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Motivation in Additional Language Learning: Do Communicative Games Boost Students' Motivation to Learn?

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Abstract

This paper focuses on motivation in relation to additional language learning. In this area, motivation plays an essential role, and it is crucial to find and use different strategies and methodologies to motivate learners. For this reason, the paper mainly aims at suggesting a way to achieve this, which is through communicative games, and at discovering whether they can actually motivate students to learn English or not. The other objectives are related to examining and exploring the following ideas: motivation in additional language learning, communicative language teaching and active methodologies, and motivational teaching strategies. Hence, first of all, the paper exposes a discussion on this topics, and afterwards, so as to find out the answer to the main objective, an experimental study with a control and an experimental group is presented. In this study, sessions for each group have been prepared together with three instruments that will help to draw more conclusions. Nevertheless, it has not been possible to carry out the study because schools closed given the spread of Covid-19, so it would be interesting to conduct it in the future to know the results.

Keywords: motivation, additional language learning, communicative games.

Resum

Aquest treball se centra en la motivació en relació amb l'aprenentatge d'idiomes addicionals. En aquesta àrea, la motivació juga un paper essencial i és crucial trobar i utilitzar diferents estratègies i metodologies per motivar els alumnes. Per aquesta raó, el treball té com a principal objectiu suggerir una forma d'aconseguir això, que és a través de jocs comunicatius, i descobrir si realment poden motivar els estudiants a aprendre anglès o no. Els altres objectius estan relacionats amb la investigació i exploració de les següents idees: motivació en l'aprenentatge d'idiomes addicionals, ensenyament del llenguatge comunicatiu i metodologies actives, i estratègies d'ensenyament motivadores. Per tant, en primer lloc, el treball exposa una discussió sobre aquests temes, i després, per trobar la resposta a l'objectiu principal, es presenta un estudi experimental amb un grup de control i un experimental. En aquest estudi s'han preparat sessions per a cada grup juntament amb tres instruments que ajudaran a extreure més conclusions. No obstant això, no ha estat possible fer-ho perquè les escoles van tancar a causa de la propagació de Covid-19, de manera que seria interessant realitzar-lo en el futur per conèixer els resultats.

Paraules clau: motivació, aprenentatge d'idiomes addicionals, jocs comunicatius.

Resumen

Este trabajo se centra en la motivación en relación con el aprendizaje de idiomas adicionales. En esta área, la motivación juega un papel esencial y es crucial encontrar y usar diferentes estrategias y metodologías para motivar a los alumnos. Por esta razón, el trabajo tiene como principal objetivo sugerir una forma de lograr esto, que es a través de juegos comunicativos, y descubrir si realmente pueden motivar a los estudiantes a aprender inglés o no. Los otros objetivos están relacionados con la investigación y exploración de las siguientes ideas: motivación en el aprendizaje de idiomas adicionales, enseñanza del lenguaje comunicativo y metodologías activas, y estrategias de enseñanza motivadoras. Por lo tanto, en primer lugar, el trabajo expone una discusión sobre estos temas, y después, para encontrar la respuesta al objetivo principal, se presenta un estudio experimental con un grupo de control y uno experimental. En este estudio se han preparado sesiones para cada grupo junto con tres instrumentos que ayudarán a extraer más conclusiones. Sin embargo, no ha sido posible llevarlo a cabo porque las escuelas cerraron debido a la propagación de Covid-19, por lo que sería interesante realizarlo en el futuro para conocer los resultados.

Palabras clave: motivación, aprendizaje de idiomas adicionales, juegos comunicativos.

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1. Introduction

Motivation has always been a controversial topic and many researchers have studied this aspect in relation to second language acquisition. It has been found to be a very important factor when learning an additional language because when students are motivated, they show more interest in what they are doing, and so this may lead to better results.

In the English classroom, sometimes it can be seen that some students are highly demotivated and this is not helpful for them. Hence, in light of this, it is essential to find solutions by analysing strategies, methodologies and approaches that can be used to motivate and help students to learn the English language. In fact, this is the main purpose of this paper, which suggests and focuses on a methodology that may be effective to achieve this: the use of communicative games.

Students usually enjoy playing games in the classroom, so teachers can use them for learning purposes. In addition, communicative games have been chosen because in the English classroom there is usually not much room for speaking activities or maybe learners do not feel motivated to interact. Students need to learn grammar and vocabulary and be able to use this in communication, and these games may be a good opportunity to practice this skill.

So as to ensure that this methodology works and that can be implemented in schools, this paper will present an experimental study to find direction for a teaching proposal.

In this study, there is a control and an experimental group, and twelve sessions for each group have been prepared. The sessions are focused on phrasal verbs as the linguistic context to examine this motivational teaching methodology. Phrasal verbs have been chosen since they have been usually considered difficult units to learn among second language learners, and students do not show a lot of interest towards them. Thus, this context can be useful to know whether using communicative games motivate students to learn English.

2. Objectives

The aim of this paper is to do more research on the topic of motivation connected to second language acquisition, and in particular, to discover the answer of the following

question: can communicative games motivate students and, therefore, help them to learn the additional language effectively?

In order to find out the answer, first I need to look at the key concepts of this research, that is, motivation, communicative language teaching, teaching strategies and communicative games. Therefore, taking all this into account, the objectives of this paper are:

1) To understand and examine the impact of motivation in additional language learning.
2) To explore communicative language teaching and active methodologies to foster communication in the additional language classroom.
3) To look into motivational teaching strategies for language awareness.
4) To explore whether communicative games motivate students to learn the second language effectively.

3. Theoretical framework

In this section, the concepts of motivation, communicative language teaching and motivational strategies together with the use of games will be discussed with the aim to cover the first three objectives.

3.1 Motivation and additional/second language learning

3.1.1 Orientations of second language motivation

Motivation has always been studied from different perspectives and areas such as from additional language learning, on which this paper will be focused. To begin with, it has been difficult for researchers to agree on a particular definition of motivation in relation to additional language learning. Nevertheless, the social psychologist Robert Gardner (1985) proposed the following definition: "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p.10). Therefore, as Gardner (1985) indicates, motivation implies desire, satisfaction and effort.

Concerning the distinctions of motivation made by different researchers, first of all, Gardner and Lambert (1959) suggested two orientations of motivation: integrative and instrumental. Integrative motivation refers to "an interest in learning the language in order to meet and communicate with members of the second language community", and

instrumental motivation is related to the "the pragmatic aspects of learning the second language, without any particular interest in communicating with the second language community" (Gardner et al., 1977, p. 244). Hence, as Daskalovska et al. (2012) points out, integrative motivation is related to the desire of being part of the second language culture, and instrumental motivation is connected to the achievement of a goal through learning that language.

Moreover, there has been another distinction made in motivation: intrinsic and extrinsic motivation. If learners are intrinsically motivated, it means that they "engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination" (Deci, 1975; in Brown, 2000, p. 172). Regarding extrinsic motivation, it is more connected to receiving an external reward as for instance grades, money or positive feedback (Brown, 2000).

Finally, Brown (2000) also found another orientation for motivation: he stated that motivation can be "global, situational, or task-oriented" (p.170). Global motivation is "the general orientation of the learners to the goals of learning the foreign language"; situational motivation is related to the situation where the learner is learning that language such as a classroom setting; and finally, task-oriented motivation refers to the one that the learner has to carry out a specific task (Brown, 1987; in Daskalovska et al., 2012, p. 1189-1190).

3.1.2 Factors that influence motivation

There are many factors that have been found to influence motivation when learning a second language.

First of all, as Veronica (2008) points out, the characteristics of one's personality can be connected to success in acquiring language. For instance, a learner who is successful may have different attributes, so he or she can be "extrovert, self-confident, active, passive, independent as well as introvert or shy"; however, those who are unsuccessful have been usually characterised as shy, nervous and lacking self-confidence (Veronica, 2008, p. 559). In relation to self-confidence, according to Ebata (2008), "it provides learners with the motivation and energy to become positive about their own learning" (p. 21). Moreover, Ebata (2008) highlights that self-confidence motivates students to learn the language at the same time that they enjoy this process and engage in

real communication. Therefore, this personality attribute has a positive influence on motivation.

Another factor that Veronica (2008) introduces is attitude, which has been usually studied together with motivation. Veronica (2008) states that if students' reasons to learn the additional language are external, then there may not be internal motivation at all and their "attitudes towards learning are likely to be negated" (p.560). In this case, their negative attitude will lessen students' interest which will create an obstacle to learn the language and acquire knowledge (Littlewood, 1983; in Mat & Yunus, 2014). However, if their attitudes towards the second language, their teacher and the subject are more positive, it will be more likely that they pay more attention during the lessons, that they give more importance to assessment, and that they try to do more practice (Veronica, 2008). Thus, it can be said that positive attitude and motivation can be connected to success when learning a language (Gardner, 1985). Additionally, in connection to success, according to Ebata (2008), it is also a factor influencing motivation because "experience of success provides students with more power to pursue a new goal", and it also gives learners the opportunity to see how important is to try and communicate with other people (p.21).

Moreover, Veronica (2008) proposes another influential factor: the role of the teacher. According to Veronica (2008), "motivation is no longer thought of only as integrative or instrumental. It is also considered a key to learning something in many cases created, fostered and maintained by an enthusiastic and well-prepared classroom teacher" (p.560). A teacher needs to have the following qualities to influence students' motivation: to have interest, to acknowledge and stimulate the learners' ideas, to create a relaxing and pleasant environment when being in class, to explain and show the tasks in a motivating and clear manner, to encourage those learners that have some struggles, and to make their own expectations grow (Veronica, 2008). In addition to this, Finocchiaro (1982) proposed some procedures that teachers can follow such as ensuring that learners understand texts and dialogues, designing activities to do in pairs, correcting mistakes tactfully, giving them the opportunity to correct their exams or the ones from their partners, and transmitting them the feeling of progress, among others.

