



# From Rationale to Finale: Redesigning ‘English Speaking for Informal Interaction’ Instructional Activities and Material Development

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**Abstract.** Technology-supported language learning has immensely penetrated current EFL instructional practices. Such a phenomenon requires a warm reception among EFL practitioners. Some adaptations and modifications on existing instructional designs and materials are deemed urgency. Preliminary observation on English Speaking for Informal Interaction (a compulsory course for English-majoring students) textbook revealed that this textbook required further updates and modification regarding its instructional activities and materials. The designated unit merely displayed basic instructional activities to achieve the learning outcomes, without essentially focusing on collaborative learning and creative thinking, nor wide-ranging use of technology. Accordingly, this current study aimed at redesigning some aspects of the textbook. Qualitative content analysis was employed to arrive at the objective of this study, performed in multiple stages, namely: (1) identifying and collecting data from the textbook, (2) determining coding categories that represent some instructional activities and materials to redesign, (3) coding the redesigned contents of the textbook, (4) validity checking, and (5) refurbishing, finalizing, and presenting the results. The redesigned lesson plans and materials integrated the utilization of Artificial Intelligence (AI)-based chatbot (DialogFlow), Mobile-Assisted Language Learning (MALL) applications (Cake App and Puppet Pals App), Mindmap App, QR Code Generator, flip book (fliphtml5), social media (Instagram TV (IGTV)), and other relevant websites. The use of technologies for learning expectedly promotes autonomous and independent EFL learners. From the rationale to finale, this paper rounds off the redesigned scenarios by proposing alternative and democratic assessments through writing a reflection paper and peer assessment.

**Keywords:** Lesson plans · EFL · Technology · Artificial Intelligence · MALL Apps

## 1 Introduction

Designing instructional activities should be thought-provoking for English as a Foreign Language (EFL) teachers. With their courage to design a series of engaging tasks and

learning activities for their students, EFL teachers will always devote their time and energy to plan their lessons. English instructional and material design should arouse EFL learners' interests and align with their needs and goals of learning [1, 2]. When planning lessons, it is pivotal that teachers pay closer attention to step-by-step procedures that suit their teaching context as well as classroom specification and condition [3, 4]. Accordingly, EFL teachers' instructional activities will be well implemented in their classroom settings. In addition to designing a set of instructional activities, EFL teachers are to prepare instructional materials that aim for achieving learning objectives by means of adopting and adapting existing materials, as well as developing new learning materials. Both instructional activities and materials should authentically and meaningfully engage students in learning opportunities that facilitate them to sharpen their English skills and competence [5–7].

In this paper, a series of lesson planning and material development are performed to meet the requirement of English material evaluation and development. This paper is specifically targeting the design of three lesson plans completed with base and supplementary materials to achieve certain objectives of learning. Not only is it necessary to specify a course to teach with details on target students, learning goals, tasks, activities, and assessment, but some focuses of the lesson designs are to be set forth as well. Finally, this paper will elaborate the rationales for redesigning the lesson plans and developing instructional materials.

This paper initially describes some specifications of a course to teach, its learning outcomes, target students, and a selected topic of the class. Speaking for Informal Interaction is a course selected for the purpose of this current study. This course is offered in an English Language Education program in one of universities in Indonesia. Students who enroll for the course are those who are in their third semester with the age range of 19 to 20 years old. In a totally EFL context, although they are majoring in English Language Education and in their second year, their proficiency levels are still ranging from pre-intermediate to intermediate levels. Speaking for Informal Interaction is a compulsory course that is designed to equip students to speak English at an intermediate level of informal English for daily routines, small conversation, informal meeting and gathering, and other daily basis communication as well as to ask and answer informal questions. Awareness to respect others, cultural values, and environment is juxtaposed to shape students' attitude to be a better globalized citizen.

