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| RESEARCH ARTICLE

Innovative Pedagogical Strategies: Fostering Inclusion and Motivation in the ESL Classroom

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| ABSTRACT
This paper examines the potential role of innovative strategies and tools in supporting inclusion and motivation in English language learning. As classrooms become more diverse, teachers need approaches that respond to different learner needs and provide meaningful opportunities for participation and engagement. Using a comprehensive literature review methodology, this paper examines the flipped classroom model, Storybird, Flipgrid, Quizlet, Kahoot, and Book Creator. The review focuses on their types, potential benefits, and challenges in ESL/L2 learning. The findings show that these strategies and tools can support motivation, engagement, participation, interaction, autonomy, and language learning. Some studies also show potential benefits for inclusion by providing learners with different ways to participate; however, direct evidence for inclusion is less consistent across the tools. The review also identifies challenges related to access and technical support, time, privacy and academic integrity, dependability, and assessment. Based on these findings, the paper proposes a flexible framework that ESL/EFL teachers can adapt when selecting and using innovative strategies and tools in their classrooms. The paper concludes with recommendations and directions for future research and practice.

| KEYWORDS
Innovative pedagogy, ESL inclusion, motivation strategies, and digital tools in education

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1. Introduction

Language learning is a complex and dynamic process that involves cognitive effort, attention, motivation, and involvement (Li & Lan, 2022). Inclusion means ensuring that all learners, regardless of background, ability, language level, or learning needs, have meaningful access to learning and participation (UNESCO, 2020; Salend, 2010). In ESL classrooms, this involves creating supportive conditions for diverse learners. Motivation refers to the interest, desire, and effort learners bring to learning. More specifically, motivation refers to the desire, interest, and effort that learners bring to the learning process (Gardner, 2007). Gardner (2007) distinguishes between language learning motivation, which focuses on learning a second language, and classroom learning motivation, which is influenced by factors such as the teacher, classroom environment, materials, and learner characteristics. Motivation is important because it affects learners' effort, participation, and achievement and can be shaped by personal, social, and educational factors (Nurhidayah, 2020). Traditional methods of language teaching and learning, such as lecturing, drilling, and testing, may not be sufficient or effective for meeting the diverse needs and interests of learners in the 21st century. Phung et al. (2023) also note that learners in EFL settings, particularly where grammar-focused teaching is still common, may have few opportunities to use English meaningfully both in and beyond the classroom. In order to facilitate language learning, teachers need to provide learners with meaningful and engaging opportunities to use the target language in various contexts and for various purposes. Similarly, Alzubi et al. (2023) emphasize that effective language instruction should expose learners to clear, meaningful, and engaging spoken and written language in the target language to support the development of language

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proficiency. In ESL classrooms, the integration of innovative strategies is important for improving English language teaching and learning (Fabregas, 2024). These strategies may also help create a more inclusive and motivating learning environment. As classrooms become increasingly diverse, educators are challenged to use teaching approaches that respond to diverse learning needs while promoting a sense of inclusion and motivation in learning. UNESCO (2020) contends that an inclusive school culture can enhance students' motivation, encouraging them to take greater responsibility for their behaviour and learning while also fostering a stronger sense of belonging. Therefore, there is a need to explore alternative and innovative ways of enhancing language learning, especially in second or foreign language (L2) contexts, where learners may have limited exposure to and opportunities to use the target language.

