills. Finally, they were asked to vote on their favorite response, and the votes were tallied, with the winner announced.

If the student chose the audio instead of the Padlet activity, the student was provided the scenario considered in the Padlet activity, asked to create a response, and record it as a spoken response as an audio file as homework. This audio file was then provided to the instructor electronically for grading.

C. Data Collection

To gauge which was the preferred learning activity – the Padlet or the audio activity – data were collected as to which learning activity was chosen by each student for each SS lesson. The five SS lessons were presented in the following order: 1) Requesting the main point, 2) What to say when you are giving in, 3) Looking at the bright side, 4) Giving and receiving compliments, and 5) Expressing reservations and acquiescing.

Next, an anonymous survey was sent by SurveyMonkey to the students ($n = 33$) in January 2023, over a month after the class was over. The survey asked the student if they remembered which SS lessons used the Padlet (and included three SSs that were not taught), which lesson activity helped them learn the SS the best (the Padlet, the audio activity, or they worked equally), and their level of agreement with ten Likert-scale items about their experience using the Padlet. They were also provided an open text box for comments.

III. RESULTS

The total class size for this evaluation was 33, with 30 participating in all five SS lessons (90%). Additionally, 28 participated in the follow-up survey (response rate 85%). Over the course of the five lessons, Padlet became the preferred learning activity (see Figure 2).

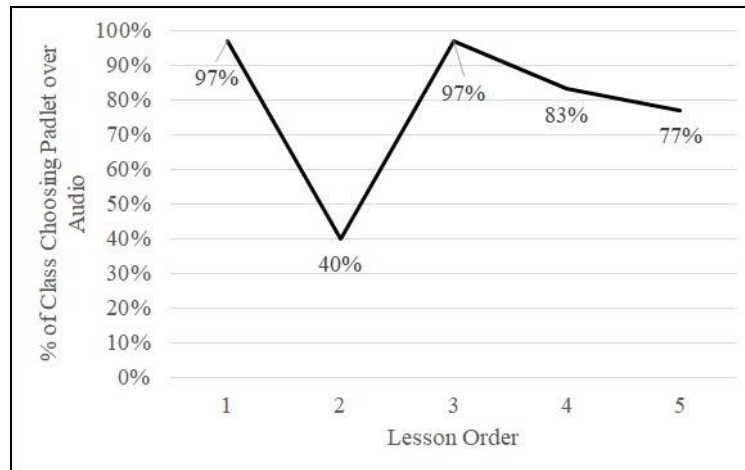


Figure 2. Percentage of Class Choosing Padlet Activity by Lesson

As can be seen in Figure 2, while almost the entire class (97%) participated in the Padlet over the audio activity in the first lesson, this dropped to 40% for the second lesson. However, after that, for the next three lessons, Padlet was the preferred learning activity, with 97% choosing it for the third SS lesson, 83% choosing it for the fourth, and 77% choosing it for the fifth. In terms of which activity helped the student learn the SS best, over one third (39%) reported the Padlet helped them learn best, and the remaining (61%) reported that the Padlet and audio activity worked equally well (with none reporting that the audio activity helped them learn better than the Padlet).

Next, students were asked to rate ten items on their level of agreement on a five-point Likert scale, with 1=strongly disagree, 2=somewhat disagree, 3=neither agree nor disagree, 4=somewhat agree, and 5=strongly agree. Table 1 shows the items and a distribution of their responses.

TABLE 1
LEARNER ATTITUDES TOWARD PADLET LEARNING ACTIVITY

| % Disagree | % Agree | Statement |
|------------|---------|---|
| 0% | 100% | It was easy to move around the Padlet to see posts by other groups. |
| 0% | 100% | Using the Padlet helped me communicate with the other students. |
| 0% | 100% | Reading the answers from the other groups on the Padlet helped my learning. |
| 0% | 100% | Using the Padlet made learning fun. |
| 0% | 100% | It was fun to read the answers from the other groups on the Padlet. |
| 0% | 100% | It was easy for my group to post on the Padlet. |
| 0% | 96% | Using the Padlet helped me learn how to use the speaking strategy. |
| 0% | 96% | It was fun to choose our group’s favorite Padlet post. |
| 4% | 92% | It was easy for my group to read other groups’ posts on the Padlet. |
| 0% | 84% | I find the Padlet attractive to look at. |

Note: "% agree" refers to the percentage rating the statement as 4=Somewhat Agree or 5=Strongly Agree. "% disagree" refers to the percentage rating the statement as 2=Somewhat Disagree or 1=Strongly Disagree.

As shown in Table 1, 100% of respondents agreed (i.e., gave a rating of 4 or 5) with six of the ten items, indicating that they felt the Padlet was easy to navigate and use, helped communication with other students, and made learning fun. Fewer (96%) agreed that using the Padlet helped them learn the SS, and 4% actually disagreed (i.e., gave a rating of 1 or 2) with the statement, “It was easy for my group to read other groups’ posts on the Padlet”.

In the survey, students were presented eight SS lessons, five of which used the Padlet and three which did not (and were not taught in the class), and asked which of these SS lessons used the Padlet. For the first SS presented that was not taught, “expressing possibility”, 61% of respondents reported remembering this being a lesson that used the Padlet. For “agreeing and disagreeing” and “asking for someone’s opinion”, the other two SS’s that were not taught, 71% remembered each lesson using the Padlet.