There are some English speaking topics to discuss throughout the semester, namely: self-introduction in informal settings, self-descriptions of close friends, art works, reports on current news, moderate conversations with various types of guests in an event, a small talk in family, commenting on updated status on social media, initiating and keeping the flow of peer discussion, networking communication in campus, and discussing leisure activities [8]. For the purpose of this current study, the topic of a small talk in family is selected. This topic sounds simple but familiar and relevant to students' context. Preliminary observation on the course textbook revealed that this textbook, especially the topic of a small talk in family, required further upgrades, additions, and modification regarding its instructional activities and materials. The designated unit merely displayed basic instructional activities to perform in three meetings to achieve the learning outcomes, without chiefly focusing on collaborative learning and creative thinking as well

as extensive use of technology for teaching and learning English as a foreign language (EFL).

In second language acquisition (SLA) theories, it is recommended that students be encouraged to hone their social skill by performing tasks and/or solving problems in collaboration with their peers as well as to engage EFL learners in creative construction of language [9, 10]. This current study aims at redesigning the existing instructional activities and materials proposed by the textbook as the base material. The redesigned classroom activities and materials will be based on theories of SLA and digital technology for teaching language (particularly MALL Apps and Artificial Intelligence-based chatbot), which will be thoroughly discussed further in the succeeding parts.

The advancement of technology has encouraged various sectors of life to make use of it, not excluding education field. EFL teaching and learning have also been 'colored' by some technological platforms installed in a mobile phone over the past years, later referred to as Mobile-assisted Language Learning (MALL) applications, used to facilitate foreign language learners to acquire English as a target language. Therefore, it is urgent that English teachers be knowledgeable of MALL applications for their teaching, especially how to encourage their students to make use of their mobile phones for learning purposes. Learning English is not supposed to only occur in classrooms, but outside classroom as well, and thus extramural learning activities [11]. Learning through accessing MALL applications is a part of extramural activities that will enable students to be autonomous learners [12] who are responsible for searching for their own ways to practice their acquired L2 knowledge. Now that EFL learners are trained to be autonomous and independent, they will realize that out-of-class learning is necessary [13, 14].

As the number of MALL applications has been appending along the time and catering for learning four language skills and language components (vocabulary, grammar, pronunciation, etc.), EFL teachers and learners should keep updating such inventions and trying to access MALL applications. There are many MALL applications (i.e. Cake, British Council, Vocabox, Puppet Pals, etc.). In the redesigning stage of this current paper, Cake App, for instance, is used as it enables learners, particularly to consecutively learn English expressions, grammar, and vocabulary. Cake is a sample mobile application that provides short clips to make learning English expressions simple. This application offers fun and exciting videos to learn common English expressions that are updated daily. Most videos are taken and adapted from YouTube. There have been over 500 videos containing specific expressions to study every day by its users. After installing Cake, users should choose their L1 (in my case Bahasa Indonesia) and can easily access a long list of English videos; each video teaches one target expression. The special feature of Cake is a modification of a free YouTube video into an English expression learning video completed with a subtitle in its users' L1. In addition, there is a 'repeated targeted expression' that allows its user to listen to one taught expression three times. Such a repetition is potentially beneficial for beginner language learners (also young learners) who prefer to learn through reiteration of sample English utterances [15]. Every taught expression will really stick into its users' memory. Some videos are portraying cartoon characters and some others are acted out by teenagers/adults. All characters in the videos converse in English in a setting that resembles real-world conversations.

Creating naturalistic learning is indispensable to facilitate EFL learners to learn in an authentic and meaningful way [5, 16–18]. There is always a key merit of utilizing MALL Apps. Expectedly, the use of MALL Apps will arouse their users' interest and motivation to play and unconsciously acquire a considerable number of words through incidental learning [19–22]. As EFL learners engage in fun activities through online media, they can increase their vocabulary knowledge [23, 24].