One possible way to enrich L2 learning is through innovative strategies and tools such as the flipped classroom model, Storybird, Flipgrid, Quizlet, Kahoot, and Book Creator. These approaches can provide learners with opportunities to create, share, and interact with language content and tasks in different formats and genres. Innovative teaching refers to the use of new, creative, and forward-looking methods that improve the teaching and learning process. These approaches may involve technology, new teaching strategies, curriculum design, and different learning environments to increase students' engagement, understanding, and learning outcomes (Gampala, 2023). Similarly, Ampa and Nurqalbi (2021) describe innovative teaching as teachers' creativity in modifying teaching styles and strategies, including the use of technology-based methods, to improve learners' knowledge and participation. They also emphasize the importance of innovative teaching in helping learners develop their potential and improving the quality of the teaching and learning process. In ESL learning, innovative strategies or tools such as the flipped classroom model, Storybird, Flipgrid, Quizlet, Kahoot, and Book Creator can create more interactive, inclusive, and engaging learning experiences. These strategies provide different ways for learners to practice speaking, listening, reading, writing, and vocabulary through storytelling, games, collaboration, and multimedia activities. They may also support learners with different language levels and learning preferences by allowing them to learn at their own pace and participate in different ways. In this way, innovative strategies can contribute to learners' motivation, participation, collaboration, and confidence in using English (Gampala, 2023; Ampa & Nurqalbi, 2021). Although innovative teaching strategies have been increasingly discussed in language education, there is still a need to bring together the literature on how different innovative strategies can specifically support both inclusion and motivation in ESL learning. In particular, greater attention is needed to their benefits, challenges, and practical application across diverse ESL learners and classroom contexts. Using a comprehensive literature review methodology, this paper examines innovative pedagogical strategies, including the flipped classroom model, Storybird, Flipgrid, Quizlet, Kahoot, and Book Creator, and their potential to foster inclusion and motivation in ESL learning. Our review examines the types, potential benefits, and challenges of these strategies and proposes a framework that ESL teachers can adapt to support diverse learners in their classrooms. The paper concludes with recommendations and directions for future research and practice.

2. Methodology

2.1. Literature Review Design

This study employed a comprehensive literature review methodology to examine innovative pedagogical strategies and tools used in ESL/L2 learning, with particular attention to their potential to promote inclusion and motivation. The review focused on the flipped classroom model, Storybird, Flipgrid, Quizlet, Kahoot, and Book Creator. The purpose of the review was to identify the types, potential benefits, and challenges associated with these strategies and tools and to use the findings to develop a practical framework that ESL teachers can adapt to support diverse learners. The review followed a structured narrative and thematic approach rather than a systematic review protocol.

2.2. Search Strategy

Relevant literature was identified through searches of ERIC, Google Scholar, and Google Search, with Google Scholar serving as the primary source for locating studies. Search terms included combinations of keywords such as "innovative tools," "innovative pedagogy," "ESL learning," "L2 learning," "flipped classroom," "Storybird," "Flipgrid," "Quizlet," "Kahoot," "Book Creator," "inclusion," "engagement," "motivation," and "digital tools in language learning." The review focused mainly on literature published within the last decade to reflect relatively current research and practices in technology-supported language learning.

2.3. Selection of Sources

The initial search yielded 81 sources. After reviewing their titles, abstracts, and relevance to the purpose of the review, 42 sources were included in the final literature review. Sources were included if they: (a) focused on innovative pedagogical strategies or digital tools relevant to ESL/L2 learning; (b) provided empirical or review-based evidence related to inclusion, engagement, motivation, benefits, or challenges; and (c) presented sufficient information about their findings to contribute to the review. Sources that were unrelated to the focus of the review or did not provide relevant evidence were excluded.

2.4. Analysis and Synthesis

The 42 selected sources were critically reviewed and organized according to recurring themes. The analysis focused on: (a) the types and characteristics of innovative pedagogical tools; (b) their potential to support learner inclusion; (c) their influence on learner motivation and engagement; (d) the benefits and challenges associated with their use; and (e) implications for ESL/L2 teaching. The findings were synthesized thematically to identify common patterns, differences, and gaps across the literature. Based on this synthesis, a framework was developed to illustrate how ESL teachers may integrate innovative strategies and tools to support diverse learners while promoting inclusion and motivation.

3. Results

3.1. Types and Benefits of Innovative Strategies and Tools for ESL/L2 Learning

Various innovative tools can be used in ESL classrooms to promote learner inclusion, motivation, participation, interaction, and engagement. These include the flipped classroom model, Storybird, Flipgrid, Quizlet, Kahoot, and Book Creator, which can provide learners with more interactive, flexible, collaborative, and meaningful opportunities to learn and use English. The following sections discuss the types and potential benefits associated with each of these innovative strategies and tools.

