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Activities to Activate and Maintain a Communicative Classroom

Student-centered instruction is a shared goal in English as a second or foreign language (ESL/EFL) settings that embrace communicative language teaching (CLT) principles (East 2015). Student-centered classrooms create opportunities for learners to have consistent and meaningful interactions—two-way exchanges of ideas—using their second language (L2). Such interactions promote L2 development, as peers provide modified input and speakers are pushed to produce language that their partners understand (Hall 2011). As the popularity of student-centered classrooms has grown, knowledge-based objectives (testing for grammar and vocabulary knowledge) have been overtaken by more-communicative learning objectives (Plews and Zhao 2010). Beyond memorizing grammar or vocabulary for drills or exams, students must show that they can use real-life language to perform speaking and writing activities, often in small groups. This article will first discuss CLT principles and important criteria for communicative activities in the classroom and then describe four successful and engaging activities.

GOING BEYOND JUST SHARING ANSWERS

Task-based national curricula typically ask students to communicate by "sharing answers" at each stage of a lesson, including the beginning (pre-), middle (during-), and end (post-) stages (Nunan 2014). While in-service teachers understand the need for interactive pair work, many report that they do not have time to include more meaningful interactions beyond just sharing answers. Furthermore, some teachers still use traditional methods that involve a sequence known as *present, practice, produce* (also known as "PPP"), in which they present new grammar or vocabulary before students are expected to

produce it. These practices may hinder more-meaningful student communication. If we acknowledge the importance of performance tasks for L2 development and the need for more than just sharing answers, how might communication become a regular and meaningful part of classroom practice?

STRONGER ACTIVITIES COULD BE THE ANSWER

A classroom informed by CLT principles can include the use of communicative activities at each lesson stage (pre-, during-, and post-lesson). If an activity is a short warm-up to introduce a lesson (five to ten minutes in

length), it is a pre-task. That means students do the task to prepare for learning, use language they already know, and/or review previously learned content (Nunan 2014). During a lesson, a communicative activity mainly involves the practice of new language. Textbook practice and answer sharing can be part of the during-task. Finally, in a CLT-informed post-task activity, students are expected to perform (communicate by speaking or writing) with greater self-confidence and accuracy. Accuracy may also be given less focus (East 2015).

The first two stages of lessons (pre-task and during-task) can be strengthened to empower students for better speaking and writing performance. To implement activities with more meaningful communication earlier in lessons, the literature calls for a "balance of the four strands of meaning-focused input, language-focused learning, meaning-focused output and fluency activities" (Nation and Macalister 2010, 51). Non-language factors are also important, such as students' motivation, anxiety, need for autonomy, beliefs, and prior experience of education.

FOUR CRITERIA FOR BETTER ACTIVITIES

The literature describes four criteria that can be used to design, implement, and evaluate more-communicative activities. Each criterion is connected to the balance of L2 development, student autonomy, and motivation.

1. *Fun activities* reduce stress and may help students remember content (Helgesen and Kelly 2016). Fun activities may also increase students' integrative (internally derived) motivation and include topics that they know and care about (Nation and Macalister 2010).

2. *Meaningful activities* give students a chance to be experts and solve problems. Here, sharing ideas is more important than listening for perfect grammar. Repeated meaningful interactions also promote fluency, as students speak with greater efficiency over time.

3. *Interactive activities* require students to use their L2 to complete a shared task. Related to Nation and Macalister's (2010) language-focused strand, interaction may also lead to improved accuracy and explicit attention to language learning during each interaction.

4. *Routine (frequent) activities* help students better understand the directions for each task, which may lead to easier implementation and improved on-task behavior (Kagan and Kagan 2009). Furthermore, if students repeat a task later in a course, they may be able to take on a more demanding language focus because the task is already familiar (Nunan 2014). Finally, fun activities repeated periodically over time may deepen students' memories of each activity.