In addition to MALL Apps, this current study also integrates Artificial Intelligence-based chatbot to simulate human conversation. There are generally two scenarios of vocabulary building activities through conversation. The first scenario is a human-to-human conversation mode and the second one is a virtual conversation mode via Artificial Intelligence (AI)-based chatbot (a text-based-chatbot). Some points of reflection are highlighted as follows: strengths and weaknesses of each mode, preferred mode for vocabulary learning, and the most effective way to use AI-based chatbot for language learning.

Every mode of conversation offers various strengths and weaknesses, not excluding human-to-human conversation and virtual conversation via an unconventional technology-integrated learning experience that utilizes Artificial Intelligence [25]. First, human-to-human conversation offers a natural environment of communication practices. Turn-taking activities are deemed to be real-world basis. The ultimate goal of vocabulary learning is using the acquired vocabularies into real conversation with intended audiences/interlocutors. English learners should be allowed to use their previously acquired vocabulary knowledge as a scaffold for their English-speaking practices [5, 26].

However, there are some possible weaknesses of this human-to-human conversation especially for language learning. The competence level of students varies, thus the wide gap of information to share during the conversation is likely to happen (domineering role of one speaker for instance). The other issue is that not all students, by character traits, are willing to talk openly. Some introverted students tend to be silent and hesitant to initiate any talk during a conversation. As for a virtual conversation via an AI-based chatbot, it offers a safe environment to converse. The interlocutor is virtual and created by the user of this AI-based chatbot. In addition, AI-based chatbot has been designed to be fast response to each utterance given. It is necessary to naturally complete every interactive platform with the ability to clarify unclear statements from its user so as to serve a natural language practice setting [27].

Considering the strengths and weaknesses of both human-to-human and AI-based chatbot conversation, EFL practitioners cannot firmly and blatantly declare any certain preference on which mode serves better than the other one. It depends on the English learners' level of proficiency and character traits. It is true that human-to-human conversation is more natural as it provides a wide array of real-world communication settings. The turn-taking is flowing naturally as both speaker and interlocutor can transfer ideas and clarify missing information helped by gestures and pictorial cues. However, this sort of peer conversation is suitable for students with intermediate-high proficiency of English to keep the conversation proceeding smoothly. In contrast, AI-based chatbot serves beginner learners as it gives them extra time to cognitively think of how to reply to certain statements and to answer some questions in an affectively motivating learning setting [28]. AI-based chatbot character can wait for its user to come up with

ideas. Referring to the traits of English learners, human-to-human conversation suits extroverted students who are outspoken and willing to share ideas face-to-face. It is considerably tough for introverted students who tend to be silent when being paired for performing conversation. AI-based chatbot offers a solution for this problem as it is a safe environment to practice speaking using a number of acquired vocabularies. However, both human-to-human and AI-based chatbot conversations are beneficial to serve differing types of English learners.

Now that many academicians begin to highlight how AI-based chatbot is comparable to human-to-human conversation, discussing the strengths and weaknesses of each mode, and claiming that both modes serve differing English learners, it is wise to point out the most effective way to use AI-based chatbot for language learning as the alternative conversation platform. From now on, English teachers have another option for conversation activity targeting beginner learners who are not confident and fluent enough to get engaged in pair conversation. AI-based chatbot offers a harmless environment to practice speaking and vocabulary. It is deemed necessary that students be guided to maximally use AI-based chatbot and discard their learning anxiety. In addition, students must be meaningfully engaged in more learning opportunities through interactive activities to hone their English competence [6, 7]. Finally, AI-based chatbot can be used to alternate in-person conversations in traditional classrooms. The integration of technology in English teaching and learning is apparent by means of conversations via AI-based chatbot.

MALL applications and AI-based chatbot are chosen to facilitate EFL learners to learn English expressions, speaking, grammar, and vocabulary successively. By accessing and playing with these MALL applications and AI-based chatbot, it is expected that EFL learners can have more opportunities to accommodate their L2 learning process outside classrooms [29]. English teachers should consider potential merits of MALL applications and AI-based chatbot to supplement their formal classroom activities [30, 31]. Despite some possible limitations of MALL Apps and AI-based chatbot, the potential gains of learning through MALL applications and AI-based chatbot outweigh any conceivable demerits that can be solved by English teachers, for instance by connecting what their students have learned autonomously from MALL applications and AI-based chatbot with authentic materials. Finally, it is English teachers' challenge to keep exploring various features of learning applications and encourage their students to access MALL applications, AI-based chatbot, and other online platforms, as well as to be responsible for maximizing their independent L2 learning activities.

