Teaching conditionals using new technologies and game-based learning

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Abstract

Despite the emergence of new teaching methodologies, English is still taught in a traditional way in most high schools (Al-Mekhlafi and Nagaratnam, 2011). Moreover, the importance of using new technologies in the classroom has increased significantly since the last decades although most educative institutions still are reluctant to introducing them (Naqvi, 2018). Taking into account these assumptions and the situation observed during the internship, this present paper seeks to test the feasibility of GBL, combining digital and non-digital games. To do so, it has been devised a four-session didactic unit DU to learn the first and second conditionals in a class of 4th ESO with 25 students. Students' improvement has been measured with a pre-test and a post-test while their experience has been reported through a satisfaction questionnaire. Results reveal that most students have acquired the structure of the first conditional, but few benefits have been noticed regarding the second conditional performance. Nevertheless, students are also able to discern between the two types of conditionals. On the other hand, the satisfaction survey indicates that their experience has been enriching. Finally, we conclude the project by providing some limitations and directions for further research.

Contents

List of abbreviations

CEFR: Common European Framework of Reference for Languages

CLT: Communicative Language Teaching

DU: Didactic Unit

EFL: English as a Foreign Language

ESO: Compulsory Secondary Education

GBL: Game-Based Learning

ICT: Information and Communication Technology

IES: Secondary Education School

1. Introduction

The arrival of ICTs has led towards more communicative and joyful lifestyles. Thus, changes in all sectors are required in order to fit within this society and education is not an exception. To achieve this end, innovation in education must take place by altering the current learning processes and finding feasible ways (Eilks & Byers, 2015). In this sense, new teaching approaches have been introduced such as GBL in which ICTs play a vital role.

In foreign language learning, one of the aspects which has undergone minimal changes is grammar since it is still taught traditionally in many educational institutions (Al-Mekhlafi and Nagaratnam, 2011). In fact, this situation is still observable in most high schools in the province of Castellón where many of the students deemed grammar as tedious and, hence, they paid little attention to the teacher's explanations. Moreover, grammar has been shown to be essential when it comes to ensuring accuracy (Spada, 2007).

This paper seeks at testing the feasibility of GBL, combining traditional and digital games, to teach grammar, particularly, the first and second conditionals. To this end, a four-session didactic unit for 4th ESO students has been designed dealing with this grammatical aspect. Moreover, students will conduct a pre-test and a post-test as well as a satisfaction questionnaire so as to check the effectiveness of the implementation. Regarding digital games, a breakout has been employed as a brand-new innovative resource.

The present master's thesis is divided into four main sections. Firstly, a theoretical background about innovation, new technologies in education, GBL and teaching grammar is presented. Secondly, the experimental group class, the materials, the data collection procedures, and the implemented didactic unit are described in detail. After that, the

results obtained are analysed and thoroughly discussed. Finally, we conclude with some final remarks and limitations as well as suggestions for further research are presented.

2.Theoretical background

2.1 Innovation in education

In general terms, innovation stands for the change of a given aspect through the introduction of new techniques and methods (Eilks & Byers, 2015). It is also a motivated realisation form the inside or from the outside whose aim is to change an existing reality (Arias, 1996). Nevertheless, the concept of innovation encompasses an ample scope as it can be applied to many areas of expertise such as technology, medicine, or economy.

Deeping into innovation regarding the province of education, several researchers have attempted to provide an accurate definition of innovative education in the last decades. According to Imbernón (1996), innovation in this field refers to the active and collective process of seeking new ideas and proposals in order to solve current problematic situations. Hence, this quest for new contributions will bring a revolutionary change although in the long run. This definition coincides with some grounds made by other authors. On the one hand, Fidalgo (2017) agrees with the importance of working collectively with other teachers so as to benefit as many subjects as possible. On the other hand, Mosquera (2011) outlines the necessity of context adaptation, which requires an oriented planning towards the resolution of a problem. Moreover, Vicent-Lancrin et al. (2017) also deem innovation as a lengthy process.

Even though innovation aims at improving the quality of education, it also covers the following objectives (Arias, 2003):

- Boosting the development of innovative activities and creating positive working environments so that the whole educational community feels welcomed.

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- Building workspaces where teachers are able to share their experiences with a view of mutual enrichment.

- Fostering constant investigation to elaborate more flexible and adapted syllabuses to the current needs.

- Fostering habits within the educational community so that innovation becomes institutionalised.

Taking into account the aforementioned definitions and aims, it is clear that innovation does not simply refer to the introduction of ICTs, but to many different ongoing tendencies, for instance, GBL, flipped classrooms or project-based learning which attempt to solve current problems caused by the traditional approaches (Mosquera, 2011). Although ICTs are not the only way of innovation, their use has increased over the last decade and, particularly, during the pandemic.