FOUR ACTIVITIES

The four activities described here can be shortened (to review a previous lesson) or lengthened (to develop that day's lesson topic). Each activity requires minimal materials (usually just pens and paper). Activity 1: Draw a Dream House—my students' favorite activity—encourages group work and builds rapport. Activity 2: I'm Not Just a Number focuses on accurate question word order and learning about classmates' lives. Activity 3: Paragraph Pass is a collaborative writing task in which students add sentences to signal words in order to focus on both grammar and the meaning of ideas. Activity 4: Marketplace facilitates the sharing (and valuing) of students' ideas in their L2.

Each activity's description contains enough detail so that teachers can use it as is or adapt it for their setting. In addition, the communicative merit of each activity is evaluated according to the four criteria.

Activity 1: Draw a Dream House
Students in groups of three or four draw a house by sharing the same marker and paper—while not being allowed to speak! Afterwards, speaking seems to emerge because of the

tension of having to share a goal without using language. Figure 1 shows an example of houses drawn collaboratively by four participants in Cambodia and four others in Vietnam.

Rationale

In Draw a Dream House, students must keep completely silent as they draw a house together. The activity focuses students on intercultural communicative competence (ICC). Sun (2014) emphasizes that ICC activities must include "empathy, respect, tolerance, sensitivity, flexibility, and openness in communicating with speakers from different culture and linguistic backgrounds." These principles give students the foundation they need to communicate across cultures and build rapport as language learners.

Having a shared purpose is key. Group members begin by thinking about their own individual "dream house" design, but once the group shares control of only one marker, members discover that they must let their peers lead at different times. Afterwards, they are eager to talk about their work and how they succeeded. The activity is especially useful for team building in preparation for group work or life in general.

Participants. The activity has been used with elementary through advanced EFL students and in-service ESL/EFL teachers in Cambodia, Peru, the United States, and Vietnam.

Materials. Only simple materials are required.

1. Poster paper (one per group)

2. Markers (one per group)

3. Optional scratch paper (one per student)

If poster paper and markers are not available, students can do the activity with pen and paper.

Procedure (~20–25 minutes). The activity is divided into pre-, during-, and post-task stages.

Pre-task (6–7 minutes). Students brainstorm a stressful situation and house vocabulary.

1. Form groups (three or four students per group).

2. Give students a stressful situation to think about, possibly related to taking exams or another common experience. Then tell students to imagine their dream house—a place where they can relax.

3. Give groups a sheet of paper and have them write a T-chart on the paper (see Figure 2). One student writes and all students help brainstorm a list of nouns for what is inside and what is outside their dream house.

Figure 1. Sample dream houses drawn by conference participants from Cambodia (left) and Vietnam (right) (Courtney 2018)

Inside	Outside
Five rooms	A river
Ten chairs	A helicopter

Figure 2. Sample T-chart for brainstorming what is inside and outside the dream house

During-task (6–7 minutes). Surprise! Groups share a marker to draw their dream house.

1. Give only one marker and one poster paper to each group.

2. Tell groups they have five minutes to draw their shared dream house. All group members must hold the marker at the same time. No speaking is allowed as they draw!

3. Ask questions to confirm they understand the instructions: "What are you going to do?"; "How much time will you have?"; "Is speaking allowed?" Ask one or two students to repeat the instructions.

4. Start the time (five minutes) for students to draw and monitor that students are silent and drawing. Often, groups will start laughing after a minute or two as they try to keep silent!

5. When time is up, call students to attention; I raise my hand as a signal.

Post-task (8–10 minutes). A final speaking or writing task is optional.

1. Present a few key questions about the house, such as these:

• What does the house have? How many windows?

• What do you like about the house?

• How much does it cost?

2. Group members have five minutes to brainstorm the answers to the questions.

3. Reporters (one or two students) share with the whole class for audience approval.

Options. Teachers can introduce the writing of a paragraph. Students write a topic sentence with an adjective about the house. Answers to the questions above can be details, and students can add their own final sentence as a conclusion. For a challenge, they can write about a house from a different group by interviewing the members of that group. As a final reflection for higher-proficiency students, the questions in Figure 3 can be presented for groups to think more deeply about the "process of drawing a house."

How Activity 1 Meets the Four Criteria
Draw a Dream House requires unforgettable collaboration at all levels, and it meets the four criteria because it is fun, meaningful, interactive, and routine.