## 2 Method

This current study was conducted by employing a qualitative design. Specifically, the selected method to arrive at the results of this study was qualitative content analysis. Qualitative content analysis explicitly determines and reveals the facts and interpretation from the presence of certain words, phrases, and sentences within a number of available qualitative data such as texts [32–35]. By means of content analysis, the researcher could analyze and quantify the presence of meanings and interrelate the relationships among a number of clues, themes, and concepts in a given text. English Speaking for Informal Interaction textbook was selected for the purpose of this study.

The data were primarily collected from the lesson designs pre-prepared and presented by the course textbook titled “English Speaking for Informal Interaction” written by [8]. Out of ten units, Unit 6 with the topic of a small talk in family was purposefully selected to exemplify the redesigning scheme. The main consideration of this selection was that this topic was deemed to be familiar and relevant to students’ context. There are two learning outcomes set in the curriculum for this topic; they are: 1.) Students are able to mention topics and short contents of small talk during breakfast/lunch/dinner time and 2.) Students are able to give responses to family members in proper speech forms. This topic will be taught in three meetings with two major focuses on *collaborative learning* and *creative thinking*.

Qualitative content analysis was performed in multiple steps. The basic stages of content analysis were adapted from the core concepts proposed by some above mentioned theorists. The stages comprised: (1) identifying and collecting data from the textbook of English Speaking for Informal Interaction, particularly the topic of a small talk in family; (2) determining coding categories that represent some instructional activities and materials to redesign based on theories of SLA (focusing on collaborative learning and creative thinking) as well as digital and technology-supported learning; (3) coding the redesigned contents of the textbook (while drafting the redesigned lesson plans); (4) validity checking by an English material evaluation and development expert; and (5) refurbishing, finalizing, and presenting the results. The redesigning stages included the utilization of Artificial Intelligence (AI)-based chatbot (DialogFlow), Mobile-Assisted Language Learning (MALL) applications (Cake App and Puppet Pals App), QR Code Generator, flip book (fliphtml5), social media such as Instagram TV (IGTV), and other relevant websites.

### 3 Results and Discussion

Based on data collection and identification, the textbook, especially the topic of a small talk in family, required upgrades, additions, and modification regarding some instructional activities and materials. The previous version of this unit simply displayed basic activities to follow within three meetings to achieve the learning outcomes, without explicitly and fervently integrating collaborative learning and creative thinking as the foci, nor ample uses of technology for teaching and learning EFL. After coding the contents of the textbook that needed to be redesigned, the researcher redrafted the lesson plans for teaching this selected topic. Validity checking was performed by a material evaluation and development expert, a professor in one of universities in Korea, specializing in technology-supported language learning. The professor provided feedback on some strands of the redesigning purpose, from creative use of technology to propel language skills of students to socially constructed learning arena for EFL learners. The researcher’s ideation and redesigned lesson plans considering the expert feedback are presented in this section. Some relevant theories and previous studies’ findings will also be directly lodged to support the results.