3.2. The Flipped Classroom Model

The flipped classroom model changes the traditional way of teaching. Students study lesson content before class, often through videos or online materials, while class time is used for activities, discussion, and problem-solving (Gampala, 2023). Bishop and Verleger (2013) also describe the flipped classroom as an approach that combines individual computer-based learning outside class with interactive group learning in class. Students may watch video lessons and complete practice activities before class, then use class time for active group work. The flipped classroom can support ESL learners' inclusion and motivation by giving them time to prepare before class and take part more actively during lessons. Gampala (2023) explains that students may become more engaged when they take responsibility for their learning and join classroom activities. This approach can also help teachers respond to individual learning needs and provide more personal support, which is useful in ESL classrooms with learners at different language levels. Teachers can use the flipped classroom by giving students learning materials before class and using class time for practice and interaction. Papadopoulos et al. (2010) used PowerPoint materials and online exercises before class, followed by classroom discussion and problem-solving activities. They also used customized homework to support independent work and class participation (Papadopoulos et al., 2010). In ESL classrooms, students can study language content before class and then use class time to practice, interact, and receive feedback.

3.3. Storybird

Storybird is a digital platform that allows learners to create, read, and share stories using text, images, and templates. It can support writing, reading, speaking, collaboration, and motivation by allowing learners to choose topics and styles and receive feedback from others. Edwards (2023) explains that Storybird helps students combine written text and images to create stories and can be used both at home and in the classroom. It also allows users to share their writing and artistic work with others (Zakaria et al., 2016). Research shows that Storybird can support ESL learners' engagement, collaboration, and motivation. Zakaria et al. (2016) found that students were highly engaged when using Storybird for narrative writing and enjoyed sharing ideas and choosing vocabulary together. Shamsulbahri and Aziz (2020) also found improvement in narrative writing, motivation, interest in English, and collaborative learning. Teachers can use Storybird for reading and writing activities, idea development, and collaborative story writing (Edwards, 2023; Zakaria et al., 2016). However, teachers still need to teach the main features of good writing when using the tool. Research on digital storytelling more generally also supports inclusion and motivation. Belda-Medina (2022) found that cooperative digital storytelling helped EFL teacher candidates engage with issues of diversity and inclusion and reported positive engagement and enjoyment. Barua (2023) also found that digital storytelling increased motivation for class participation and supported writing, public speaking, and critical thinking. However, some learners experienced technical problems and lower engagement when tasks were too difficult or language demands were high (Barua, 2023). Overall, Storybird and digital storytelling can support writing, engagement, collaboration, motivation, and inclusive learning when tasks are appropriate for learners' needs (Zakaria et al., 2016; Shamsulbahri & Aziz, 2020; Belda-Medina, 2022; Barua, 2023).

3.4. Flipgrid

Flipgrid is an online video discussion platform that allows students to create, share, and respond to short videos. It can support communication, interaction, and speaking practice in language learning. Edwards and Lane (2021) describe Flipgrid as a digital space that helps students communicate with their peers, while Robillos (2023) used it to support speaking performance and communication engagement in an EFL classroom. Research shows that Flipgrid can improve speaking and peer interaction. Robillos (2023) found improvement in clarity, content, delivery, fluency, coherence, and communication engagement. Most students also responded positively to using Flipgrid. Edwards and Lane (2021) found that Flipgrid supported interaction and communication,

although some students were hesitant to use the platform. These findings suggest that Flipgrid may support inclusion by giving learners more opportunities to participate and share their ideas. However, teachers should consider students' comfort with video-based participation (Edwards & Lane, 2021). Flipgrid may also support motivation through engagement. Esparrago-Kalidas et al. (2022) found that students had positive views of Flipgrid's interactive features and showed increased engagement in asynchronous learning. Robillos (2023) also reported improved communication engagement. Since these studies focused mainly on engagement rather than motivation directly, it is more accurate to say that Flipgrid may support motivation by increasing participation and interaction. Teachers can use structured support when asking students to complete video-based speaking activities (Robillos, 2023), and Flipgrid can also be used when face-to-face interaction is limited (Edwards & Lane, 2021). Overall, Flipgrid can support speaking performance, peer communication, interaction, and engagement in language learning (Robillos, 2023; Edwards & Lane, 2021; Esparrago-Kalidas et al., 2022). Girgin and Cabaroğlu (2021) also found that students showed positive perceptions and high motivation when Web 2.0 tools were used in a flipped classroom. These findings suggest that participation, peer interaction, and engagement may help support inclusion and motivation in ESL learning.