Fun. Students who do the activity report that it is fun and helps people—even if they do

1. What was easy about drawing the house? What was difficult?

2. How did you feel when you were drawing the house?

3. Was there a leader in your group? Who? How much time did you lead?

4. Is it more satisfying to draw a house by yourself or with the group? Why?

5. What surprised you about drawing the house?

Figure 3. Reflection questions about the Draw a Dream House activity

not know one another well—work together toward a common goal. Furthermore, the early silence helps build up a desire to speak later.

Meaningful. The interaction is nonlinguistic at first, and that is a pleasant surprise for students. All must draw with the goal of one final product. Positive tension builds during the drawing, which seems to push students to want to interact in their L2 later. Students create their own meaningful content. Later, house drawings can introduce new vocabulary (nouns), grammar (comparative), and culture (e.g., What is a typical house? Why is this house the best?).

Interactive. Questions about students' house drawings can be tailored to their language-proficiency level. I ask elementary learners to describe what they see in the picture. I encourage advanced learners to reflect on how they succeeded (see Figure 3). Simple questions seem to help interaction.

Routine. The same groupings may be used for future group work to build rapport. After the procedure is learned, the same activity can be used again for drawing new content and vocabulary, such as restaurants, meals, or cities.

Final Thoughts

As a communicative activity, Draw a Dream House has the potential to meet the needs of both elementary and advanced students. All levels will experience collaboration. For language-related needs, beginners may benefit from vocabulary cards (for pre-task), or a checklist of household vocabulary can be distributed, and students mark with a check (✓) if the item is present in another group's house (post-task). Advanced students can use the activity as a guide to prepare for projects by answering how they were successful and then listing "how to work together" for a project. This list can be used to solve any disagreements that come up during the project.

Activity 2: I'm Not Just a Number

During I'm Not Just a Number, peers are encouraged to ask accurate questions to find out the meaning of important numbers that relate to their partner. "I'm just a number" is an idiomatic expression with a negative connotation; if I say, "I'm just a number," it means I do not feel respected as an individual. In contrast, during this activity, students show respect for their partners as people by asking information questions and guessing the meaning of their partners' important numbers.

Rationale

Students often struggle with the word order of questions, and they may not have chances to create their own questions for specific kinds of information. This activity uses students' genuine interest in their peers to motivate them to ask accurate questions in their L2. In addition, the content is authentic; important numbers (e.g., year of a milestone, number of siblings) are provided by students, which may promote motivation (Flowerdew and Miller 2005). Furthermore, guessing the significance of each number requires critical thinking.

Participants. The activity can be used with elementary through advanced learners.

Instructors may model question forms to ask for number or quantity, such as "When?" and "How many?"

Materials. Only paper (one piece per student) and pencils or pens (one per student) are needed.

Procedure (~15–20 minutes). The activity is a helpful icebreaker. It must first be modeled clearly by the teacher. The activity is divided into pre-, during-, and post-task stages.

Pre-task (3–4 minutes). Model the activity about yourself.

1. Model the activity by using four important numbers of your own. Start by writing four circles on the board (see Figure 4). Write one number in each circle, such as "2003," "4," "9," and "3." Key words and terms can be provided for answers: in this

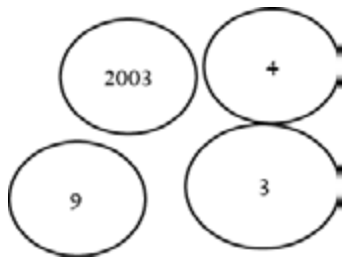case, "high school," "brothers," "years teaching," and "live in Peru."

Figure 4. An example of a teacher's four important numbers for modeling

2. Ask students to ask the right question for each number and wait for the question. For example, "What question can you ask to get the answer '2003'?" If needed, write "When/What year did you _____?" After two or three tries, fill in the blank with "graduate from high school."

3. Provide prompts for more time/quantity questions and write down what students say (see Figure 5). If you want to focus on accuracy, students can vote if they think the question results in a time/quantity answer. For example, if students ask, "Did you graduate from high school?" they can see the answer and vote to cross it out because the answer is "yes" or "no."