2.2. ICTs in education

It cannot be denied that the employment of ICTs is increasingly present in our global society since they have become fundamental to suit in it (Bala, 2018). As the educational field could not be excluded from this change, ICTs are currently regarded as one of the most relevant aspects of innovation, although not the main one, because of their numerous advantages such as fostering creativity or autonomous learning (Trucano, 2005). Nonetheless, there is still a long journey to traverse because only a few high schools have implemented ICTs in the classroom (Naqvi, 2018) even though this reluctance has lessened since the pandemic. This rejection of the use of ICTs in the classroom has been caused due to the lack of financial resources and paucity of teachers' training.

As aforementioned, the utilisation of ICTs within the classroom entails multiple assets. The main one has to do with the access to a massive amount of free information

on the internet whenever and wherever students desire to (OECD, 2016). The second significant benefit underlines the fact that autonomous learning is greatly boosted. In line with Pauduren and Margan (2009), new technologies also help in the development of problem-solving skills and informational reasoning abilities as well as improving intrinsic motivation. It must be also mentioned that online platforms enable several trials of the quizzes with instant feedback as well as immediate observations of the results (Kara & Yesilyult, 2007).

Concerning ICTs in the EFL classroom, apart from the general advantages mentioned before, Çakici (2016) states that the quality of Foreign Language (FLL) Learning and Teaching (FLT) is enhanced. In this sense, they enable the production of more attractive content and the employment of authentic materials. However, this same author also remarks on some drawbacks that new technologies might bring into the classroom, for instance, the difficulty to integrate them effectively in the curriculum, the high cost or problems in the classroom management.

All in all, there is no doubt that ICTs play a significant role in the classroom, but teachers and students should be aware of the proper employment of these tools to take maximum advantage of them. It must be highlighted that they are not supposed to replace the role of the teachers as they are the ones who possess the pedagogical experience and, thus they know which activities can work best although now they rely on the ICTs to create tasks (Motteram, 2013).

2.3. GBL

Although the benefits of employing games within an educational environment might not be regarded as innovation in itself, it has gained special attention over the last years due to the introduction of ICTs as they enable new ways of devising games (Kara and

Yesilyult, 2007). GBL is based on the tenets of active learning which conceive students as the centre of their own learning development. In line with McCallum (1980), games can function as a reinforcement or revision of contents in the four skills as well as promoting all students' participation. Results in López-Rama and Luque-Agulló's (2012) investigation reveal that students' intrinsic motivation is increased to a great extent and their knowledge acquisition is reinforced. Carnevale (2005) and Wang and Lieberoth (2016) also support the inclusion of games in the classroom.

The GBL refers to the realisation of games, be it individually or collectively, in order to boost critical thinking, engage learners and reach satisfactory learning outcomes, yet preserving a balance between content and amusement (Cózar-Gutiérrez & Sáez-López, 2016). Furthermore, this methodology can be adjusted to different learning contexts. Therefore, teachers can devise the games depending on their classroom needs and resources. For example, a lesson might include digital or traditional games or even a combination of both. In fact, the alternation of digital and non-digital games to teach a specific grammar point is the focus of this dissertation. As previously mentioned, the main aim of GBL is to foster students' motivation by means of videos, scores, graphics, group activities which may stimulate them (Wang & Lieberoth, 2016). Research also shows (Bodnar & Clark, 2014; Kim, 2015), on the one hand, that the pressure of making mistakes and failing is reduced because games tend to focus on positive reinforcement rather than pointing out what they have not acquired yet. On the other hand, cooperation is also promoted in the sense that peer pressure is diminished and, thus, introverted students may feel less anxious.

All in all, we could conclude that GBL is a doable option to introduce in the classroom since it fosters students' intrinsic motivation, it adapts to different learning contents and contexts, and it diminishes the negative feelings aroused on certain activities

such as grammar. As stated above, this project will deal with both digital and non-digital games. Likewise, one of the lessons will include an innovative technological game called Escape Room with Genially.

2.3.1. Escape Room in educational contexts

The use of educational escape rooms has gained popularity over the last few years (Jiménez et al., 2020). Basically, in an educational escape room students are required to find clues and discover codes related to a specific learning content to solve a mystery individually or collectively within a time limit (Vidergor, 2021). Within the variations of escape rooms, there exists the breakout which also consists of solving a series of puzzles and tests, but it overcomes the logistical and timing difficulties found in the classrooms by means of different platforms such as Google Forms or Genially (Duggins, 2019).