3.5. Quizlet

Quizlet is an online tool that is commonly used for vocabulary learning. It provides several self-study modes, including Match, Learn, Test, Write, Spell, Gravity, and Flashcard (Platzer, 2020). Quizlet focuses mainly on vocabulary and allows students to study through digital flashcards and individual self-assessment activities. It also includes Quizlet Live, which allows students to interact and work with others (Allran et al., 2021). Quizlet can support ESL and EFL learners by providing different ways to practice and learn vocabulary. Students can complete vocabulary activities independently or participate in group activities through Quizlet Live (Allran et al., 2021). Mykytka (2023) found that Quizlet contributed positively to students' learning of the vocabulary taught in the course. The study also found that Quizlet helped students take a more active and autonomous role in their learning. Quizlet may support ESL learner inclusion by providing both individual and group opportunities for participation. Students can practice vocabulary independently through the different study modes, while Quizlet Live provides opportunities for social interaction with classmates (Allran et al., 2021). These different forms of participation may give learners more than one way to take part in vocabulary learning. However, the studies reviewed did not directly measure inclusion. Therefore, it is more accurate to say that Quizlet provides different opportunities for participation rather than claim that it directly improves ESL learner inclusion. Research has shown that Quizlet can foster student motivation. Mykytka (2023) found that Quizlet made vocabulary learning more enjoyable, fun, and attractive and improved students' motivation. The study also found that students became more active and autonomous in their learning. Similarly, Setiawan and Wiedarti (2020) found that Quizlet was effective in increasing students' motivation to learn English vocabulary. Students showed greater enthusiasm and interest, did not become bored as easily, and completed activities independently. These findings show that Quizlet can support motivation during vocabulary learning (Mykytka, 2023; Setiawan & Wiedarti, 2020). Teachers can use Quizlet to support ESL students' vocabulary learning through individual practice and group activities. Students can use flashcards and the different self-study modes to practice vocabulary independently (Platzer, 2020). Teachers can also use Quizlet Live to provide opportunities for students to interact with classmates while practicing vocabulary (Allran et al., 2021). These activities can support students in reviewing and learning vocabulary while also allowing them to take an active role in their learning. The studies reviewed show that Quizlet can support vocabulary learning, motivation, autonomous learning, individual practice, and social interaction (Allran et al., 2021; Mykytka, 2023; Setiawan & Wiedarti, 2020). However, the evidence directly linking Quizlet to learner inclusion is limited.

3.6. Kahoot

Kahoot is a game-based learning platform that allows teachers to create quizzes, discussions, and surveys. It combines learning with interactive and competitive game features (Kaur & Naderajan, 2019). In language classrooms, students can answer questions using devices such as smartphones, tablets, or computers and receive immediate feedback on their answers. Teachers can also use Kahoot to assess students' understanding and monitor their progress (Kaur & Naderajan, 2019). Kahoot can support inclusion in ESL learning by creating opportunities for students to participate and interact with others. Allran et al. (2021) explain that, unlike traditional quizzes completed individually, Kahoot allows students to interact, respond in real time, and participate with their classmates. Kaur and Naderajan (2019) also found that most participants actively engaged in their language lessons when Kahoot was used, and almost all reported positive experiences. These findings relate to inclusion because Kahoot provides learners with opportunities to take part actively in classroom learning and interact with their peers. Kahoot can also support learners' motivation to learn the target language. Allran et al. (2021) reported that Kahoot helped create motivation through competition and the social aspects of the game. Mohd et al. (2018) found motivation to be an important factor in the successful use of Kahoot, with students showing enjoyment through discussion, active participation, and animated expressions. Similarly, Kaur and Naderajan (2019) found that students had positive experiences and actively participated when Kahoot was integrated into language lessons. Reynolds et

al. (2021) found that both the traditional and Kahoot groups improved their vocabulary, with no significant difference in vocabulary learning between the two groups. However, the increase in motivation was significantly higher among students who used Kahoot. These findings suggest that Kahoot can create an engaging learning environment that encourages ESL learners to participate, interact, and remain motivated in language learning. Khalilian et al. (2021) examined the use of Kahoot in grammar learning, particularly its effect on students' motivation. The findings showed that Kahoot significantly increased learners' motivation to learn grammar.