2003:	When did you _____?
5:	How many _____?
9:	How long _____?
33:	How old _____?

Figure 5. Prompts for I'm Not Just a Number pre-task

During-task (10–12 minutes). Students do the activity in pairs.

1. Each student gets one piece of paper and draws four circles on it, as in Figure 4.

2. Each student writes his or her own number in each circle.

3. Students trade their paper with a partner. To earn one point, their partner must (a) ask the right question and (b) use the correct word order. Ask one or two students to repeat the directions.

4. Pairs interact to ask the right questions about the numbers on their partner's paper. When the correct question is asked, students make a checkmark (✓) for a point on their paper. The teacher monitors for word order, helpful behavior, and requests for more time. If students are stuck, they can write key words on their paper to help their partner.

Post-task (5-10 minutes). These optional tasks can add more critical thinking:

1. After about ten minutes, ask pairs to share with the class the most interesting or funniest fact that they learned.

2. The class votes on the best fact.

How Activity 2 Meets the Four Criteria
Students obtain valuable information about their peers; teachers also learn about their students and can informally assess grammar.

Fun. Students have a good time learning about their peers and are encouraged to use their L2. However, it is important to not frustrate them. For example, if students struggle to ask a question with the correct word order, they can rely on their peers' help.

Meaningful. Two aspects of this activity are particularly helpful: students get to know their classmates, and they have opportunities to help one another.

Interactive. Each participant gets to ask and answer questions. The two-way flow of information is needed to complete the activity. Mixed-level pairs may further support elementary students' accuracy; elementary students can listen to the correct question from their partner and write the question on their paper for practice.

Routine. Activity 2 can be modified for future use. For example, other types of information can be written as answers in each circle, such as a calendar date or a type of food or drink. Partners could then come up with questions to ask, such as, "What drink do you like?"

Final Thoughts

This activity is ideal for encouraging students to engage in critical thinking, as they make predictions and create questions for numbers with unknown meaning. Teachers can be creative and use the game to help students practice previously learned vocabulary.

Activity 3: Paragraph Pass

Paragraph Pass is partly based on collaborative story writing and can last up to 20 minutes. Students learn the important use of transition or signal words to create their own shared story; at more advanced levels, the signal words are used to develop cause-and-effect, persuasive, or argumentative texts.

Rationale

Paragraph Pass helps students develop reading, writing, and speaking fluency, as they create their own shared story, using language that they already know. Writing is linked to speaking for support of L2 development (Nunan 2014), and L2 competence may improve thanks to writing. L2 writing can also scaffold speaking in academic contexts where much of the speech is guided by academic written registers (Biber and Conrad 2009). Furthermore, knowledge of transition or signal words—*first, second, finally, for example*—is important for comprehending and relating ideas of whole texts. Such signal words provide a clearer flow of information (Grabe and Stoller 2011). Because signal words control how sentences fit together into meaningful text, this activity helps students strengthen their understanding of how grammar is connected to meaning. In addition, a fun, interactive activity like Paragraph Pass helps students review what they learned in previous lessons. It can also be a during-lesson activity, as students practice writing and speaking in a freer setting and experience teachable moments with less stress. Teachers monitor during or after the writing steps to see which aspects of discourse students need help with.

Participants. Elementary learners use a simpler sequence of four signal words, so groups of four are best (Figure 6). Meanwhile, advanced learners may need academic registers for argumentation—so groups of five or six are best (Figure 7).

Materials. Each student needs a pen and a printable template (see Figures 6 and 7).

1. One template paper with needed signal words for each student

2. A pen (one for each student)

Procedure (~15–20 minutes). Groups of four (Figure 6) or five (Figure 7) participants sit in a circle. All participants begin with the same template paper. Figure 8 shows what happens to one student's template paper during the activity with five students—but note that all students pass their paper to the left for their group member to continue the

A Busy Day in My Life	A Busy Day in My Life
First, _____.	**First,** I woke up at 5:40 a.m.
Second, _____.	**Second,** I walked two miles to school.
After that, _____.	**After that,** I took an exam, and I walked home for lunch.
Finally, _____.	**Finally,** I returned to school because I forgot my wallet. It was a busy day!