In order to achieve the learning outcomes, three lesson plans have been redesigned for three periods that comprise sequences of instructional activities, materials, technologies with diverse media formats, and strategies to accomplish two major focuses of the

**Table 1.** Summary of redesigned instructional activities and materials for period 1–3

Period 1	<ul style="list-style-type: none"> <li>- drawing family tree using an online template</li> <li>- describing family members (brief oral description)</li> <li>- explaining the purposes of a small talk in a family</li> <li>- presenting a flip book containing basic information about family conversation</li> </ul> <p>QR Code: </p> <ul style="list-style-type: none"> <li>- brainstorming possible topics for a small talk during family gathering (in pairs)</li> <li>- jotting down some topics for family conversation (<i>collaborative learning through pair discussion</i>)</li> <li>- mentioning some common expressions to be used during family conversation based on chosen topics</li> <li>- practicing a conversation with AI-based Chatbot DialogFlow</li> </ul>
Period 2	<ul style="list-style-type: none"> <li>- sharing with another pair and finding out similarities and differences of topics and contents of a family talk (groups of 4 students)</li> <li>- deciding one agreed topic and setting a scenario of a family talk (<i>collaborative learning</i>)</li> <li>- providing four sample videos of family conversation (Cake App)</li> </ul> <p>QR Code: </p> <ul style="list-style-type: none"> <li>- drafting a scenario (plot) for family talk (<i>creative thinking</i>)</li> <li>- playing sample video of family gardening conversation (Puppet Pals App)</li> </ul> <p>QR Code: </p> <ul style="list-style-type: none"> <li>- consulting the talk scenario (plot) with the lecturer (<i>negotiated interaction</i>)</li> <li>- revisiting and revising the talk scenario (plot) based on the lecturer’s feedback (<i>collaborative learning</i>)</li> </ul>
Period 3	<ul style="list-style-type: none"> <li>- performing a role play based on the set scenario</li> <li>- improvisation: sending one new member during the performance for impromptu improvisation of the family talk (<i>creative thinking</i>)</li> <li>- extended learning activity: video-making project performing a family talk using Puppet Pals App to be uploaded on Instagram TV (IGTV) with a hashtag #ESFIIfamilytalk (then rewarding a group with most likes)</li> </ul> <p>QR Code: </p>

classroom instruction. Table 1 presents the summary of redesigned instructional activities and materials for teaching and learning the topic of a small talk in family.

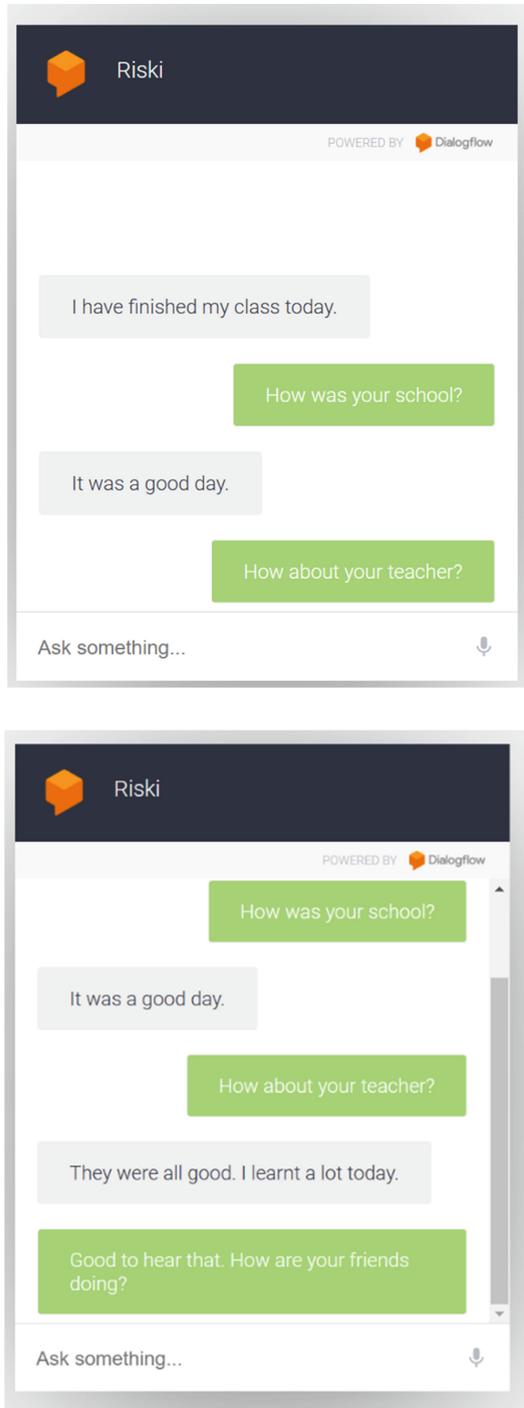
The first period provides some initial activities and materials to direct students to the topic of family they are going to talk about. To lead students into talking about their family, the pre-task assigns students to describe their family members. It is expected that rapport will be built among students as they familiarize one another through talking about their families. Students are guided to draw their family tree using an online template. The lecturer provides two links for students to access their desired templates: <https://bit.ly/3SLQ6Sc>. Providing online templates helps students draw their family tree easily and produce an interesting layout to present their work. After drawing their family tree, students are to briefly describe their family members orally.