Seven students provided comments in the open text-box, and their responses were consistent with the quantitative results. Many expressed that the Padlet was helpful to their learning through peer communication, social problem-solving, and having fun:

Just wanted to say that I enjoyed it so much and for me it was really useful and a fun way to learn and communicate! (Participant 4567)

One of the best courses ever! I'm missing it almost every time because you get to interact with the other students by seeing their answers and get to know each other more and learn new stuff, most importantly you practice what just learned! (Participant 9145)

Thank you, using the Padlet made it easy for me to talk to girls and make new friends. (Participant 9112)

However, it was also clear that some respondents had difficulty remembering the Padlet or connecting it with the SS lessons:

Thank you Ms. actually I don't remember well about lessons we used Padlet in, so I'm sorry I couldn't answer precisely in every question. (Participant 0341)

There's nothing more I can add to my experience with Padlet, the lessons and the course. (Participant 7897)

IV. DISCUSSION AND CONCLUSION

Evidence collected showed that for the author's Fall 2022 "Speaking and Listening" class at PNU, incorporating the Padlet represented an innovative, student-centered method for teaching SSs in the Saudi higher education classroom without introducing the cultural discomfort associated with direct L2 dialogue. In four out of the five lessons, as the course continued on, more than three-fourths of the class continued to choose the Padlet learning activity over the audio activity. This preference for the Padlet was consistent with survey responses, where learners indicated they enjoyed using the Padlet, and that it facilitated peer problem-solving and cooperative learning. This is also evidence of L2 motivation, in that the students reported being very engaged in peer learning, even if not interacting in the L2 directly. However, the learners apparently did not connect Padlet learning with the specific SSs taught using the Padlet, in that over half remembered using the Padlet to learn three SSs that were not taught in the class. This suggests that their memory was more about the learning experience and context, rather than the specific information or skills learned. Also, some learners expressed difficulty reading the Padlet, and 15% did not agree that it was attractive to look at. This suggests that there may be room for improvement in the clarity of Padlet's graphical display.

Although this study's results showed the Padlet lessons led to intense student engagement around SSs, other studies of Saudi English language learners at PNU and other Saudi universities show that learners continue to experience speaking anxiety and challenges with WTC (Alrabai, 2022; Kashmiri, 2019; Shaalan, 2021). The previous study set at PNU mentioned earlier demonstrated that while learners appeared generally to have developed distinct ideal future L2 selves, they experienced extreme L2 speaking anxiety for using English in KSA (especially with other Saudis) arising from cultural norms (Shaalan, 2021). In the studies set at the college in Dammam described earlier, ESL students expressed anxiety about speaking in class, and frustration with lack of culturally-appropriate learning activities (Al-Hassaani & Al-Saalmi, 2022; Al-Mubireek, 2020). This cultural discomfort with communicating with Saudi peers in the L2 in the classroom presents a significant challenge to the motivation of these learners, as communication in the L2 with classmates is considered extremely effective in helping the learner master the L2 (Dincer & Dariyemez, 2020; Teimouri et al., 2019). The opposite effect was observed by Teimouri and colleagues (2019) who reviewed the literature on how L2 speaking anxiety negatively impacts L2 achievement through reduced WTC.

However, Teimouri and colleagues (2019) also found that the positive effects of the learner's aptitude, motivation, and working memory could counterbalance the negative effect of anxiety leading to reduced WTC. As Saudi English learners experience reduced WTC only with Saudi English speakers, a superior approach to overcome this cultural challenge might be to have an enhanced role for English-speaking foreigners in the "Listening and Speaking" course. ESL programs globally prefer native English speakers as instructors, and although it has not been shown that they are more competent, a general expectation is that non-native English instructors are less prestigious and supportive of speaking with proficiency and correct pronunciation (Dincer & Dariyemez, 2020; Levis et al., 2016).

Incorporating native English speakers from outside of KSA into the curriculum to interact directly in the L2 with the Saudi learners would likely be more effective than the Padlet activity for teaching SSs, as the learner would be provided the spontaneity of speech interaction in the L2 which is missing from the Padlet activity. A collaboration between a Taiwanese and Japanese university used one-to-one videoconferencing as a way of increasing WTC in ESL classrooms, with student response so enthusiastic that 60% of students spontaneously engaged in additional extracurricular ESL practice outside the program (Walzem, 2020). With the opportunities afforded by Skype and other modern videoconferencing apps, L2 interaction with a foreigner could be another alternative to the Padlet for increasing opportunities for practicing interacting in the L2 for Saudi learners (Alhamed, 2021). However, as demonstrated in this case study, the Padlet was an effective tool to use in the classroom setting to increase the learners' use of the L2, and was more convenient than requiring access to non-Saudi English speakers.

While this case study demonstrated a successful use of the Padlet technology for encouraging learning of English SSs in higher education ESL learners in KSA, an important limitation is that the findings have a very narrow window of application, as the learning activities were uniquely tailored to the educational and cultural needs of L2 English learners in KSA. The educational technology used in this case study represents two basic tools – the Padlet and the audio file – that were adapted for teaching SSs to higher education students learning L2 English in KSA, and it is not clear how effective these tools would be if adapted in a different way to different scenarios. It is also not clear from these findings whether male KSA L2 English learners would have the same attitudes toward the Padlet as the female learners in this study, as male KSA L2 English learners may prefer different learning strategies than female learners (Ali et al., 2019; Al-Qahtani, 2015). Finally, further research would likely show that while activities like the Padlet can improve L2 learning in the KSA ESL classroom, they cannot serve as a replacement for actually practicing speech in the L2.

In conclusion, this case study represents an innovative approach to teaching SSs using the Padlet activity in a higher education KSA classroom to facilitate the student-centered learning of L2 speech and increase L2 motivation. While

direct interaction in the L2 with international speakers might be preferable as a learning approach, the Padlet and audio activities represent basic technological tools that can be commandeered for creative learning activities in the L2 classroom.

ACKNOWLEDGEMENTS

The author wishes to thank Monika Wahi for her scientific assistance with this manuscript.

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