Figure 6. Elementary template (left) and finished example from students (right)

paragraph. Each group member adds one sentence to the paragraph and then passes it clockwise. After the final sentence is written, the paper returns to the original owner. A group of five students will produce five different paragraphs, which can be quite coherent, funny, or confusing, allowing for teachable moments.

Pre-task (3–4 minutes). Select a template and model the activity.

1. Before the activity, decide what template students need. Student group size equals the number of signal words in the template.

2. Divide the class into groups. Each group member receives one template paper.

3. Model the activity on the board by drawing an image, as in Figure 8.

During-task (6–10 minutes). Students write and pass their papers, one sentence at a time.

1. Each student has one template paper and writes the first sentence.

2. Each student in the group passes the paper clockwise, to the left.

3. Each student has one or two minutes to write the next sentence.

4. Repeat the previous two steps as many times as needed to return the template to the original owner. Signal when all groups are finished. Early finishers can ask peers about unclear words.

Post-task (5–6 minutes). The paper returns to each owner.

1. When each paper returns to its owner, each student reads the completed paragraph out loud to the group. Groups choose either the funniest or the most accurate paragraph and state why they made that choice.

2. If time allows, a reporter from each group shares with the whole class, and the class votes on the best paragraph. (I usually collect finished papers for future quizzes or error correction.)

How Activity 3 Meets the Four Criteria
In my experience, the activity is fun, meaningful, interactive, and part of a routine that puts students in charge of creating.

Fun. Students eagerly wait for the next paragraph as each sentence is completed.

Another opportunity for fun comes during the final evaluation in the post-task, when students read their paragraphs out loud and choose the best example to share with the whole class.

Smoking and Health	Smoking and Health
It's important that _____.	**It's important that** we consider the risks of smoking for our health.
For example, _____.	**For example,** smoking can cause cancer, gum disease, and poor blood flow.
However, _____.	**However,** in movies, smoking looks attractive because my favorite superheroes smoke while they fight villains.
Nevertheless, _____.	**Nevertheless,** those heroes may be in the hospital someday because of smoking.
In conclusion, _____.	**In conclusion,** humans don't have superpowers, so we need to find ways to quit.

Figure 7. Advanced template (left) and finished example from students (right)

Meaningful. The construction of each paragraph is meaningful, as students add familiar content with less pressure about grammatical accuracy. The suspense builds as the paragraph returns to its owner, and participants find out how their contribution resulted in a complete paragraph (or not!).

Interactive. Students must interact to complete the paragraph. Not all paragraphs will be equal in quality and accuracy, and students will want to share their opinions during the discussion. Writing has real consequences toward overall accuracy, as writers interact.

Routine. As learners' academic skills grow, the activity can be repeated later with a more advanced template. With repetition, students will have an easier time, so it is recommended that they try this activity more than once during a course.

Final Thoughts

The activity requires that all group members have a chance to contribute to several paragraphs and provides students with a chance to review how important signal words are to connect parts of a text and create meaningful communication. Each paragraph will have a different opening sentence written by the owner, so no two paragraphs will be exactly alike. This allows for comparison and critical thinking during the final sharing stage.

This activity offers a review of accuracy as one objective. Lyster and Mori's (2006) counterbalance hypothesis suggests that students may pay more attention to accuracy if a meaning-focused task—for example, writing the next meaningful sentence—suddenly takes on a language focus, such as listening to the paragraph with the best grammar. Therefore, besides having fun writing a meaningful paragraph, students receive valuable input for accuracy.

Activity 4: Marketplace

This activity was demonstrated to me in Cambodia by a U.S. Department of State English Language Fellow, Kitty Johnson (2018). At that time, it was introduced as an end-of-lesson reflection, and I have adapted it for this activity. Marketplace can be used as a warm-up for students to share opinions before a lesson or as a review to check students' learning after a lesson. Students are given three small squares of scrap paper; on each paper, they must write a one-sentence opinion about a topic. Each student finds a partner and reads his or her paper out loud. If that partner agrees with the statement, he or she can "buy" the paper by signing his or her name (or not, if the student does not agree).