Now that students are directed toward talking about their family, the lecturer proceeds with another activity that is a small talk in family. It is started by explaining the purposes of conversation among family members, how to start a conversation, positive family communication rules, and possible topics for family conversation. The basic information is sourced from a base material for this course, e-book version of ‘English Speaking for Informal Interaction’ textbook. In addition to the textbook, materials on basic concepts of a small talk in family are supplemented by other relevant information taken from various online resources. These supplementary materials are presented in a flip book that is available online. The technology used for making a flip book is flip book making application – fliphtml5. Instead of sharing website links to access the textbook and flip

book that look lengthy <https://bit.ly/3AggEDY> for the textbook and <https://online.fliphtml5.com/prur/nllh/> for the flip book, sharing QR codes is considered more practical. Accordingly, the lecturer could convert those website links into QR codes via QR Code Generator. The lecturer simply needs to print out two QR codes in a small piece of paper or more preferably display the two QR codes through an LCD projector. Students can easily access the materials via their cell phone camera and read through their cell phone screen. This is in line with the notion of technology-assisted learning, asserting that language educators are encouraged to utilize digital technology for their teaching practices [12].

After equipping students with basic information about family conversations, the succeeding activity is brainstorming possible topics for a small talk in family. To achieve the focus on collaborative learning, students are paired to jot down some possible topics for family conversation. In pairs, they are assigned to mention some family-related topics and some common expressions to be used during family conversations as many as they can figure out. As an initial practice for students to have a small talk in family, the lecturer created a chatbot via DialogFlow. AI-based chatbot is selected as a motivational activity to give a sample interaction between a parent and a daughter/son after school. There is a typical conversation between the two designed in five turns, talking about school, teacher, friend, and what to eat for dinner. DialogFlow is an alternative conversation platform that provides a safe environment to have an initial practice using a number of acquired L2 vocabularies and expressions. The rationale behind the use of this AI-based chatbot is that it gives them extra time to cognitively think of how to reply to certain statements and to answer some questions in an affectively motivating learning setting [28] before being exposed to a real conversation in a natural language practice setting [27]. The link for DialogFlow chatbot to access by students is <https://bot.dialogflow.com/bdb71fb8-84bd-470c-8dc3-c9f506c42dbc> (Figs. 1 and 2).

The second period challenges students with more collaborative learning activities and creative thinking. The lecturer starts the class by assigning students to work in groups of four. In the previous meeting, every pair has jotted down some possible topics for family conversation. In this second meeting, two pairs are to gather into one group comprising four members. They are to share similarities and differences of their topics and common expressions in a family conversation. Working collaboratively, every group is instructed to decide one agreed topic and set a scenario of a family talk. To better equip students with examples of family talks, the lecturer provides supplementary materials, which are four sample videos of family conversation. The topics of the four videos are *make-up with mother*, *Christmas dinner*, *a big problem in a family*, and *disaster evacuation talk in a family*. The four videos are taken from Cake mobile-assisted language learning (MALL) application. The main rationale for adopting materials from Cake App is because it provides short clips to make learning English expressions simple. This application offers fun and exciting videos to learn common English expressions that are updated daily. The special feature of Cake is a modification of a free YouTube video into an English expression learning video completed with a subtitle in its users' L1. In addition, there is a 'repeated targeted expression' that allows its users to listen to one taught expression three times in order to make it really stick into learners' memory. All characters in Cake App videos converse in English in a setting that is similar to authentic conversations.