Furthermore, in relation to the role of teachers, Ebata (2008) also highlights that having a good relationship with students also influences their motivation. The teacher needs to know about students' life, aims and interests as well as know them personally in order to use the correct strategies and make the classroom a place where students can

enjoy their learning and feel comfortable (Ebata, 2008). In relation to this last idea, it is important to notice that "motivation cannot be developed in a difficult classroom and teachers should create an effective learning environment for their learners" and that to learn the language effectively, students need "a relaxed and friendly class" (Good & Borphy, 1994; in Alizadeh, 2016, p. 13). Hence, regarding classroom management, it is necessary to ensure a positive and productive climate to motivate students.

In addition, Veronica (2008) also presents learning styles as another factor influencing motivation since when students are somehow free to use their learning style, they perform and do the activities in a better way than if they are pressured to use one that is not their learning style. Therefore, it is important to try to take into consideration the learning needs of the learners since this may help to motivate them (Veronica, 2008). Furthermore, in a 2014 study, Ghaedi and Jam found, through a questionnaire, that there was a relevant connection between motivation and learning styles with Iranian students in higher education, and those who had a visual style demonstrated more motivation when learning English as a foreign language.

Finally, apart from all these principal influential factors that have been discussed, Oxford and Shearin (1994) also emphasised the importance of involvement and participation: "motivation determines the extent of active, personal involvement in L2 learning" (p. 12). On the contrary, those students who are not motivated will not be sufficiently involved in the activities, which will prevent them from developing L2 skills (Oxford & Shearin, 1994). Moreover, Alizadeh (2016) also introduced another factor connected to participation and motivation, which is enjoyment of learning, because "if learners wish to be motivated they should enjoy learning the L2" (p.14). In fact, intrinsically motivated students are more probable to proceed on their studies and they actively participate in classroom activities because they enjoy learning the language, and the same happens with learners who are integratively motivated, who also take pleasure in acquiring knowledge of the L2 culture (Alizadeh, 2016).

Therefore, it can be seen how there are many factors that can influence motivation in different ways and there is an interdependence among said factors. Thus, it is important to bear them in mind when designing motivating activities for language learners.

3.1.1 Studies about motivation in second language learning.

Due to the fact that motivation is a factor that plays a significant role when learning an additional language, it would be interesting to present some studies that have

looked at motivation in different ways so as to show its positive impact and influence on second language acquisition.

The pioneers to carry out a study focusing on motivation were Gardner and Lambert (1959). They did their research in a high school from Montreal, and they wanted "to determine the comparative importance of linguistic aptitude and certain motivational variables in learning a second language" (Gardner & Lambert, 1959, p. 267). They had students who were learning French as a second language do some tests, and, at the same time, they also took into account variables such as motivation, aptitude, and attitude, among others (Gardner & Lambert, 1959). The results of their study showed that those learners that were integratively motivated were more motivated to learn French and better in acquiring it as well, and showed more positive attitudes towards French speakers than the instrumentally motivated students. Additionally, they arrived to the conclusion that both motivation and language aptitude were two factors that helped learners acquire French (Gardner & Lambert, 1959). Thus, this study shows how positively influential and important motivation is in order to learn and acquire an additional language.

Wen (1997) also conducted a research in the United States with Asian undergraduate students who are learning Chinese there. With this study, they wanted to investigate which was the primary motivation to learn Chinese and what motivated them to continue doing so, and to analyse "the interaction between motivation and desired learning outcomes using the expectancy model" (Wen, 1997, p.237). The instruments of this study were, first of all, a questionnaire that had two parts: the first one measured motivation variables such as strategies used to learn, and the second one was related to expectancy theories; the other instruments used were a series of tests done in the middle of the term and at the end (Wen, 1997). When analysing the results, Wen (1997) saw that the initial motivation of students to learn Chinese was intrinsic since they were interested in their Asian family history. Moreover, they also showed that students who had expectations of strategies and made an effort by interacting in the classroom, dedicating time to the language and learning from feedback continued learning the language (Wen, 1997). Thus, again, motivation played an important role to make them learn and acquire the language.

As discussed in the previous section, motivation is closely related to success when learning a second language. In fact, one study carried out by Masgoret and Gardner (2003) proves this relationship between achievement and motivation. Masgoret and Gardner's study (2003) is a meta-analysis of different studies done by Gardner and other researchers,

and it examines the connection between achievement of a second language and five variables taken from the socioeducational model developed by Gardner which are as follows: "integrativeness, attitudes toward the learning situation, motivation, integrative orientation, and instrumental orientation" (p.123). In this research study, 75 samples were analysed through battery and objective tests and grades, and the results show that although the five variables are "positively related to achievement in a second language", motivation is the one that is "more highly related to second language achievement" (Masgoret & Gardner, 2003, p. 158). Hence, as Masgoret and Gardner (2003) point out, motivation has been considered the active variable "in the socioeducational model of second language acquisition" (p. 158).

In a 2019 study, Amjadiparvar and Zarrin examined the relationship between "the EFL learners' level of language awareness" (p. 38) and both their motivation and language achievement. They conducted this study with EFL students from Kurdistan ranging from 18 to 32 years old, and they used a motivation and a language awareness questionnaire, and a language accomplishment test that included reading, writing, grammar and vocabulary exercises. They analysed the data collected by using Cronbach' Alpha, Kolmogorov-Smirnov Test, Pearson Correlation Coefficient, and independent samples t-test. The results of the study clearly display that there is "a positive and significant relationship [both] between EFL learners' level of language awareness and motivation" and achievement (p. 37). Hence, they finally concluded that this finding indicates that motivation is essential in language learning.

Therefore, all these studies, among others, serve as evidence to prove the positive impact of motivation when learning an additional language.

3.2 Communicative Language Teaching: active methodologies and benefits

It is important not only for learners to learn grammar and vocabulary, but also to be able to use language forms and structures for communication purposes. This implies developing their oral communicative skills as well, which is something that is not that easy to do in a classroom. Thus, it would be interesting to look at Communicative Language Teaching (CLT), active methodologies that can be used in the classroom, and the benefits of this approach.

Communicative Language Teaching is an approach that has its bases back in the 1970s on the works of Halliday about language functions and Hymes about

communicative competence (Littlewood, 2011). According to Richards (2006), the aim of CLT is teaching the communicative competence, which is based on:

> knowing how to use the language for a range of different purposes and functions; knowing how to vary our use of language according to the setting and the participants […]; knowing how to produce and understand different types of texts […]; knowing how to maintain communication despite having limitations in one's language knowledge […] (p. 3).

Concerning communicative language teaching as such, its most important principles are: learning a language "through using it to communicate", developing activities with the aim of offering "authentic and meaningful communication", considering fluency as an essential aspect of communication, integrating "different language skills", considering learning as "a process of creative construction" that "involves trial and error" (Richards & Rodgers, 2001; in Littlewood, 2011, p. 548). In addition, Littlewood (1981) states that another important feature of this approach is that it focuses on language aspects related to both structure and function.

To reach the goals of this communicative approach, different active methodologies can be used by teachers. According to Abebe et al. (2012), they need to use those that are suitable for the various "learning style[s] and strategies of the students" (p.52), and controlled exercises, memorisation, and very long explanations about English forms should be avoided.

So as to discover more about this issue, Abebe et al. (2012) carried out a study focusing on the different types of active methodologies used for CLT and to see their impact on students' learning. This study was done with students and teachers from the Madawalabu University, in Ethiopia, who were studying English, Afan Ormo, and Amharic (Abebe et al., 2012). Through the use of questionnaires, interviews and observations of the classrooms, they found that the most used methodologies were: "lecture, gaped lecture, pair and group work activities" (p. 59) and that they were beneficial for students because they helped students feel confident to communicate and express their feelings, opinions, and ideas. Furthermore, individual, question-answer, and pair techniques were also used at some points when trying to help students obtain specific information, and some teachers used group discussion and lecture when learners had to present their final tasks. The authors of the study finally concluded that the active methodologies used were very typical because of the large number of students in class, and the lack of material and time to prepare it. Consequently, they finally suggested that

teachers make use of other methodologies such as "language game, role play, drama, etc. for the benefits of their students" (p. 61).

Thus, as seen in this study, most of the active methodologies used in this approach by the teachers and the ones suggested by the authors are based on cooperation, that is, on working in pairs or groups. This is also highlighted by Richards (2006) when stating that, in communicative language teaching, "learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning" (p.5).

In connection to this last idea, and regarding the last topic of this section, that is, the benefits of using a communicative language teaching approach, cooperative learning is a very effective classroom methodology because of different cognitive and and non-cognitive reasons (Ovejero, 2018). In relation to the cognitive ones, Ovejero (2018) highlights the fact that cooperative learning helps to develop critical thinking skills through discussions, it eliminates the linguistic differences between students from different social classes, it creates the opportunity for greater information retention and processing since learners have more oral repetitions, and it makes learners be more active and involved in their tasks, among others.

Concerning the non-cognitive ones, cooperative learning increases intrinsic motivation, makes learners have more positive attitudes towards the subjects, enhances social support and self-esteem, makes learners more empathic, improves mental and physical health, helps to manage school conflicts and reduce violence, and improves social integration, among others (Ovejero, 2018). Consequently, the communicative language teaching can benefit from the use of a cooperative learning methodology.

Communicative language teaching can also be beneficial because, as Liao (2000) stated, since this approach "aims at communicative competence, students might be more competent in the use of English for communication", which will be helpful when trying to pass university admission tests, to get a job or to go abroad (p. 12). In fact, these three aspects connected to educational, personal and occupational areas are some of the main objectives of learning an additional language exposed by the Council of Europe (2001).