Rationale

The activity offers students a chance to practice both speaking and writing. Writing occurs during the generation of ideas, and speaking (along with listening and reading) occurs as students share their ideas with partners. Students can use writing to guide them during real-time speaking interactions, if needed. It is possible that writing may help scaffold speaking, and vice versa, particularly for advanced academic levels (Rausch 2015). Finally, students gain ideas from classmates, and such interaction of ideas may be required for language learning to occur.
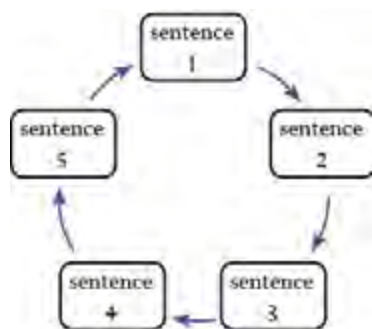
Each group member begins with one template paper.

Figure 8. One sentence is added by each group member during Paragraph Pass.

Learning is relational, from a sociocultural perspective, and that is promoted by tasks like Marketplace.

Participants. I use this activity with elementary through advanced learners. Elementary students may choose a topic related to their favorite drink or dessert, while advanced students may choose a topic related to their career or future plans.

Materials. A pen and three pieces of scrap paper per student are required.

Procedure (~15–20 minutes). Based on the topic, each student writes three short sentences, one on each paper, in response to a question on the board. Each student finds a partner, and the partners take turns reading each other's paper out loud. Each partner decides whether to "buy" the paper from the other person. Students agree to buy it by saying why they agree, signing it, and taking it. If they disagree, they do not buy it. Next, they find a new partner and repeat the steps.

Pre-task (3–4 minutes). Model the activity with one or two students.

1. Show a slide with sentence stems or write questions on the board (see Figure 10) and go over the following instructions:

   a. "First, choose three sentences. Copy the beginning of each sentence on your three papers. Decide how you would complete them. Write your own ending to each sentence on each paper."

   b. "Second, raise your hand to show you are free. Find a free partner."

   c. "Third, take turns reading your partner's paper. If you agree with the idea on the paper, you want to 'buy' the paper. To buy the paper, say why you agree, sign your name, and take the paper. If you disagree, say why you will not buy the paper."

   d. "Your partner does the same for each of your papers. After you are finished buying or selling, you must keep at least one paper. The rule is that you must have at least one paper at all times."

   e. "When you are finished, raise your hand and find a free partner. Keep going!"

2. Give each student three squares of paper. Everyone has three minutes to write all sentences.

During-task (10–12 minutes). Students do the activity for ten minutes while the teacher monitors.

1. Students begin the activity by finding a free partner. Partners take turns reading their partner's paper out loud.
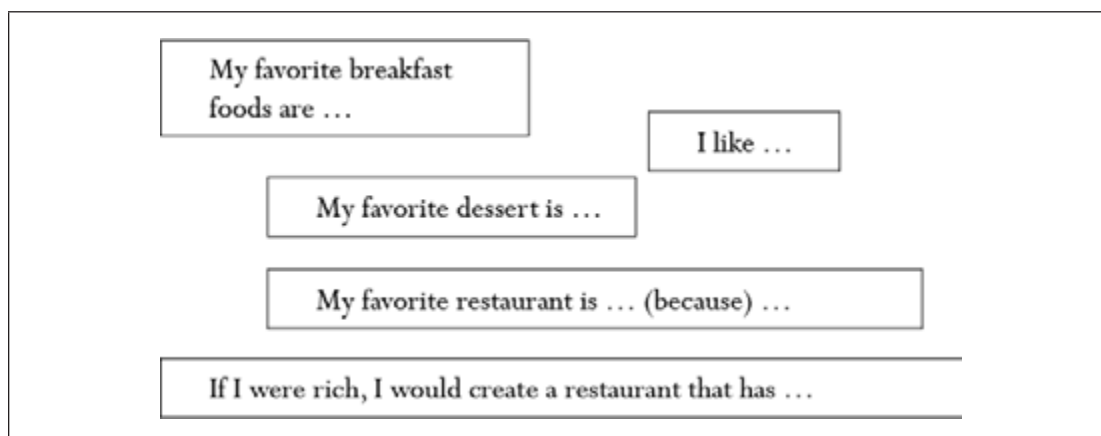

My favorite breakfast foods are …

I like …

My favorite dessert is …

My favorite restaurant is … (because) …

If I were rich, I would create a restaurant that has …

Figure 10. Sentence stems for modeling Marketplace (adapted from Johnson 2018)

Marketplace is fun, interactive, meaningful, and part of a communicative routine for warm-ups or a post-task learning check.