3.7. Book Creator

Book Creator is a digital application that allows users to create, read, and share e-books. It was designed for teachers and students to create and share their own digital books. The application is user-friendly and includes features such as real-time collaboration, which can support interaction and collaborative learning (Pravitasari & Afiyattena, 2022). Research has shown positive results from using Book Creator in learning. Pravitasari and Afiyattena (2022) found that students were enthusiastic about using a multimodal e-book for learning grammar. They also found that the multimodal approach helped students understand the learning material and supported their autonomous learning. Similarly, Spaliviero (2022) found that Book Creator was effective in enhancing pupils' language competences, digital literacy, and intercultural awareness. The study also reported that pre-service teachers showed interest in exploring additional digital resources to support second language acquisition through digital storytelling. These findings may relate to ESL learners' motivation because students showed enthusiasm and became more independent in their learning. When learners enjoy the learning materials, understand the content more easily, and take greater responsibility for their learning, they may become more willing to participate and continue learning the target language. Book Creator may therefore help create a more engaging learning environment that supports learners' interest, participation, and motivation. The findings may also relate to inclusion because Book Creator gives learners different ways to participate in learning through text, images, digital content, and collaboration. This can support learners with different language levels, abilities, and learning preferences by allowing them to engage with content in different ways. Its collaborative features can also encourage interaction and shared participation. In this way, Book Creator may help create a more inclusive ESL learning environment.

4. Challenges of Using Innovative Strategies and Tools for ESL/L2 Learning

Using innovative tools in ESL classrooms can offer various benefits for language learning, such as enhancing collaboration and motivation among learners. Shadiev and Wang (2022) also reviewed studies on technology-supported language learning to examine learners' experiences and outcomes and found that technology-enhanced tools improved learners' motivation, engagement, and confidence, although some challenges were also reported.

4.1. Availability, Technical, and Support Challenges

Availability, technical difficulties, and limited support are among the major challenges associated with the use of innovative tools in ESL learning. Learners and teachers may not always have equal access to digital devices, reliable internet connections, software, or other technological resources required for effective learning. Lubis et al. (2022) reported that teachers anticipated technical challenges, particularly the loss of internet connectivity when using digital tools such as Quizlet. Similarly, Vuong et al. (2018) identified inadequate ICT resources, including limited access to the internet and mobile devices, as a major challenge in technology-supported learning. Technical problems may also affect the reliability and smooth use of digital tools, especially when users experience connectivity problems, system errors, or compatibility issues. Shadiev and Wang (2022) reported that students experienced technical challenges, particularly device incompatibility and poor network quality and speed, when using technology for language learning. In addition, learners may require timely assistance when difficulties arise. Vuong et al. (2018) found that the lack of immediate support and feedback from teachers was another challenge experienced by students in the flipped classroom. Therefore, adequate access to technological resources, reliable internet connectivity, and timely technical and instructional support are essential for the effective use of creative tools in ESL learning.

4.2. Time constraints

Time constraints are another challenge associated with the use of innovative tools in ESL learning. In addition to lesson preparation and delivery, teachers need sufficient time to learn, set up, and manage innovative tools and integrate them effectively into their lessons. Raman and Yamat (2014) found that teachers' workload and lack of time hindered the integration of technology in English language teaching. Similarly, Rintaningrum (2023) identified time, teaching workload, and the number of classes taught as challenges to technology integration in English language teaching. Using innovative tools may also require additional time to create, edit, organize, and evaluate digital learning activities and materials. These demands can make it difficult for teachers to balance technology-enhanced activities with other curricular and professional responsibilities. Therefore, sufficient planning time,

effective scheduling, and appropriate workload management are necessary to support the successful integration of innovative tools in ESL learning.

4.3. Ethical, Privacy, Dependability, and Academic Integrity Concerns

The use of innovative tools in ESL learning may raise concerns related to privacy, data security, academic integrity, dependability, bias, and online safety. Meniado (2023) identified plagiarism, privacy breaches, bias, and academic dishonesty as important concerns associated with digital and AI-based tools in English language teaching. Dependability may also influence learners' experiences with innovative tools. Hayati (2023) found that dependability was the weakest aspect of students' experiences with Book Creator, suggesting concerns about the reliability and consistent performance of the tool. Privacy is another important issue, as technology-enhanced learning environments may involve the collection, storage, and sharing of learners' personal information (Blackmon & Major, 2023). In addition, digital learning environments may expose learners to harmful online behaviors, including cyberbullying and cyberstalking (Bussu et al., 2023). Therefore, clear ethical guidelines, privacy safeguards, academic integrity policies, reliable technological support, and digital literacy education are essential for promoting the safe and responsible use of innovative tools in ESL learning.