Another benefit of communicative language teaching is the fact that students are the centre in this approach. This implies that the role of teachers is that of a facilitator and monitor (Richards, 2006), and this facilitator teaching style is used in student-centred classrooms (Grasha, 1996).

Different studies will be now presented with the aim to show the benefits of being a student-centred approach. First of all, Grasha (1996) introduces a study made by J. Hersey in which a comparison between teacher-centred and student-centred methodologies was made. Grasha (1996) explains that the results of the study display that in the student-centred classroom, students "showed significant gains in content achievement, were more satisfied with the course, they had higher levels of enthusiasm and morale, and were less tardy and absent from class (p. 198).

Furthermore, in a 2009 study, Gelisli wanted to determine how a student-centred methodology affected students' success. Gelisli (2009) used pre- and post-tests that were done by an experimental group, which was taught by a student-centred approach, and a control group, which was taught by a teacher-centred approach. Concerning the results, the data collected showed that although both groups demonstrated an improvement in the post test, the experimental group was more successful.

A third study is that of Abebe et al. (2012), where some teachers pointed out that a teacher-centred methodology prevents students from developing communicative skills, they cannot participate actively in their learning process, and it does not let teachers identify students' problems. Therefore, having students in the centre of their own learning process can absolutely beneficial.

All in all, in light of what has been discussed, it can be said that this approach may be beneficial and, hence, it could possibly help students learn an additional language and it might be used in order to motivate students to communicate and develop their speaking and interaction skills.

3.2 Motivational teaching strategies

As seen before, Veronica (2008) states that one of the factors that influence motivation is the role of the teacher. In fact, a teacher is a very important figure to motivate students who are learning an additional language, and he or she can do so in different ways. Teachers should create in learners the willingness to learn and acquire the second language. Thus, having discussed the concept of motivation and other issues related to this concept, it would be interesting to move into the idea of motivating learners and how to do so by using different motivational strategies.

According to Zareian and Jodaei (2015), "motivating is something that can be done with self and others, i.e. teachers and peers" (p. 297). Moreover, motivating students means making them have a good attitude when learning the language because if this

happens, then it can be predicted that they will enjoy this experience and they will want to continue doing so (Gardner, 1985; in Zareian & Jodaei, 2015). In order to motivate students to learn an additional language, teachers can use many different strategies. According to Dörnyei (2001), motivational strategies can be defined as "motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (p. 28). Various authors have proposed different strategies, which will be presented below.

First of all, Dörnyei and Csizér (1998) conducted a study with the aim to find motivational teaching strategies and "to revise the original list of Dörnyei's (1996) 'ten commandments for motivating language learners" (p. 209). To do so, they made two hundred English teachers from Hungary answer two questionnaires in which they were asked their opinion about the importance of teaching and learning strategies and how often they used them (Dörnyei & Csizér, 1998). Taking into account the answers of the questionnaires, the list of 'ten commandments' was modified and the final version was the following one:

> set a personal example with your own behaviour; create a pleasant, relaxed atmosphere in the classroom; present the tasks properly; develop a good relationship with the learners; increase the learners' linguistic self-confidence; make the language classes interesting; promote learner autonomy; personalize the learning process; increase the learners' goal-orientedness; familiarize learners with the target language culture (Dörnyei & Csizér, 1998, p. 215-218).

Thus, these are ten strategies suggested by these two authors that can be taken into account in any additional language classroom.

In addition, Tapia (1999) explained other ways to motivate students, which are as follows: to awaken students' interest and curiosity, which will make them work and be active in their learning process; to show the importance of the activities and contents taught, as for instance, what they will be able to do by learning something in particular or by doing a specific task; to keep students' interest during the activities; to design activities that enable students to think, and consequently, develop critical-thinking skills; to pay attention to the way students interact with each other and with the teacher, considering their attitude, participation, and messages given; to foster cooperative work as much as possible; to give learners some sense of autonomy since they need to feel that the knowledge and skills learned let them improve their autonomy and capacity to control their own behaviour; and finally to pay attention to the dimensions of the assessment that

affect motivation by, for instance, telling students their errors and explaining to them why something is incorrect and how to improve it (Tapia, 1999).

Dörnyei (2001) himself also proposed a series of motivational strategies and he organized them in four main components. This can be seen in the following figure:

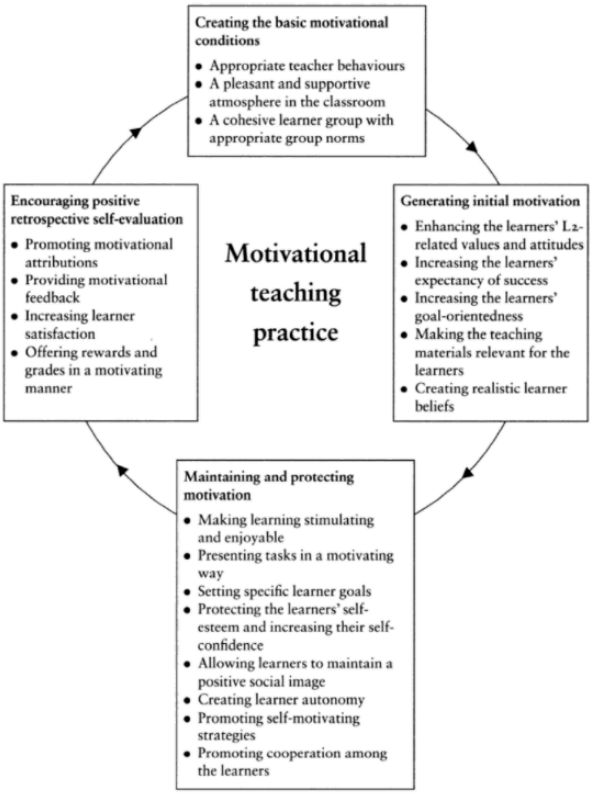

Figure 3 The components of motivational teaching practice in the L2 classroom

(Dörnyei, 2001, p. 29)

First of all, in relation to "creating the basic motivational conditions", Dörnyei (2001) talks about the importance of making teacher behave appropriately, that is, having enthusiasm and "commitment to and expectations for the students' academic progress", and establishing a good relationship both with learners and with their parents, among others (p. 31-40). Moreover, Dörnyei (2001) also highlights that, in class, there should be an enjoyable and supportive climate and a cohesion in the group of students, who need to follow general rules.

Secondly, concerning "generating initial motivation", Dörnyei (2001) states that it is essential to boost the students' attitudes and intrinsic, integrative and instrumental values connected to language learning, to increase "the learners' expectancy of success" by giving them the conditions to be in a positive emotional and mental state such as offering help, to increase "the learners' goal-orientedness" by making students decide on individual and common goals for the classroom; to make the activities and tasks relevant

for students since it is important for them to know why they are learning something, and finally to create "realistic learner beliefs" by, for instance, making them aware of the complexity of learning a language, the progress that they can predict, the requirements needed to achieve success, and the best ways to learn a language (p. 50-68).

Thirdly, regarding "maintaining and protecting motivation", according to Dörnyei (2001), teachers need to use different strategies in order to maintain learners' motivation (p.71). For instance, teachers should make learners enjoy the process of language learning to involve the learner more by avoiding monotony and designing interesting activities; they have to show activities in a way that motivates students by telling them their aim and usefulness or by explaining to them suitable ways to do the activities, among others; teachers should also establish particular short-term goals for students; they have to secure and improve the self-esteem and self-confidence of students by giving them opportunities to experience success, encouraging them, lessening anxiety and explaining to them different strategies; teachers need to allow students to keep a good social image by, for instance, not doing humiliating corrections; they should create the opportunity for learners to work cooperatively and also to have some autonomy; and finally teachers have to give students strategies to motivate themselves such as the ones used to control their emotions and concentration, among others (Dörnyei, 2001).

Finally, the last component of motivational strategies is "encouraging positive self-evaluation", where Dörnyei (2001) explains "how teachers can help learners to consider their own achievement in a more positive light" (p.117). So as to do so, teachers can provide motivational attributions and feedback by making students explain their errors and highlighting positive ideas, among others; they can also increase students' gratification by, for instance, acknowledging and celebrating their success; teachers can give learners their marks and prizes in a way that motivates them by incorporating self-assessment, taking into account their effort when grading them and offering prizes when they participate in a task, among others (Dörnyei, 2001). Therefore, Dörnyei (2001) has proposed different strategies that can be used in a classroom and can be absolutely effective to motivate learners to learn a language. Nevertheless, it is worth noticing that, as Dörnyei (2001) points out, "not every strategy works in every context", thus, if some of them work in a particular situation, it does not mean that it will work in all situations (p.30).

Other researchers that have presented different strategies to motivate students are Daskalovska, Gudeva and Ivanovska (2012). They cited Harmer (2001) to propose three

strategies: to set some goals for learners to achieve in a short period of time in order to make them be willing to continue learning and working; to create a positive, cooperative, and emotionally helpful learning environment; and to make classes interesting through the use of activities focused on engaging activities (Harmer, 2001; in Daskalovska et al., 2012).

Some of these strategies were also introduced by Kong (2009), who also suggested other ones, which are as follows:

- to make use of diverse and interesting activities in the classroom in order to awaken students' interest and intrinsic motivation.
- to include techniques that are innovative and effective.
- to show high expectation and use rewards suitably so as to give support and make students feel more confident.
- to "create a relaxed and positive learning climate" since this allows students to speak and feel comfortable while doing so (p. 148). For instance, when learners make mistakes, the teacher can encourage students with positive comments and smiles.
- to develop cooperative activities, which creates the opportunity for learners to communicate, share ideas and emotions and help each other.
- to give learners the chance "to experience success" by, for instance, letting them have some freedom (p.148).

This list of strategies may be really helpful when trying to make students be motivated and successful in their language learning process.