**Fig. 1.** The interfaces of DialogFlow (AI-based Chatbot)

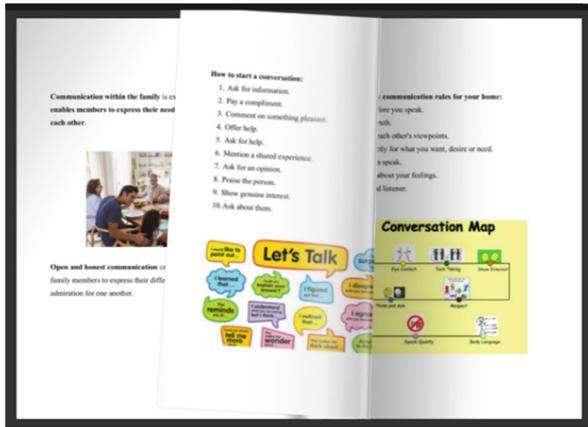
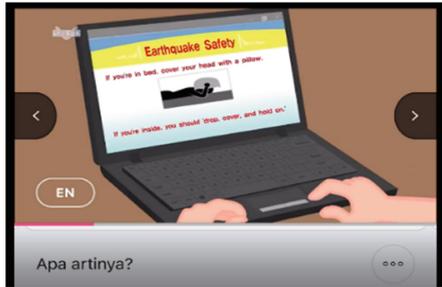


Fig. 2. Screenshot of Flip Book (fliphtml5)

This is a good point of using Cake App as creating a naturalistic learning is essential to facilitate EFL learners to learn in an authentic and meaningful way [1–6].

To access the four videos as the learning materials more easily, the lecturer displays QR code on the projector screen. The four videos are presented in both MOV and MP4 formats that suit IOS and Android users respectively. As students are directed to the four videos to watch within their group, they are expectedly inspired to draft a scenario for their own family talk. This main task fosters students' collaborative learning activities and more particularly their creative thinking to outline their family conversation plot. The other sample video for family conversation is presented by the lecturer. This material (conversation script) is written and recorded by using Puppet Pals MALL App. Puppet Pals App allows its users to perform their role plays by selecting or creating their own characters and settings, to record their voices, as well as to convert and export the recorded video as a downloadable material to share. The topic of this created video is family gardening featuring a mother, a father, and a son in a house yard. To easily access this video as the learning material, the lecturer displays QR code on the projector screen. The next activity is consulting each talk scenario with the lecturer. The lecturer provides some feedback and offers some possible modifications to make each scenario compelling and unique. Then, all groups are given an opportunity to revisit and revise their talk scenarios based on the lecturer's feedback and suggestions. They should complete this task collaboratively and interactively as they need to agree whether to accept their lecturer's suggestions to modify their story plot or keep some parts intact (Figs. 3 and 4).

The last period puts a strong emphasis on creative thinking. In this meeting, every group is to perform a role play based on the family conversation scenario that has been set in the previous meeting. However, in order to upskill students' creative thinking, the lecturer challenges each performing group with a spontaneous improvisation. The lecturer will send one new member (randomly taken from another group) into each performance. It will trigger impromptu improvisation of the performed family talk and thus fostered creativity. Such a learning activity has been aligned with a number of



**Fig. 3.** Screenshot of *Cake MALL App*



**Fig. 4.** Screenshot of *Puppet Pals MALL App*

scholars who highpoint the needs for devising and exposing learners into engaging interactions that sharpen their critical and creative thinking skills [7–9]. As for the extended learning, the lecturer assigns each group to make a video recording a family talk they have performed in the classroom. They are allowed to modify their script or story plot.