4.4. Assessment Difficulties

Assessing learning through innovative tools can be challenging because learners may produce multimodal work that combines language, images, audio, and video. Hafner and Ho (2020) found that teachers considered several criteria when assessing digital multimodal compositions, including language, organization, creativity, delivery, and interaction among different modes. Similarly, Jiang et al. (2022) emphasized the need for clear criteria that consider both communicative purpose and multimodal features. Elola and Oskoz (2022) found that feedback on multimodal work often focuses mainly on language, while other modes receive less attention. Cheung (2023) also showed that structured rubrics can support the assessment of both the final product and the collaborative process. These findings suggest that clear rubrics, multimodal criteria, and formative feedback are important for assessing innovative-tool-based activities in ESL classrooms.

5. Proposed Framework for Designing and Implementing Innovative Strategies and Tools in ESL/EFL Classrooms

The findings of this review show that innovative strategies and tools can support inclusion, participation, engagement, and motivation in ESL/EFL learning, but their effective use depends on careful planning, appropriate tool selection, teacher support, and consideration of the challenges discussed above. Based on these findings, the following framework is proposed to guide ESL/EFL teachers in selecting and using innovative strategies and tools in their classrooms.

Table 1

Framework for Designing and Implementing Innovative Strategies and Tools in ESL/EFL Classrooms

Component	Questions and Considerations
Task Design	What is the purpose of the task? What should learners achieve? What language, thinking, and social skills are needed? How can the task fit the curriculum and assessment requirements? How can the task meet different language levels, needs, interests, and preferences? How can learners have choices and take part actively? How can the task support creativity, interaction, inclusion, and motivation? How can it encourage meaningful communication and the use of different modes and media?
Tool Selection	Which strategy or tool is suitable for the task? What are its strengths and limitations? Is the tool available, accessible, reliable, and compatible with learners' devices? Does it match learners' digital skills? How can the tool support the learning goals? Can it give learners different ways to participate and engage with language content? Can it support interaction, autonomy, motivation, and meaningful language use? What technical, privacy, ethical, dependability, or access issues should the teacher consider?

Component	Questions and Considerations
Teacher Facilitation	What is the teacher's role in the activity? How can the teacher give clear instructions and expectations? What language, technology, thinking, or social support do learners need? How can the teacher monitor learners' participation and progress? How can the teacher provide useful and timely feedback? How can the teacher support learners who are not confident or familiar with the technology? How can the teacher support interaction while still allowing learner independence? How can technical, ethical, privacy, and assessment issues be managed?
Learner Reflection	What do learners think about the task and the tool? How did the activity affect their participation, engagement, inclusion, and motivation? What strengths and difficulties did they experience? What did they learn about language and technology? How can learners evaluate their progress and improve their work? How can they reflect on working with their classmates and teacher? How can they use feedback to improve future learning? How can they use what they learned in other learning situations?

The four components are connected and can guide teachers through the process of using innovative strategies and tools. Task design helps teachers make sure that the activity has clear language-learning goals and meets learners' needs. Tool selection helps teachers decide whether a particular strategy or tool is suitable, accessible, and reliable. Teacher facilitation provides the support learners need to take part successfully. Learner reflection helps both learners and teachers think about the learning experience, identify challenges, and make improvements. The framework also responds to the benefits and challenges found in this review. The findings show that innovative strategies and tools can provide opportunities for participation, interaction, communication, autonomy, engagement, and motivation. However, the review also found challenges related to access, technical support, internet connection, device compatibility, time, privacy, academic integrity, dependability, and assessment. These issues are therefore included in the framework to help teachers make careful decisions about when and how to use innovative strategies and tools.