Furthermore, Ruesch (2009) conducted another study that focused on motivational strategies. The researcher wanted to answer three main questions: "What motivational strategies used in the classroom do teachers think are most effective? What motivational strategies used in the classroom do students find most effective? How do the perceptions of students and teachers compare?" (Ruesch, 2009, p.12). The participants in this study were teachers and students from Brigham Young University that were teaching and learning foreign languages such as French, Chinese, Arabic, and Italian, among others. In order to answer them, two questionnaires were prepared, one for students and the other for teachers, and these questionnaires were taken from the one used by Dörnyei and Csizér (1998) to assess the frequency and importance of various motivational strategies.

Ruesch (2009) divided the strategies into conceptual domains, which included micro-strategies. For instance, inside the conceptual domain of teacher, there were micro-strategies such as "properly prepare for the lesson" or "behave naturally and genuinely in class", and inside the conceptual domain of climate, there were micro-strategies such as "have activities and fun in class" or "have game-like competitions in class" (Ruesch, 2009, p. 18). Concerning the results of this study, it has been found that there are a lot of similarities between teachers' and students' answers, that is, the two groups thought that the most effective motivational strategies were those related to teacher, rapport and climate (Ruesch, 2009).

In addition, there is another study that was carried out by Guilloteaux and Dörnyei (2008) that instead of focusing on the motivational strategies as such, it focused on whether these strategies are useful for students in the classroom setting. Hence, they wanted to find out whether motivational strategies affect learners' motivation in classroom "in terms of the level of their attention, participation, and volunteering" (Guilloteaux & Dörnyei, 2008, p. 60). With the aim to do so, they took junior students and teachers from a high school in South Korea, and they used systematic observation in the classroom, a questionnaire for students, and a post-lesson assessment scale for the teacher (Guilloteaux & Dörnyei, 2008). After analysing the answers, the grid and the assessment scale, Guilloteaux and Dörnyei (2008) concluded that "significant positive correlations we found between the teacher and student measures are particularly strong within the context of L2 motivation research, thereby providing powerful evidence that the teacher's motivational practice does matter" (p. 72). Nevertheless, in this study, the focus was only on motivational strategies in general, so further research is needed to look at individual strategies (Guilloteaux & Dörnyei, 2008).

All in all, having exposed different studies and several motivational strategies proposed by different researchers, it can be concluded that the most suggested strategies are those related to the classroom climate and atmosphere, to make classes interesting for learners, to present tasks in a way that students can understand their significance, to establish learners' goals to learn an additional language, and to promote cooperative work in the lessons. Additionally, in relation to making classes interesting and creating a good climate, most authors have dealt with the idea of having fun through the activities.

Therefore, it would be interesting to focus, in the following section, on a way to put into practice these two motivational strategies related to having fun, which is using

games, and particularly, using communicative games to motivate students to communicate and develop their oral communicative skills.

3.2.1 The use of games in the classroom

As previously exposed, in order to motivate students to learn an additional language, the teacher can use different strategies, and two of the most exposed strategies have been to make sure that learning takes place in a pleasant climate and to make classes interesting. This may be achieved by using games. In fact, when Dörnyei and Csizér (1998) discussed the topic of climate, they suggested some useful strategies such as having "games and fun in class" and having "game-like competitions within class" (p.221). Thus, they also considered games as a way to motivate students. In this section, the topic of games and its use in the classroom context will be discussed.

First of all, it is important to define what a game is. Although there are many definitions of game, I consider the following one to be a very complete one:

> Games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in physical activity and/or complete a mental challenge (Talak-Kiryk, 2010, p. 4).

From this definition, it can be added that games are not only used for fun but also to make learners active and pay attention to the lesson and to motivate them, since they usually seem to be engaged and they tend to participate more (Gruss, 2016). In addition, games are not only enjoyed by Primary Education students but also by those in secondary education and adults (Gaudart, 1999).

Furthermore, Talak-Kiryk (2010) introduced some features of good games:

- They have a learning aim to achieve knowledge.
- They make students more motivated, responsible and careful when making decisions.
- They should make learners go through some challenges in order to engage and motivate them; as mentioned before.
- "They are fun and interesting, thus motivating" (p.12) and students engaged in games do not realize that there is a learning process behind.
- They also intrinsically motivate students because they are connected to real life situations.

- They make learners develop their interaction skills and, so as to ensure interaction and communication, all learners have to participate.

Concerning the use of games in the classroom, different benefits can be found. First of all, as Talak-Kiryk (2010) states, "games provide a constructivist classroom environment where students and their learning are central" (p.4). This means that learners learn "from their mistakes and also from each other" (p. 4) and they use both prior knowledge and new knowledge learned in a different situation from the game (Talak-Kiryk, 2010).

Secondly, games also give the opportunity for students to be creative, to have some degree of independence and to develop their critical thinking skills since games can have many different answers, not just one (Talak-Kiryk, 2010). Additionally, as mentioned before, they make learners participate, have more self-confidence and to look for different ways to find a solution (Talak-Kiryk, 2010). In fact, compared to a teacher-centred lesson, where no games are played, it gives learners the opportunity to practice and use the second language through communication, and it is important to highlight that "with practice comes progress, with progress comes motivation, and with motivation comes more learning" (Gaudart, 1999, p. 290). Furthermore, as Bakhsh (2016) notices, the fact that students have to make use of the second language and repeat patterns is helpful in the sense that they can develop and enhance the different skills. Games also give learners the chance to reason, communicate, use their body movements and work with visuals and spaces, and "the hands-on experiences are integral to critical learning, retention and recall" (Talak-Kiryk, 2010, p. 6). Additionally, in relation to being able to move, according to Bakhsh (2016), these movements can ensure students' participation in the classroom.

Another benefit to be considered is the fact that games allow learners to interact both with materials and with the other students, and it gives them the opportunity to work in groups, which involves collaboration and cooperation to achieve a common goal (Talak-Kiryk, 2010). Additionally, the fact that games motivate and entertain students reduces shyness and, hence, students are more willing to show their ideas and beliefs (Hansen, 1994; in Uberman, 1998). Finally, games can motivate students intrinsically and extrinsically (Muntean, 2011). For instance, to extrinsically motivate students, the teacher can use prizes such as points, and to intrinsically motivate them, he or she can encourage them "towards the achievement, mastery, autonomy, and sense of belonging" (Flores, 2015, p.47).

So as to use games in the classroom, different aspects have to be considered. For instance, the role of the teacher is that of monitoring the learners' work, interaction and use of the second language (Gruss, 2016). Furthermore, "the teacher should know the rules of the game, gather materials, and plan how to direct conversation during or following the game" as well as making the games entertaining (Gruss, 2016, p. 90). It is also important to make sure that learners are actively participating and to encourage them, and in games where students have to play in groups, there should be a balance between students who have a higher level and those who have a lower level in each group (Gruss, 2016). Hence, the role of the teacher as a facilitator is crucial.

3.2.2 The use of communicative games

There are different types of games, and they can be classified according to their purpose and structure, such as for instance, games centred on accuracy or communication; the skills developed, as for example, games that develop speaking or listening skills; and the learners' level of proficiency, which makes the teacher adapt the game in order to ensure participation of both beginners and advanced students (Gruss, 2016). In this section, I would like to focus on a particular type of games, which are communicative games, which might help students develop their communicative competence. Furthermore, as previously exposed, the communicative language teaching approach makes students work in groups instead of working individually (Richards, 2006), and this is something that games in general can also provide. Thus, using communicative games will ensure teamwork and will let students benefit from this approach.

Communicative games have to create the conditions for students to use the second language to perform different actions such as interacting, expressing ideas, exchanging information or negotiating meaning, among others (Wang, 2010). In addition, the researcher explained some benefits of using this type of game in the English language classroom: they motivate learners and give fun, pleasure and excitement to their learning process; they "supply chances to use language in authentic contexts" so as to fulfil a goal, find the solution of a problem, share ideas, etc.; they also "provide practice on language use and language usage" and they can be used at different times during the lesson, that is, as warm up activities, as ice-breakers, as a way of presenting topics or finishing the unit, etc.; they also create a pleasant and supportive environment and foster interpersonal relationships due to the cooperative work that games involve (p. 131). All in all, communicative games follow the main aim of Communicative Language Teaching since

they "can increase learners' interest in learning, expose them to meaningful context, involve them in the use of the target language, and eventually develop their communicative competence" (Wang, 2010, p.132).

Wang (2010) also conducted a study in order to look at the use of communicative games in the classroom. The main aims of the study were to find the extent to which communicative games motivate learners to learn English, the usefulness of these games in the English subject, the frequency in which they are used and the types of communicative games used. With the aim to find the answers for these questions, 150 Primary school teachers in Taiwan were asked to answer a questionnaire. The results suggest that first of all, the great majority of teachers thought that communicative games motivate and help students to utilise the language spontaneously, and compared to traditional methods such as imitation and repetition, they make the classes more entertaining and interesting (Wang, 2010). Additionally, games were also considered very useful to teach and learn the additional language because they provide contexts where learners have to transfer information, express ideas and opinions, and engage in meaningful communication (Wang, 2010). Finally, teachers said that games were very much used and the most used were those involving competition, songs, vocabulary, pictures and role-plays (Wang, 2010).

Bearing in mind what has been exposed in relation to motivation and the use of games in the classroom context, communicative games may be a very useful way to motivate students, to make them use and practice the language through different ways, and to ensure learning and development of their speaking and interaction skills of the additional language.

According to Hussin et al. (2001), "teachers need to find creative ways to teach the language and increase the student's motivation to learn the language and to eventually appreciate the language" (p.1), and games are a good option to achieve this. In fact, Hussin et al. (2001) state that communicative games are activities that can be interesting for students and can help them acquire the second language, among others. Moreover, as previously said, it is important for learners to enjoy the learning process, and games can also create the chance for this to happen.