There is considerable evidence that escape rooms contribute positively to students' learning (Cain, 2019; Nicholson 2015; Wiemker, Elumir & Clare, 2015). Firstly, escape rooms enhance motivation and ensure learning and a playful experience at the same time. Secondly, this gaming activity also boosts student's learning process and improve more meaningful learning in addition to the development of cognitive abilities such as deductive thinking, concentration and memory. Furthermore, it promotes social and emotional advantages. That is to say, the employment of an escape room favours teamwork, coordination and the feeling of accomplishment, to name a few. Lastly, it also brings into the classroom a break from routine.

Concerning the literature, the first attempts to conduct this type of activity were made by teachers with experience in the recreational escape rooms (Veldkamp et al. 2020). Some articles focus on escape rooms in higher education (Fotaris & Mastoras, 2019) and on specific areas of expertise, for example, medicine (Jambhekar et al., 2020)

and computer education (Borrego et al., 2017). Additionally, Huang et al. (2020) inquired into students' engagement and problem-solving abilities in fourth graders. Finally, it is claimed that little research has been done regarding escape room in elementary and secondary schools.

A breakout, a variation of the escape room, devised by the online platform Genially will be of the main gaming activities carried out in the didactic unit explained afterwards as this innovative resource might motivate learners and foster numerous lateral abilities. Additionally, we will be able to contribute to the little literature on escape rooms in secondary schools.

2.4. Grammar instruction

Under no circumstances can be neglected that the way grammar is taught has been arousing considerable debate in the EFL lately (Larsen-Freeman, 2000; Fithriani, 2018). In line with López-Rama and Luque-Agulló (2012), some illustrations of this disagreement would manifest in the approaches used to teach grammar, the grammar contents to be taught or the provision of feedback, among others. Consequently, it is evident that there is not a convention on how and when to present grammar (Larsen-Freeman, 2000).

Lightbown and Spada (2013) maintain that no empirical evidence has supported the exclusion of teaching grammar in EFL. In fact, research demonstrates that the instruction of grammar contributes to positive results for the students (Norris & Ortega, 2000). Bearing in mind these assumptions, the teaching of grammar will be discussed in the following sections within the most well-known language teaching methods (i.e. the traditional one and the communicative language teaching approach) together with a summary of other methods and techniques.

2.4.1. Traditional approaches to grammar instruction

The first teaching approaches deemed the language as an array of rules and, thus, the central aim was the acquisition of grammar formulae (Lightbown & Spada, 2013). According to Burns (2011), while traditional methodologies focus on precision of language, they reject the actual use of language.

The most renowned traditional approach is the Grammar Translation Method which began to be used about the 17th and 19th century and follows the same didactics of Greek and Latin. As Ezeude (2007) upholds, the main aim of this method was to learn the literature of a given language in which the communicative skills were excluded. In this sense, grammar was taught deductively, and students relied on their mother tongue to learn the target language. Some other features that comprise this method are i) attention to grammar and vocabulary correctness and translation; ii) use of drills to learn isolated words; iii) teachers do not have to be masters, among others (Grounds & Guerrero, 2014).

In Al-Mekhlafi and Nagaratnam's (2011) words, there are a reasonable number of classrooms that still employ traditional and tedious practices for grammar instruction. Currently, in many educational centres, Newby (2006) states that a grammar lesson is introduced through the PPP method which stands for presentation, practice and production. Basically, it consists of explaining the grammar rule by showing its use and continuing with the realisation of controlled activities such as filling in the gaps or matching in order to produce accurate output of the grammatical point (López-Rama & Luque-Agulló, 2012).

This methodology follows the behaviourist line in the sense that a language is learnt by means of imitation and habit formation (Lightbown & Spada, 2013). However, with the arrival of communicative language teaching and, hence, the focus on communication, traditional approaches started to be criticised, and then, substituted

although gradually and slowly as it has been mentioned before that grammar is still taught in a traditional way (Richards & Renandya, 2002; Spada, 2007). As a result, new approaches emerged in an attempt to solve this lack of communication and students' interests towards grammar such as CLT, GBL or interactional feedback, to name a few.

2.4.2. CLT to grammar instruction

Spada (2007) remarks that the fact that CLT reinforces the communicative competence has led to a general misconception in which this approach rejects attention to form and even the teaching of grammar might be detrimental for students. Nonetheless, this same author points outs that CLT does not decline attention to form, but it emphasizes the role of communication. Similarly, Thornbury (1999) claims that grammar cannot be underestimated since CTL curriculums are arranged into functions and these functions are bonded to grammatical contents.

Considering the previous claim, researchers started to replace the grammar lessons towards the inclusion of communicative skills, instead of focusing just on the acquisition of rules (Widdowson, 1979; Yalden, 1983). In this sense, CTL supports the idea of introducing how language is actually used in diverse cultural and social contexts in view of noticing the pragmatic factors in the discourse (Burns, 2011). To this end, different techniques from a CTL perspective have been suggested (e.g., combining accuracy and fluency tasks, employing authentic materials or teaching grammar inductively) although some resources might be more fruitful than others depending on the grammar item and individual differences (Savage et al., 2010).