This framework is intended to be a flexible guide that ESL/EFL teachers can adapt to their own classrooms. Teachers can change the framework based on learners' language levels, needs, interests, available technology, classroom conditions, and learning goals. The framework also encourages teachers to use technology for a clear learning purpose rather than simply because the technology is new or available. The framework can also support teacher reflection. Teachers can use it to consider whether an innovative strategy or tool supports meaningful language learning, gives different learners opportunities to participate, and helps maintain learner motivation. Because the framework was developed from the findings of a comprehensive literature review and has not yet been tested as an intervention, it should be viewed as a review-informed and adaptable teaching framework. Future research can examine how the framework works in different ESL/EFL classrooms and how teachers adapt it to meet the needs of different learners.

6. Educational Recommendations and Future Research

The literature reviewed in this paper indicates that innovative strategies and tools can provide learners with different opportunities to participate, interact, communicate, and engage with English. The flipped classroom model, Storybird, Flipgrid, Quizlet, Kahoot, and Book Creator showed potential to support motivation, participation, engagement, autonomy, communication, and, in some contexts, more inclusive learning opportunities. However, the findings also highlight technical and accessibility problems, time constraints, ethical and privacy concerns, dependability issues, and assessment difficulties. Successful implementation therefore depends not only on the technology itself but also on the roles played by teachers and learners.

6.1. Roles of Teachers and Learners

6.1.1. Teachers as Designers

Teachers can act as designers by developing activities that provide meaningful opportunities for learners to use the target language while accommodating differences in language level, learning needs, interests, and preferences. Tasks can provide learners with opportunities for choice, interaction, creativity, communication, and active participation. For example, teachers may design storytelling activities using Storybird or Book Creator, speaking activities using Flipgrid, vocabulary activities using Quizlet, game-based activities using Kahoot, or pre-class and in-class activities through the flipped classroom model. Teachers should also select tools according to the purpose of the activity rather than using technology simply for novelty. Considerations should include accessibility, availability, reliability, compatibility, learners' digital literacy, and the extent to which the tool supports inclusion and

motivation. Where appropriate, learners may also be given opportunities to express preferences or make choices about how they complete technology-supported activities.

6.1.2. Teachers as Facilitators

Teachers can facilitate innovative activities by providing clear instructions, scaffolding, feedback, and guidance and by monitoring learners' participation and progress. Expectations regarding the purpose, outcomes, procedures, and assessment of each activity should be clearly explained. Teachers may also need to provide linguistic and technological support, particularly for learners who are unfamiliar with a tool or hesitant to participate. For instance, structured support may help learners complete video-based speaking activities through Flipgrid, while vocabulary guidance may support the effective use of Quizlet. Teachers should balance direct support with opportunities for learners to work independently and collaboratively according to their needs.

6.1.3. Teachers as Assessors

Teachers also play an important role in assessing learning that occurs through innovative tools. Because some activities involve multimodal products combining language, images, audio, video, and interaction, assessment may need to consider more than linguistic accuracy alone. Teachers can use formative and summative assessment and develop clear criteria for assessing both learning processes and final products. Appropriate rubrics may consider language use, organization, content, communication, multimodal features, participation, and collaboration where relevant. Learners may also be involved through self-assessment and peer assessment. Constructive and timely feedback can help learners understand their progress and identify areas for improvement.

6.1.4. Teachers as Reflectors

Teachers should also reflect on how innovative strategies and tools affect learners and their own teaching practices. Reflection may involve examining whether an activity promoted participation, inclusion, engagement, and motivation and identifying the technical, pedagogical, or assessment challenges that occurred. Learner feedback can contribute to this process. Teachers may ask learners to reflect on their experiences, achievements, difficulties, and attitudes toward particular tools or activities. Such feedback can help teachers determine what worked effectively, what needs modification, and whether a tool should be adapted or replaced in future lessons. Reflective practice can therefore support continuous improvement in the integration of innovative strategies and tools.

6.1.5. Students as Creators

Students can take an active role as creators by producing multimodal language-learning products. For example, Storybird and Book Creator can be used to develop digital stories and e-books, while Flipgrid can allow learners to create video responses and presentations. These activities enable learners to combine written, visual, and spoken modes while using the target language for meaningful purposes. Students may work individually or collaboratively depending on the purpose of the activity. Teachers should provide appropriate orientation and support, especially for learners who are unfamiliar with the technology, while avoiding excessive intervention that may limit learner autonomy and creativity.