In general, teachers play an essential role to design appropriate communicative games to motivate learners, which might lead to language awareness.

In the following section, I will present a teaching proposal to explore the affordances of communicative games in motivating students to learn an additional language, which is the last objective of this paper.

4. Methodology

So as to discover if communicative games are suitable activities to motivate students to learn an additional language, English in this case, I am going to conduct an experimental study with a control group and an experimental group to find direction for a solid teaching proposal based on actual learners' needs. I will compare two different ways to approach a linguistic topic, that is, presence or absence of communicative games to teach a language-oriented unit.

Twelve sessions for each group will be prepared focusing on phrasal verbs as the linguistic context to foster motivation through games and to help teenagers develop this grammar topic more effectively. They will be carried out during the third term, so there will be one session per week devoted to phrasal verbs.

Regarding the sessions of the control group, they will be based on theory provided through power point presentations, and practice supplied by textbook and photocopy exercises.

The students in the experimental group will be engaged in language learning sessions with the same goals but with a significant methodological difference: the practical part will be done through communicative games.

Finally, three sessions of both groups will be devoted to doing tests in order to examine the extent to which such items might have been acquired.

4.1 Instruments

In this study, qualitative data will be gathered by using three different instruments:

a) A questionnaire

Both experimental and control group students will complete a pre- and post-test by means of a questionnaire regarding their views on learning using communicative games or focusing on textbook-based exercises, what they prefer, and what motivates them more. The questionnaire consists of 10 statements, and students' opinions on them will be measured on a four-point Likert scale: strongly disagree, disagree, agree, strongly agree (see annex I).

b) An observation grid

The second instrument is an observation grid. It will be used when carrying out the different sessions with the aim to observe and write down what happens in the classroom and how students react to the activities proposed.

Considering what has been discussed in the theoretical framework in relation to previous research and what I want to find out, I have decided to look at the following aspects in the classroom: students' reactions, students' attitudes, engagement, motivation, participation, attention, environment and management in the classroom (see annex II).

c) Tests

Finally, the third and last instrument will be tests for assessment. Students will be tested on their progress three times per term. This way, it will be possible to analyse their evolution.

The tests will consist of multiple-choice questions and a writing exercise in which they will be given two topics and they will choose one and write approximately 150 words about it using at least five phrasal verbs from a list provided in a box (see annex III). This will let me discover if they are able to use these units in context.

The questions will be different each month since they will be focused on the phrasal verbs that they will have been working on during that month. Furthermore, both groups will have the same tests so as to compare the results, and the students with special education needs will be given more time to do them.

4.2 Context

This study will be conducted in a semi-private school from Barcelona. In this school, they give a lot of importance to learning English as a second language and give students many opportunities to practice this language inside and outside the school. For instance, they offer learners the opportunity to be engaged in speaking activities with native speakers, to take extracurricular classes to improve the level of English or to prepare for a Cambridge exam, and they also propose different exchanges programmes for students. Thus, it would be interesting to put into practice this study in this school, where additional languages are highly valued.

4.3 Participants

Concerning the participants of this study, they will be students from the first course of baccalaureate, and there will be approximately thirty students in each group.

Regarding the attention to diversity, for those students with special education needs, in case they have any difficulty, they will be given simpler explanations and they

will have the opportunity to work in pairs in the individual activities. In the case of group work, the groups will be done by me and they will be heterogeneous. Hence, there will be different levels and rhythms in the same group and students will be able to help each other.

4.4 Procedure

In relation to the steps to be followed in this study, first of all, I will ask for permission for their participation. This will be done through an informed consent form that parents should read and sign. It will include information about the study and I will also state that students' participation is voluntary, that the results obtained will only be used for research purposes and that their personal details will not be revealed for ethical reasons.

Having the consent forms signed, students will do a level test to assess their level and to be able to trace their progress through proposed tasks and methodology. In this level test, students will give their reaction to a text orally and in writing.

Thereafter, students will be given the pre-test questionnaire on their views on language learning and teaching processes in their school a week before starting the first session.

Afterwards, for three months, one session focused on phrasal verbs per week will be done with each group. Thus, in total, twenty-four sessions, that is, twelve sessions per group, will be conducted. During these sessions**,** the observation grid will be used with the aim to take notes about what is happening that day in the classroom. In addition, in sessions four, eight and twelve, students will do the achievement tests.

Finally, after finishing all the sessions, they will answer the post-test questionnaire, which will let me discover whether their initial ideas have changed or not.

The following charts include a detailed explanation of the sessions of the control group and the experimental group, that is, the activities in which students will be engaged.

Control group: Session #	Activity	Resources / Material	Skills	Grouping	Time
1	First of all, students will be told that every Thursday the sessions will be focused on phrasal verbs. In this session students will be introduced the first ten phrasal verbs, which are the following ones: catch on, drop out, fall behind, get on with, go over, grow up, look up to, make up, put off, and take after. The teacher will explain what a phrasal verb is, and then she will use a Power Point presentation to show the phrasal verbs and their meaning.	Computer, projector	S, I	WG	30'
	The teacher will ask students to do some exercises from the textbooks. They will do exercise 6 from page 36 and exercise 6 from page 45 of the student's book (Grant & Carter, 2017a), and exercise 2 from page 27 of the workbook (Grant & Carter, 2017b). Then, they will correct the exercises with the teacher out loud.	Textbooks	W, I	I, WG	30'
2	In this session, students will be presented other ten phrasal verbs: carry on, clean up, come back, come up with, get over, give up, laugh down at, run out of, stand up for, work out. The teacher will do the same as in the first session, that is, to show the phrasal verbs in a Power Point presentation together with their meaning.	Computer, projector	S, I	WG	20'

	As a practice, students will be given a photocopy with some exercises focused on these phrasal verbs (see annex IV). In case they have some difficulty, they will have the option to do it in pairs. Then, they will correct the exercises with the teacher out loud.	Photocopy	W, I	I, PW, WG	40'
3	In this session, students will be given a photocopy with different exercises in order to practice all the phrasal verbs that they have been exposed to in the previous two sessions (see annex V). This will also help them to revise the phrasal verbs before the test that they will do in the following session. They can do the exercises in pairs, if they want.	Photocopy	W, I	I, PW	40'
	The teacher will correct the exercises with the whole group out loud.	Photocopy	W, I	WG	20'
4	Students will do the first test, which will be focused on the twenty phrasal verbs that they have worked with in the previous sessions (see annex III).	Test	W	I	60'
5	The teacher will start the session by showing students ten new phrasal verb, which are the following ones: cut across, cut down on, cut in, cut off, turn against, turn back, turn down, turn into, turn out, turn up. The teacher will use a Power Point presentation, where the phrasal verbs will be presented together with their meaning.	Computer, projector	S, I	WG	20'
	Students will be asked to take their textbooks and do exercise 6 from page 50 and exercise 6 from page 59 of the student's book (Grant & Carter, 2017a), and exercise	Textbooks	W, I	I, WG	40'

	2 and 3 from page 35 of the workbook (Grant & Carter, 2017b). Then, they will correct the exercises with the teacher out loud.				
6	Students will be presented other ten phrasal verbs: break down, break up, bring up, end up, get along, go away, go on, hold onto, splash out, try out. Again, these phrasal verbs will be shown by the teacher through a Power Point presentation and she will tell students their meaning.	Computer, projector	S, I	WG	20'
	Students will be given a photocopy with exercises focused on these phrasal verbs (see annex VI). In case they have some difficulty, they will have the option to work in pairs. Afterwards, they will correct the exercises with the teacher out loud.	Photocopy	W, I	I, PW, WG	40'
7	During this session, students will be given a photocopy with exercises focused on the twenty phrasal verbs that they have worked with in the previous two sessions (see annex VII). If they want, they can do the exercises in pairs.	Photocopy	W, I	I, PW	40'
	Students will correct with the teacher the exercises out loud.	Photocopy	W, I	WG	20'
8	Students will do the second test, which will be be focused on the phrasal verbs that students have worked with in the previous two sessions (see annex III).	Test	W	I	60'
9	In this session, students will be introduced ten more phrasal verbs: brush up on, get across, go off, hang out, hide away, let (someone) down, make up for, shop around, turn off, turn on. They will be shown through a Power Point presentation together with their meaning.	Computer, projector	S, I	WG	20'

	Students will be given a photocopy with exercises focused on these phrasal verbs (see annex VIII). Then, they will correct the exercises with the teacher out loud.	Photocopy	W, I	I	40'
10	The teacher will show students other ten phrasal verbs: creep over, go backwards, grow apart, keep on, pay (someone) back, rent out, set off/out, talk something over, throw away, walk in. Again, the teacher will use a Power Point presentation to show them and explain their meaning.	Computer, projector	S, I	WG	20'
	Students will do exercises from a photocopy to practice and work with these phrasal verbs (see annex IX). In case they have some difficulty, they will be able to work in pairs. Afterwards, they will correct the exercises altogether.	Photocopy	W, I	I, PW	40'
11	Students will work with the twenty phrasal verbs that they have been exposed to in the previous two sessions by doing some exercises (see annex X). They can do the exercises in pairs.	Photocopy	W, I	I, PW	40'
	Students will correct with the teacher the exercises out loud.	Photocopy	W, I	WG	20'
12	Students will do the last test, which will be focused on the phrasal verbs that students have worked with in the previous two sessions (see annex III).	Test	W	I	60'

Grouping: WG (Whole Group), I (Individually), PW (Pair Work), SG (Small groups)