If a partner wants to "buy" that paper, that person must say why he or she agrees, sign it, and take it. (Or, he or she disagrees and does not buy it). The other partner does the same.

2. Students switch partners by raising their hand and finding someone else who is free. Again, each student must have at least one paper at all times.

Post-task (3–4 minutes). Individuals share favorite ideas while not revealing the author.

1. Group members share their papers with one another.

2. They can share the most popular or interesting ideas with the class. Students with four or more signatures can read their paper out loud, and authors can be revealed for prizes!

How Activity 4 Meets the Four Criteria
Marketplace is fun, interactive, meaningful, and part of a communicative routine for warm-ups or a post-task learning check.

Fun. Students love this activity. The more they do it, the more competitive they become. Almost all students experience winning; at least once, somebody will "buy" their idea. Student anxiety is low because the task is not difficult. The "best idea" could be the one with the most signatures.

Meaningful. The activity is meaningful because it entails the discovery of ideas from students themselves. Marketplace allows students to learn from one another and to sell their ideas to peers. Each pairing is a meaningful interaction. Because buying and selling is universal across cultures, this aspect might help students work through the activity.

Interactive. The activity is interactive because it requires sharing of ideas. The time given for each interaction depends on each pair. It is up to the teacher to give more time, reduce the time, or add an extra opportunity for further interaction. Sometimes students correct or improve each other's sentences for stronger meaning to make sure their ideas are better received by their next partner. Teachers can add this requirement for additional focus on accuracy.

Routine. The activity can be done routinely as a warm-up or as a post-lesson learning check. Students can share their worries or concerns about an upcoming assignment. I collect all the squares and use students' opinions to plan my next lesson.

Final Thoughts
Activity 4 may be the simplest and most adaptable of the four activities presented here. Directions need to be clear, and modeling the warm-up is crucial. As in the other three activities, content is generated by students themselves. However, teachers can monitor to make sure that students do speak so that they are not overly dependent on silently reading their papers. Putting phrases on the board may help scaffold questions and answers—for example, "What do you think? Do you agree? Why?" I also use this warm-up activity to collect student data (e.g., "I learned _____" or "I need _____").

After several rounds, learners work toward clearer understanding and more focused thinking about a topic. This helps students improve their ideas through brainstorming, a narrowing process (Folse 2006). Ultimately, they discover new ideas thanks to their peers. This is the essence of student-centered learning.

CONCLUSION

Activities can be fun, meaningful, interactive, and routinely used to build and maintain a communicative culture in the classroom. While these four criteria are supported by the literature, it is always important for teachers to select activities that they can adapt and use in their specific settings. An innovation in one setting may not work in another without modifications to that activity (Nation and Macalister 2010). Therefore, teachers should plan in advance.

For example, with Draw a Dream House, it is logical for students to draw something that is relevant to the theme, unit, or lesson for that day. For I'm Not Just a Number, the easiest language-focused strand may be numbers, but teachers can adapt the activity for other kinds of information that students find important. Meanwhile, Paragraph Pass is adaptable for different levels and objectives; while it is focused on discourse skills, it need not be for strictly academic purposes. Finally, Marketplace can be adapted and used at the beginning, middle, or end of lessons.

All innovations require careful monitoring by the teacher, and any attempt requires respect for learners' experience and beliefs. Yet, as students become familiar with the expectation that they must create, evaluate, and share their ideas, they are likely to do so with greater enthusiasm. Fun, meaningful, interactive, and routine activities help students build stronger habits for communication that go beyond simply "sharing answers" to more fully reflect CLT-based outcomes.

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