There are two options for completing the project: 1) performing a family talk (with properties in a house), recording, and uploading to Instagram TV (IGTV) or 2) recording a family talk using Puppet Pals MALL App by selecting relevant characters and setting, converting the dubbed and recorded video into MOV or MP4 formats, and uploading to Instagram TV (IGTV). Before uploading their video, they are required to tag the lecturer’s Instagram account [www.instagram.com](http://www.instagram.com) (add IG account name) and write a hashtag #ESFIIfamilytalk that stands for English Speaking for Informal Interaction family talk. The use of hashtag, with a # symbol, aims at indexing a keyword or topic of an Instagram post. It makes searching for certain groups of uploaded videos easier and faster. For completing this project, students should work collaboratively and make use of technology (MALL App) for their learning outside the classroom. This extended activity underpins the notion that learning English is not supposed to only occur in a classroom, but outside classroom as well, and thus proposing extramural learning activities [10]. Learning through accessing MALL application is a part of extramural activities that will help shape students to be autonomous learners [11] who are responsible for searching for their own pathway to practice their acquired L2 knowledge while collaboratively working on a project. In order to appreciate students’ hard work and acknowledge their

performances, the lecturer will capture and describe the best moments of each group performance. In addition, the lecturer will count the number of ‘likes’ on every posted video for rewarding the most favourite video.

As most tasks are performed in groups, assessment is another challenge the lecturer should deal with. In order to assess speaking, performance-based assessment is commonly utilized [12] as it involves students in actually performing certain behaviors teachers intend to measure. Such communicative competence entails students’ acts of speaking, responding, combining speaking and listening, as well as integrating writing and reading. Some aspects to assess include content, creativity, and language use. The other issue to cope with performance-based assessment for group work is fairness. Every group member has a different contribution towards his/her group’s task/project completion, and thus all members will not be graded equally. Fairness in assessment should be discerned and concerned about in every assessment [13]. Accordingly, in addition to assessing group performance, the lecturer could assign students to write a one-page reflection paper individually that describes what they have learnt from each task and what they have contributed to their group. In their reflection paper, students are to also state the contribution of other group members to the completion of every task/project. This way, the lecturer adapts the concept of alternative assessment and democratic assessment that promotes fairness and makes students socially responsible for their actions [7, 14]. In other words, the lecturer could complement the performance-based assessment with students’ peer assessment to result in fair scores/grades for all students. Finally, those are the redesigning stages of ‘English Speaking for Informal Interaction’ instructional activities and material development: from rationale to finale.

## 4 Conclusion

This paper has described a series of lesson planning and material development for teaching English Speaking for Informal Interaction course, specifically selecting the topic of a small talk in family. Through the sequences of redesigned instructional activities, which require students to complete some tasks collaboratively and perform their speaking creatively, as well as the developed materials from period 1 to 3, the two focuses of the instruction, collaborative learning and creative thinking, are expected to be achieved. The rationales for developing the instructional materials, both base and supplementary materials, have been elaborated above. The lecturer could adopt, adapt, and create the instructional materials by integrating the use of some technologies (MALL Apps, Artificial Intelligence, and other online platforms) for EFL practices, such as: AI-based Chatbot (DialogFlow Essentials), Mind map App, flip book making app – fliphtml5, Cake MALL App, Puppet Pals App, QR Code Generator, and Instagram or IGTV to facilitate students’ learning.

The use of technologies for learning expectedly promotes autonomous and independent EFL learners who realize the importance of out-of-class learning instead of merely in-class learning [15, 16]. Fairness of assessment is the other concern of the lecturer to evaluate students’ group performance. In addition to performance-based assessment administered by the lecturer, an alternative and democratic assessment has been adapted through writing a reflection paper and peer assessment. This way, the lecturer

will foster a social learning environment that encourages communication, interaction, goal orientation, as well as feedback from learner to learner and lecturer to learner.

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