Experimental group: Session #	Activity	Resources / Material	Skills	Grouping	Time
1	As in the control group, first of all, students will be told that every Thursday the sessions will be focused on phrasal verbs. In this session students will be introduced the first ten phrasal verbs, which are the following ones: catch on, drop out, fall behind, get on with, go over, grow up, look up to, make up, put off, and take after. The teacher will, first of all, explain what a phrasal verb is, and then she will use a Power Point presentation to show the phrasal verbs and their meaning.	Computer, projector	S, I	WG	30'
	In order to practice these phrasal verbs, students will play the first communicative game: find someone who (see annex XI). In this game, students will receive a sheet of paper with some sentences. Each sentence includes a phrasal verb. They will need to find someone in the class who fits that sentence by asking and interacting with the classmates, and they will be asked to include details in the answers.	Sheet of paper	W, I	I, WG	30'
2	In this session, students will be presented other ten phrasal verbs: carry on, clean up, come back, come up with, get over, give up, laugh down at, run out of, stand up for, work out.	Computer, projector	S, I	WG	20'

	The teacher will show the phrasal verbs in a Power Point presentation together with their meaning.				
	Students will play another communicative game to work with the phrasal verbs that they have been presented: the domino (see annex XII). They will play in groups of 4 or 5 students and each student will have some cards. They will have to match the phrasal verb with the definition, and at the end, they will create a circle with all the cards. The first team to end will win.	Cards	I	SG	40'
3	In this session, with the aim to revise and prepare for the test that students will do in the following session, they will play another communicative game that includes the twenty phrasal verbs: heads up (see annex XIII). In this game, in pairs, students will be given some cards that will include all the phrasal verbs that they have been exposed to in the previous two sessions. One student will take a card and will be holding it in his/her forehead so that he/she does not see it. The student seeing the card will explain the meaning of the phrasal verb, and the student holding the card will guess it. Once guessed, another card will be taken. For every word guessed, they will earn one point. If there is a phrasal verb that they do not remember its meaning, they can pass and take another card. Having finished, they will change roles. Once they finish, they will change pairs and they will play with another student. This way, they will be able to practice and be exposed to the phrasal verbs many times.	Cards	S, I	PW	60'

4	Students will do the first test, which will be focused on the twenty phrasal verbs that they have worked with in the previous sessions (see annex III).	Test	W	I	60'
5	At the beginning of the session, the teacher will show students ten new phrasal verbs: cut across, cut down on, cut in, cut off, turn against, turn back, turn down, turn into, turn out, turn up. The teacher will use a Power Point presentation, where the phrasal verbs will be presented together with their meaning.	Computer, projector	S, I	WG	20'
	Afterwards, students will play a communicative game: ready, steady, go! (see annex XIV). In this game, students will play in groups of 4-5, and they will be given some cards with a phrasal verb (from the list shown in this session) together with one or more words so that they see the phrasal verbs in context. One student of the group will take a card and will perform the phrasal verb and the noun without saying anything, and the other students will guess it (both the phrasal verb and the words or words that go with it). Once guessed, another student will do the same. The game will finish when students guess all the cards.	Cards	I	SG	40'
6	The teacher will present other ten phrasal verbs: break down, break up, bring up, end up, get along, go away, go on, hold onto, splash out, try out. These phrasal verbs will be also shown through a Power Point presentation and the teacher will tell students their meaning.	Computer, projector	S, I	WG	20'
	Students will then play another communicative game: the circle (see annex XV). In groups of 10, each student will receive a card with a phrasal verb and another card	Cards	I	SG	40'

	with the definition of another phrasal verb. They will hold each card with each hand. They will need to interact with the other students to find the definition of the phrasal verb that they have, and the phrasal verb that corresponds to the definition that they have. Having found it, they will get together, and they will finally get a circle. The winner will be the group that gets the circle first and gets it correctly.				
7	Students will play another communicative game to practice the twenty phrasal verbs presented in the previous two sessions: think, ask and answer (see annex XVI). In this game, students will play in groups of 3. They will be given cards with the phrasal verbs, and a student will take one and, without saying the phrasal verb, he or she will ask a question that its answer has to include the phrasal verb. Therefore, he/she will have to think carefully and ask the appropriate question. If the other students answer the question correctly, that is, using the phrasal verb in the answer, the student will keep the card. If not, he will put the card with the other ones. Then, the other students will do the same. The winner will be the student with more cards.	Cards	I	SG	60'
8	Students will do the second test, which will be focused on the phrasal verbs that students have worked with in the previous two sessions (see annex III).	Test	W	I	60'
9	In this session, students will be introduced ten more phrasal verbs: brush up on, get across, go off, hang out, hide away, let (someone) down, make up for, shop around, turn off, turn on.	Computer, projector	S, I	WG	20'

	To do so, the teacher will use a Power Point presentation where she will show their meaning.				
	In order to practice these phrasal verbs, in groups of 7, students will play a communicative game: guess who. First of all, individually, they will write ten sentences about them (their daily life, interests, something that they have done before, something that they would like to do, …) that have to include a phrasal verb. Afterwards, they will mix all the sheets of papers and then they will take one and they will read out loud the sentences. The idea is to interact and think who is the person behind those sentences. The first team to guess the sentences of all the members of the group will win.	Sheet of paper	W, I	SG	40'
10	The teacher will show students other ten phrasal verbs: creep over, go backwards, grow apart, keep on, pay (someone) back, rent out, set off/out, talk something over, throw away, walk in. Again, the teacher will use a Power Point presentation to show them and explain their meaning.	Computer, projector	S, I	WG	20'
	Students will play a communicative game so as to work with these ten phrasal verbs: taboo (see annex XVII). In groups of 4, students will receive cards that will include a phrasal verb and three words. A student will take a card and describe the phrasal verb without saying the three words and the words from the phrasal verb. The other students will guess the phrasal verb. Once guessed, another member of the group	Cards	I	SG	40'

	will do the same. The first team to have guessed all the phrasal verbs will be the winner.				
11	In this session, as a way of revising and practising the twenty phrasal verbs that they have been exposed in the previous two sessions, students will do a role play. In groups of 7-8, in the first thirty minutes, they will be asked to decide more or less what they are going to say. They won't have to write anything since they will be asked to do the role play spontaneously. The role play will last 5 minutes approximately, they will be free to choose the topic, and they will be asked to use as many phrasal verbs as possible, but at least, they will have to use ten. They will do the role play in front of the other groups in the other thirty minutes.	-	S, I	SG	60'
12	Students will do the last test. It will have the same structure as the other two tests, and this one will be focused on the phrasal verbs that students have worked with in the previous two sessions (see annex III).	Test	W	I	60'

Grouping: WG (Whole Group), I (Individually), PW (Pair Work), SG (Small groups)

4. Discussion

In this study, I wanted to discover whether communicative games motivate students to learn the English language, and even though I have not implemented it because schools closed due to the spread of Covid-19 and this study had to be carried out face-to-face, this section aims at discussing what has been designed, what was expected to obtain, and its relevance.

Firstly, three instruments have been prepared to have different levels of analysis and draw more conclusions. In the case of the observation grid, eight aspects would be observed during the sessions, and these aspects have been taken from the theory of factors influencing motivation and motivational strategies. For example, students' reactions and attitudes would be analysed since motivating learners implies ensuring that they have a positive attitude (Gardner, 1985; in Zareian & Jodaei, 2015). In addition, participation, attention and engagement, which are connected, are also included because as Oxford and Shearin (1994) highlighted, motivation determines how actively involved students are when learning a second language. Finally, as Kong (2009) and other researchers have pointed out, it is essential to have a positive climate, that is why the environment and management of the classroom would also be observed.

Secondly, twelve sessions for each group have been designed together with their corresponding materials. In the control group, students would be engaged in textbook and photocopy activities that include exercises based on filling in the blanks, matching and rewriting. Hence, there is repetition of the same writing exercises, which is a more traditional method considering what Wang (2010) states. This way, it would be possible to compare this methodology with the one used in the experimental group, that is, playing communicative games.

The games have been designed considering the theory previously exposed. For instance, students would play in small groups or in pairs as a means to ensure cooperation, which is something that Talak-Kiryk (2010) highlights. Also, as Richards (2006) and Abebe et al. (2012) claim, it is essential to use cooperation to promote communication among learners. Finally, as declared by Wang (2010), games have to make students interact, express their ideas and exchange information, and the games created also provide the chance to do so.

Although this study could not be conducted, I believe that the results may go in line with Wang's study (2010), that is, perhaps they show that communicative games have motivated students to learn English, which is what I also expect to obtain. In fact, as

suggested by Abebe et al. (2012), these games may also be beneficial for students in the sense that they can help to foster more communication in the classroom.

Lastly, regarding the relevance of the research design, it can be said that the data that would have been collected and the results could have been useful so as to discover whether this methodology actually works or not, and hence, whether it can be applied or not when teaching English. In general, this would serve as an addition to previous research, which will lead to having more evidence on these topics.

5. Conclusions

In conclusion, this paper has focused on the role of motivation when learning English as a second language. First of all, the theoretical framework has covered the three first objectives and so it has examined and analysed the concept of motivation, the communicative language teaching approach, and strategies that can be used to motivate students, including the use of games.

Concerning some of the key points of this paper, in light of the studies presented, motivation has a very positive impact in second language learning, so teachers should bear in mind this effective factor in the classroom.

In addition, in order to promote communication, previous research shows that it is beneficial to use cooperative methodologies and avoid making students work individually.

Finally, in connection with the ways to motivate students, the most proposed motivational strategies are creating a positive climate and interesting activities, and this may be achieved through games. In fact, authors that have made research on games claim that they can actually motivate students to learn a language.

Afterwards, with the aim to cover the last objective, an experimental study has been proposed. It has been designed to discover whether communicative games motivate students to learn English, but this objective could not be accomplished because it was not possible to implement the study and gather data due to the pandemic situation. However, I think that this methodology could possibly work and, thus, it might help students with their need of being motivated.

