

improved their language proficiency and became more engaged in the task. Thus, they are a clear example of the benefits of ICT in increasing students' intrinsic motivation.

We can finally conclude that if these features and tasks are taken into account in EFL in-class activities, teachers can motivate students intrinsically, and what is more important, they can ensure that students enjoy learning. These are the reasons why implementing intrinsically motivating activities in the L2 classroom would achieve better results in the field of EFL learning.

Bibliografía

- Ahmadi, M. (2013). The relationship between students' reading motivation and reading comprehension. *Journal of Education and Practice*, 4(18), 8-17.
- Anjomshoa, L., & Sadighi, F. (2015). The importance of motivation in second language acquisition. *International Journal on Studies in English and Literature (IJSELL)*, 3(2), 126-137.
- Bahous, R., Beirut, C., Bacha, N., & Nabhani, M. (2011). Motivating students in the EFL classroom: A case study of perspectives. *Canadian Center of Science and Education*, 4(3), 33-43.
- Blay, R., Mercado, K., & Villacorta, J. (2009). The relationship between motivation and second language reading comprehension among fourth grade Filipino students. *The Philippine ESL Journal*, 2, 5-30.
- Chelbi, R. (2010). "Motivating students to perform better orally in a communicative language teaching framework". (*Dissertation*). University of Constantine.
- Fukuda, E., Matsumoto, K., & Suzuki, M. (2014). Motivational changes and preference for in-class activities. Collected papers of the humanities, Soka University.
- Ghanizadeh, A., & Jahedizadeh, S. (2015). An exploration of EFL learners' perceptions of classroom activities and their achievement goal orientations. *International Journal of Research Studies in Education*, 4(3), 33-45.
- Guendouze, M. (2012). "The effects of anticipation rewards on students' motivation in learning grammar". (*Dissertation*). University of Constantine.
- Johnson, M. (2012). A pilot study examining the motivational effect of instructional materials on EFL learning motivation. *Hokkaido Language and Culture Research*, 10, 39-47.
- Komiyama, R. (2009). CAR: A means for motivating students to read. *English Teaching Forum*, 47(3), 32-27.
- Kong, Y. (2009). A brief discussion on motivation and ways to motivate students in English language teaching. *Canadian Center of Science and Education*, 2(2), 145-149.
- Kuramoto, C. (2002). Improving motivation in oral communication classrooms in Japan: *An action research project*. *ELTED*, 6, 45-67.
- Lee, H. (2012). "ESL learners' motivation and task engagement in technology enhanced language learning contexts". (*Dissertation*). Washington State University.
- Motlhaka, H. (2012). "Developing ESL listening: promoting student motivation". (*Doctoral Thesis*). Indiana University of Pennsylvania.
- Naima, B. (2014). "The role of intrinsic motivation in developing the students' speaking skill". (*Dissertation*). Mohamed Khidre University.
- Pigott, J. (2008). "Toward classroom-friendly models of motivation: A data-led investigation into student perceptions of motivating and demotivating classroom factors, and the relationship between student orientations and preferred classroom activities". (*Doctoral Thesis*). University of Birmingham.
- Ryan, R., & Deci, E. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.
- Schmidt, R., Boraie, D., & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections. In Rebecca Oxford (Ed.), *Language Learning Motivation: Pathways to the New Century*. (Technical Report #11) (pp. 9-70). Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center.
- Tsao, C. T. (2012). "Learners' preferred instructional activities and their English learning motivation: a study of EFL vocational high school students in Taiwan". (*Doctoral Thesis*). Ming Chuan University.
- Weger, H. (2012). International students' attitudes towards L2-English classroom activities and language skills in the USA. *Innovation in Language Learning and Teaching*, 7(2), 139-157.
- Yuan-bing, D. (2011). How to motivate students in second language writing. *Sino-US English Teaching*, 8(4), 235-244.