6.1.6. Students as Learners

Students can use innovative strategies and tools to develop language knowledge and skills while taking greater responsibility for their learning. Quizlet, for example, can support vocabulary learning and independent practice, while Kahoot can provide interactive opportunities to review vocabulary, grammar, and other language content. The flipped classroom model can also allow students to study instructional materials before class and use classroom time for practice, interaction, and feedback. These approaches can provide learners with different ways to participate in the learning process and may support autonomy, engagement, and motivation when appropriately integrated into ESL/L2 instruction.

6.1.7. Students as Collaborators

Students can also collaborate and interact with peers through innovative tools. Storybird and Book Creator can support shared creation of multimodal texts, Flipgrid can facilitate peer communication and responses, and Quizlet Live can provide opportunities for group interaction. These activities can allow learners to exchange ideas, provide feedback, share responsibility, and participate in meaningful language use. Collaborative opportunities may also contribute to inclusion by giving learners different ways to participate in classroom activities. However, teachers should consider learners' language levels, technological skills, confidence, and comfort with different modes of participation when designing collaborative tasks.

6.1.8. Students as Reflectors

Students can reflect on their learning experiences, achievements, strengths, and challenges when using innovative tools. Reflection can involve reviewing completed digital stories, e-books, videos, quizzes, or other learning products and considering how their language skills and participation have developed over time. Students can also use teacher and peer feedback to evaluate their

progress and identify areas for further improvement. Such reflection can promote greater awareness of the learning process and encourage learners to take an active role in setting future learning goals.

6.2. Suggestions for Future Research and Practice

Although the reviewed literature demonstrates potential benefits of innovative strategies and tools for ESL/L2 learning, several areas require further investigation. The studies reviewed suggest benefits for motivation, engagement, participation, communication, autonomy, and language learning. However, evidence related specifically to inclusion is less consistent across the different tools. Future research should therefore examine more directly how innovative strategies and tools support diverse learners and contribute to inclusive ESL learning environments. Future studies should continue to investigate solutions to the challenges identified in this review. These include availability and technical support, unreliable internet connectivity, device incompatibility, time constraints, privacy and academic integrity concerns, dependability, and difficulties associated with assessing multimodal learning. Research should also investigate the conditions that influence successful implementation, including access to devices and internet connectivity, teacher and learner digital literacy, technical and instructional support, workload and preparation time, ethical and privacy policies, and appropriate assessment criteria. Greater attention to these factors can help teachers integrate innovative tools in ways that are practical, responsible, inclusive, and appropriate for their instructional contexts.

7. Conclusion

This comprehensive review examined innovative pedagogical strategies and tools, including the flipped classroom model, Storybird, Flipgrid, Quizlet, Kahoot, and Book Creator, and their potential to support inclusion and motivation in ESL/L2 learning. The reviewed literature indicates that these strategies and tools can provide learners with varied opportunities to participate, interact, communicate, create, and engage with language content. Findings also suggest benefits related to motivation, engagement, autonomy, vocabulary learning, speaking, writing, interaction, and active participation. Although some studies provide evidence related to inclusive practices, the connection between particular tools and learner inclusion is less direct in some areas and requires further investigation. Effective integration of innovative strategies and tools also requires teachers and learners to take active and complementary roles. Teachers may act as designers, facilitators, assessors, and reflectors, while learners may act as creators, active learners, collaborators, and reflectors. These roles can help ensure that technology is used purposefully to support language learning rather than simply introduced as an additional classroom resource. At the same time, the use of innovative strategies and tools presents several challenges, including limited technological access, connectivity and compatibility problems, insufficient support, time constraints, ethical and privacy concerns, academic integrity issues, dependability, and difficulties in assessing multimodal learning. These challenges highlight the need for careful task design, appropriate tool selection, teacher facilitation, learner reflection, technical support, and clear assessment and ethical guidelines. Therefore, integrating innovative strategies and tools into ESL/L2 classrooms is not a straightforward process but a complex one. The framework proposed in this review provides a flexible guide that teachers can adapt according to learners' needs, classroom conditions, available resources, and instructional goals. Continued research and reflective practice are needed to better understand how innovative strategies and tools can be used effectively and equitably to foster inclusion and motivation among diverse ESL learners.

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