The relevance of this teaching proposal is that it presents a methodology that may solve the problem of having demotivated students in the classroom, but evidence is needed and so the next step is to carry out the study and analyse the results to know if it is helpful to use it or not.

Regarding possible improvements and prospective research, it would be useful to conduct this study during the whole school year to draw more reliable conclusions. Furthermore, it would be interesting to design more teaching proposals focused on communicative games or on other motivational strategies and methodologies for the purpose of having more evidence.

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7. Annex

Annex I – Questionnaire

	Strongly disagree	Disagree	Agree	Strongly agree
Depending on the methodologies and activities used in the classroom, I will be more or less motivated to learn English.				
Doing activities from the textbook motivates me to learn English.				
Doing communicative games motivates me to learn English.				
I prefer engaging in communicative games than doing exercises such as fill-in-the-blanks.				
Communicative games can make me interact and use the English language more than other speaking activities.				
Textbook exercises have the same degree of effectiveness when learning a language as communicative games.				
Communicative games can make lessons more useful and interesting than textbook exercises.				
Using the linguistic units in a communicative way is better than using them to complete writing exercises and repeating these exercises.				
I do not think playing communicative games will help me interiorize linguistic units and learn English.				

I do not think doing textbook exercises will help me interiorize linguistic units and learn English.				

Annex II – Observation Grids

Control group	Students' reactions	Students' attitudes	Engagement	Motivation	Participation	Attention	Environment	Management
Session 1								
Session 2								
Session 3								
Session 4								
Session 5								
Session 6								
Session 7								

Session 8								
Session 9								
Session 10								
Session 11								
Session 12								

Experimental group	**Students' reactions**	**Students' attitudes**	**Engagement**	**Motivation**	**Participation**	**Attention**	**Environment**	**Management**
Session 1								
Session 2								
Session 3								
Session 4								

Session 5								
Session 6								
Session 7								
Session 8								
Session 9								
Session 10								
Session 11								
Session 12								

Annex III – Tests

Test 1 (session 4):

1. Answer the following multiple-choice questions:

1) A synonym of "surrender" is: a- carry on b- give up c- get over d- put off	6) The meaning "to continue" corresponds to: a- come up with b- get on with c- carry on d- take after
2) Complete the following sentence: "He will ____ the flu in a few days". a- stand up for b- come back c- run out of d- get over	7) A synonym of "admire" is: a- stand up for b- laugh down at c- look up to d- catch on
3) The meaning "to return" corresponds to: a- come back b- take after c- fall behind d- drop out	8) Complete the following sentence: "I prefer that my children ____ in a small village and not in a big city". a- come back b- grow up c- drop out d- work out
4) A synonym of "understand" is: a- grow up b- make up c- catch on d- work out	9) The meaning "to exercise" corresponds to: a- fall behind b- catch on c- work out d- stand up for
5) Complete the following sentence: "She does not ____ her mother, but her father" a- take after b- stand up for c- run out of d- clean up	10) A synonym of "defend" is: a- drop out b- stand up for c- go over d- catch on

2. Write about one of the topics by using at least five phrasal verbs from the list (150 words).

Topic 1: my daily routine. Topic 2: a trip that I will never forget.

Drop out, fall behind, get on with, go over, make up, put off, clean up, come up with, laugh down at, run out of

Test 2 (session 8):

1. Answer the following multiple-choice questions:

1) A synonym of "interrupt" is: a- cut across b- cut in c- break down d- turn out	6) The meaning "to retrace a route" corresponds to: a- cut across b- turn back c- turn into d- break down
2) Complete the following sentence: "I haven't got the job. They decided to ____ my application" a- turn up b- try out c- turn down d- splash out	7) A synonym of "reduce" is: a- cut in b- break up c- cut down on d- end up
3) The meaning "to continue" corresponds to: a- break down b- go on c- cut down on d- turn into	8) Complete the following sentence: "The quicker option is to ____ this field" a- cut off b- turn back c- cut across d- turn out
4) A synonym of "grasp" is: a- hold onto b- end up c- turn out d- cut in	9) The meaning "to spend a lot of money" corresponds to: a- splash out b- bring up c- try out d- cut off
5) Complete the following sentence: "They will ____ soon because they are not happy together". a- bring up b- get along c- turn into d- break up	10) A synonym of "leave" is: a- go away b- turn against c- cut across d- cut in

2. Write about one of the topics by using at least five phrasal verbs from the list (150 words).

Topic 1: your last weekend. Topic 2: an anecdote.

Cut off, turn against, turn into, turn out, turn up, break down, bring up, end up, get along, try out

Test 3 (session 12):

1. Answer the following multiple-choice questions:

1) A synonym of "revise" is: a- get across b- talk something over c- brush up on d- go off	6) The meaning "to hire" corresponds to: a- rent out b- turn on c- hang out d- make up for
2) Complete the following sentence: "I will ____ early to avoid traffic" a- set off/out b- throw away c- turn off d- keep on	7) A synonym of "continue" is: a- walk in b- turn on c- go off d- keep on
3) The meaning "make someone understand something" corresponds to: a- make up for b- get across c- talk something over d- turn off	8) Complete the following sentence: "Can you please ____ the TV? I want to sleep" a- throw away b- turn off c- brush up on d- go backwards
4) A synonym of "discuss" is: a- creep over b- keep on c- talk something over d- get across	9) The meaning "to enter" a- walk in b- turn on c- hide away d- let (someone) down
5) Complete the following sentence: "First, you should ____ if you want to buy a car" a- hide away b- shop around c- make up for d- get across	10) A synonym of "compensate" is: a- let (someone) down b- hang out c- make up for d- shop around

2. Write about one of the topics by using at least five phrasal verbs from the list (150 words).

Topic 1: something sad that happened to you Topic 2: an unexpected situation

Go off, hang out, hide away, let (someone) down, turn on, creep over, go backwards, grow apart, pay (someone) back, throw away

Annex IV

1. Complete the following sentences with the correct form of a phrasal verb from the following list:

   carry on – come back – get over – laugh down at – stand up for

   - Wait for me, I will _____ in a few minutes.
   - She couldn't stop _____ his hat because she thought it was ridiculous.
   - Do not stop please, _____ and tell me more about this plan.
   - We should _____ our rights instead of remaining silent.
   - Do not worry, she will _____ the flu soon.

2. Find a synonym for the following phrasal verbs:

   - Clean up:
   - Come up with:
   - Give up:
   - Run out of:
   - Work out:

3. Rewrite the following sentences by using the correct form of a phrasal verb from the previous exercises:

   - She left two weeks ago, but she returned yesterday because she needed more money.
   - I think I should stop trying to solve this problem, it is really difficult.
   - We will continue this conversation tomorrow. I am tired now.
   - I need to go to the supermarket because I have no yoghurt left.
   - She defended her position very well.

Annex V

1. Complete the following sentences with the correct form of a phrasal verb from the following list:

   drop out – get on with – grow up – make up – take after – clean up – come up with – give up – run out of – work out

   - It is very clear: he definitely _____ his father.
   - She _____ of school before finishing the course.
   - Maria goes to the gym every Wednesday so as to _____.
   - I think that the story she _____ is really interesting.
   - I have _____ an idea to solve this problem.
   - We have _____ milk, can you please go to the supermarket?
   - Paul stopped talking with his girlfriend and he _____ his homework.

- If you want your friends to come here, first you need to _____ your bedroom.
- My mother _____ in a small village near Barcelona.
- Do not _____! You need to continue trying to get the answer of this riddle.

2. Write a sentence including the following phrasal verbs:
   - Catch on:
   - Fall behind:
   - Go over:
   - Look up to:
   - Put off:
   - Carry on:
   - Come back:
   - Get over:
   - Laugh down at:
   - Stand up for:
3. Match the phrasal verbs with their corresponding definition:

a) Fall behind	To laugh at something or somebody
b) Stand up for	To be finished / to have no more
c) Go over	To exercise
d) Get on with	To clean something
e) Come back	Not to do something on time[1]
f) Laugh down at	To return to a place[1]
g) Clean up	To continue doing something[1]
h) Work out	To defend
i) Get over	To examine something in detail
j) Run out of	To recover from an illness or feel better after an unhappy situation[1]

4. Rewrite the following sentences by using the correct form of a phrasal verb from the previous exercises:
   - I admire my grandmother because of her strength and honesty.
   - They have decided to delay the concert for a year.
   - It is difficult at first, but I'm sure he will understand it.

[1] Cambridge Dictionary. (2020). Cambridge University Press. https://dictionary.cambridge.org/dictionary/

- He resembles his father.
- Can you continue doing the task, please?
- Have you thought of any idea?
- I lived in a farm when I was young.
- Mary doesn't want to study. Thus, she has stopped going to school.
- She has a lot of imagination and so she has decided to create a story.
- Don't stop trying! You will finally pass this subject.

Annex VI

1. Complete the following sentences with the correct form of a phrasal verb from the following list:

   break down – bring up – get along – go on – splash out

   - Please, don't stop talking and _____, I want to listen to you.
   - The washing machine has _____ and I have to buy another one.
   - I don't _____ with him. We are always arguing.
   - My parents are going to _____ and buy a very expensive car.
   - They have read many articles and books about how to _____ children.
2. Find a synonym for the following phrasal verbs:
   - Break up:
   - Hold onto:
   - End up:
   - Try out:
   - Go away:
3. Rewrite the following sentences by using the correct form of a phrasal verb from the previous exercises:
   - The couple separated after a ten-year relationship.
   - The motorbike stopped working and we had to wait for the recovery vehicle.
   - My mother told me to leave because I was making a lot of noise.
   - You are going to fall! Please, grasp my arm.
   - We should continue until we find a refuge.

Annex VII

1. Complete the following sentences with the correct form of a phrasal verb from the following list:

   cut across – cut in – turn against – turn down – turn out – break up – end up – go away – hold onto – try out

   - You can slip here, so you should _____ my arm.
   - She suddenly _____ his friend and started criticizing him.

- At first, it seemed a disaster, but it _____ to be a complete success.
- The company has _____ my application because they think that I'm not the perfect candidate.
- The best option is to _____ the park. You will arrive earlier.
- _____! You are bothering me.
- Please, wait for your turn and don't _____ while I'm talking.
- If he continues studying so hard, he will _____ being a doctor.
- I think they will soon _____ because they argue every day.
- Can you first _____ this cake and then decide if you like it?

2. Write a sentence including the following phrasal verbs:
   - Cut down on:
   - Cut off:
   - Turn back:
   - Turn into:
   - Turn up:
   - Break down:
   - Bring up:
   - Get along:
   - Go on:
   - Splash out:

3. Match the phrasal verbs with their corresponding definition:

a) Cut across	To make difficult to enter, leave or communicate.[1]
b) Cut down on	To change from supporting to opposing.
c) Cut in	To continue/happen.[2]
d) Cut off	To eat or drink less of a specific thing.
e) Turn against	To finally be in a particular place or situation.[2]
f) Go away	To go straight from one side of an area to another. [2]
g) Go on	To test something or someone.[1]
h) Hold onto	To leave a place.[2]
i) End up	To interrupt what someone is saying.[2]
j) Try out	To hold something or someone firmly.[2]

[1] Macmillan Dictionary. (2020). Macmillan Education Limited. https://www.macmillandictionary.com/
[2] Cambridge Dictionary. (2020). Cambridge University Press. https://dictionary.cambridge.org/dictionary/

4. Rewrite the following sentences by using the correct form of a phrasal verb from the previous exercises:
    - I didn't though he was going to come, but he eventually arrived.
    - They know very well how to raise a child.
    - I think she is angry with me because she has refused my invitation.
    - My friend's car has stopped working and so we have to take bus.
    - If we spend a lot of money, we will be ruined.
    - I was very nervous but finally, my presentation became a success.
    - It is obvious that we have a very good relationship.
    - Although it was getting dark, he didn't want to retrace his route.
    - His parents are always arguing and I think they are going to separate.
    - At first, he was very stupid, but then he became a friendly person.

Annex VIII

1. Complete the following sentences with the correct form of a phrasal verb from the following list:

    Brush up on – go off – hide away – make up for – turn off
    - She bought him a present in order to _____ her bad behaviour.
    - I was very sad and I didn't want anyone to find me, so I decided to _____ behind the sofa.
    - Before you go to Milan, you should _____ your Italian.
    - Can you please _____ the radio? I'm trying to study.
    - If you leave the milk in the sun for many hours, it will _____.
2. Find a synonym for the following phrasal verbs:
    - Get across:
    - Shop around:
    - Hang out:
    - Turn on:
    - Let (someone) down:
3. Rewrite the following sentences by using the correct form of a phrasal verb from the previous exercises:
    - You should compare prices before buying a house.
    - I think you need to revise your French if you want to go to Lyon.
    - I'm sure we will have a very good time if we spend time together.
    - Jack invited his brother to a restaurant to compensate for being rude with him.
    - She has disappointed her parents for her very low marks.

Annex IX

1. Complete the following sentences with the correct form of a phrasal verb from the following list:

   Creep over – grow apart – pay (someone) back – set off/out – throw away

   - We will _____for the airport at 8 o'clock in the morning.
   - We have _____. We used to meet every week, but I do not see her now.
   - Do not _____ this CD, it is my favourite one and I want to keep it.
   - A feeling of guilt always _____ him.
   - I hope they ____ me ____ all the money.

2. Find a synonym for the following phrasal verbs:

   - Go backwards:
   - Talk something over:
   - Keep on:
   - Walk in:
   - Rent out:

3. Rewrite the following sentences by using the correct form of a phrasal verb from the previous exercises:

   - Today we have discussed the benefits of going abroad.
   - They began their journey yesterday evening to avoid traffic.
   - She wants to discard some things that she doesn't use.
   - You should continue studying if you want to get a good job in the future.
   - Instead of going forwards, he was going to the opposite side.

Annex X

1. Complete the following sentences with the correct form of a phrasal verb from the following list:

   get across – hang out – let (someone) down – shop around – turn on – go backwards – keep on – rent out – talk something over – walk in

   - I will _____ my house during this year because I am going abroad.
   - Why are you _____? Have you forgotten anything?
   - Please, don't ____ me _____. I trust you.
   - Do you want to buy a motorbike? I think you should first _____ in order to make a good decision.
   - Whenever you _____ a shop, you have to disinfect your hands.
   - _____ trying! Don't desist. You will finally get it.
   - Can you please _____ the light? I cannot see anything.
   - Today, we are going to _____ this article.

- I was trying to _____ my idea but it was very complex.
- I used to _____ at the swimming pool because it's a very relaxing place.

2. Write a sentence including the following phrasal verbs:
   - Brush up on:
   - Go off:
   - Hide away:
   - Make up for:
   - Turn off:
   - Creep over:
   - Grow apart:
   - Pay (someone) back:
   - Set off/out:
   - Throw away:

3. Match the phrasal verbs with their corresponding definition:

a) Get across	To compensate for something bad.[1]
b) Hide away	To stop a piece of equipment.[2]
c) Make up for	To go to the opposite side.
d) Shop around	To make a piece of equipment start working.[2]
e) Turn off	To hire.
f) Turn on	To make someone understand something.[1]
g) Go backwards	To discuss.
h) Throw away	To go to a place where no one can find you.[2]
i) Talk something over	To get rid of something.[2]
j) Rent out	To compare the price and quality of the same object in different shops.[1]

4. Rewrite the following sentences by using the correct form of a phrasal verb from the previous exercises:
   - We are not sure but maybe we are going to start our journey next week.
   - This virus has created a fear that has overwhelmed all people.
   - Every time somebody enters the hall, the lights go on.
   - I have to revise this subject before taking the final exam.
   - I don't understand why we have become less intimate… We were best friends.

[1] Cambridge Dictionary. (2020). Cambridge University Press. https://dictionary.cambridge.org/dictionary/
[2] Macmillan Dictionary. (2020). Macmillan Education Limited. https://www.macmillandictionary.com/

- Are you going to return the money to my brother?
- Do you want to spend time with me next Thursday?
- You have disappointed me. I didn't imagine you would do this.
- You just have to persist in working hard if you want to achieve your goals.
- Please, eat this piece of fruit or it will spoil.

Annex XI - Find someone who…

1. Finds it hard to catch on that somebody is talking in an ironic way.
2. Knows somebody (a family member, a friend, …) who dropped out studies at some point.
3. Is falling behind in his or her studies because of having missed some school classes.
4. Finds it hard to get on with his or her tasks if he or she is interrupted.
5. Does not go over his or her notes the night before an exam.
6. Has grown up in a village.
7. Looks up to a singer from Latin America.
8. Has to study a lot this weekend and do many assignments to make up time lost.
9. Tends to put off meetings with friends.
10. Takes after his or her father.

Annex XII - Domino

Carry on	To clean something	Clean up	To return to a place[1]	Come back	To think of an idea or a plan[1]
Come up with	To recover from an illness or feel better after an unhappy situation[1]	Get over	To stop trying to do something[1]	Give up	To laugh at something or somebody

[1] Cambridge Dictionary. (2020). Cambridge University Press. https://dictionary.cambridge.org/dictionary/

Laugh down at	To be finished / to have no more	Run out of	To defend	Stand up for	To exercise
Work out	To continue doing something[1]				

Annex XIII - Heads up

Carry on	Catch on	Clean up	Drop out	Come back
Get on with	Come up with	Go over	Get over	Fall behind
Grow up	Give up	Look up to	Laugh down at	Make up
Run out of	Put off	Stand up for	Take after	Work out

Annex XIV – Ready, steady, go!

Cut across the park	Cut down on expenses	Cut in on a conversation	Cut off a town	Turn against her idea
Turn back home	Turn down a job offer	Turn into a ghost	Turn out all right	Turn up late

Annex XV – The circle

Break down	To stop working[2]	Break up	To end a relationship	Bring up	To take care of a child until he/she becomes an adult[1]
End up	To finally be in a particular place or situation[2]	Get along	To be friendly to each other[2]	Go away	To leave a place[2]

[1] Macmillan Dictionary. (2020). Macmillan Education Limited. https://www.macmillandictionary.com/
[2] Cambridge Dictionary. (2020). Cambridge University Press. https://dictionary.cambridge.org/dictionary/

Go on	To continue/ happen	Hold onto	To hold something or someone firmly[1]	Splash out	To spend a lot of money on buying things[1]
Try out	To test something or someone[2]				

Annex XVI – Think, ask and answer

Break down	Cut across	Break up	Cut down on	Bring up
Cut in	End up	Cut off	Get along	Turn against
Go away	Turn back	Go on	Turn down	Hold onto
Turn into	Splash out	Turn out	Try out	Turn up

Annex XVII - Taboo

Creep over • Affect • Cover • Invade	Go backwards • Move • Back • Progress	Grow apart • Distance • Less • Relationship
Pay (someone) back • Money • Return • Give	Keep on • Continue • Persist • Doing	Throw away • Waste • Want • Discard
Rent out • Hire • Pay • Use	Set off/out • Leave • Journey • Start	Talk something over • Discuss • Opinion • Topic
Walk in • Enter • Place • Go		

[1] Cambridge Dictionary. (2020). Cambridge University Press. https://dictionary.cambridge.org/dictionary/
[2] Macmillan Dictionary. (2020). Macmillan Education Limited. https://www.macmillandictionary.com/