This approach, then, has been the most widely accepted since the last two decades since it introduces the grammar within a meaningful context while also focusing on form and use.

2.4.3. Other approaches to teach grammar

Apart from CLT, a number of techniques and methods have been developed during the first decade of the century with the purpose of integrating language and communication even though they are not said to boost students' engagement (Ellis, 2003) Nevertheless, Nassaji and Swain (2000) point out the difficulty in designing the appropriate ways to focus on meaning and communication without disregarding grammar. Some of the techniques have been briefly explained in the following paragraphs.

a) *Processing input*

Nassaji and Fotos (2004:132) state that "In this approach an initial exposure to explicit instruction is combined with a series of input processing activities, consisting mainly of tasks that encourage the comprehension of the target structure rather than its production." That is, this methodology enables students to build form-meaning connections of initial exposure and, thus, acquire grammar communicatively. However, there exist different perspectives towards the approval of these techniques. While several studies have tested the effectiveness of processing input for teaching grammar, other researchers stress that the feasibility of this approach depends on the grammatical content and skill involved since it is more beneficial with comprehension skills (VanPatenn & Oikennon, 1996; DeKeyser and Sokalski, 2001).

b) *Interactional feedback*

Interactional feedback refers to the different modification and negotiation techniques performed by learners or teachers such as repetitions, confirmation checks, clarifications requests and the like in order to improve understanding (Nassaji and Swain, 2000; Ellis, 2003). These interventions make learners pay attention (explicitly or implicitly) to

grammatical forms of the target language and, hence, modify them so as to produce more accurate interventions. In fact, a growing body of studies has shown the positive effects of the interactive feedback approach (Doughty & Varela, 1998; Nassaji and Swain, 2000; Iwashita, 2003). For instance, Mackey and her teammates' investigations (McDonough & Mackey, 2000; Mackey & Oliver, 2002) concluded that the experimental group who employed interactional feedback outperformed the control group when forming questions.

c) Textual enhancement

Textual enhancement has to do with highlighting some target structures which might not be perceived at first sight by boldfacing or underlining them. The belief is that such alterations boost the saliency of the target input and, therefore, these are more likely to be noticed (Doughty & Varela, 1998). Little research has revealed positive effects when using this method for the purpose of focusing on form and communication (Nassaji & Fotos, 2004). It has been suggested that textual enhancement might be beneficial for fostering noticing, but it is not sufficient to develop acquisition (Izumi, 2002).

d) Discourse-Based Approach

This approach basically highlights the introduction of authentic but simplified input by means of corpus analysis to provide learners with an ample range of contextualised examples. Consequently, this will enhance the acquisition of form-meaning relationships and will eliminate the sentence-based approach to instruct grammar (Hinkel, 2002). This same author insists that grammar, vocabulary, and rhetorical patterns should be presented within authentic discourse because students rely on their mother tongue structures when writing.

2.5. Purpose of the study

Viewed collectively, considering i) the benefits that ICTs and game-based learning might bring into the classroom (Naqvi, 2018), ii) the lack of students' motivation towards language learning (Wang & Lieberoth, 2016) and iii) the traditional teaching still used in most high schools (Al-Mekhlafi & Nagaratnam, 2011), this present master's thesis aims to test the feasibility of GBL, employing digital and non-digital games, to learn a particular grammar item, i.e. first and second conditionals. To this end, a four-session didactic proposal has been implemented in a class of 4th of ESO. A pre-test and a post-test together with a satisfaction questionnaire have been conducted in order to check the suitability of the investigation.

3.METHOD

3.1. Setting and participants

The didactic unit has been implemented in a 4th ESO class with 25 students at the IES Professor Broch i Llop. This state high school is located in the outskirts of Vila-real, facilitating the students' access from other towns. The centre is composed of 890 students divided into ESO, Baccalaureate, and Vocational Training courses. Regarding the specialities of Baccalaureate, apart from the scientific and humanistic options, there are the artistic and the French branches. It is also worthy of highlighting the two labels which characterise the centre: intelligent and multilingual. On the one hand, it is intelligent because there are digital whiteboards and computers with internet access in every single classroom. On the other hand, it is considered multilingual because of the numerous exchanges with other foreign high schools and the linguistic programmes carried out in the institution.

Deeping into the experimental group, the teaching unit was implemented in one of the 4th ESO courses of the internship. Twenty-five students constitute this group; all living in Vila-real although there are five students from different nationalities (i.e., Romanian, Arabic, and Chinese). The average age is from 15 to 17; there is just one repeater as the majority of students passed last year because of the pandemic. All of them are able to understand and speak Spanish fluently and understand Valencian with no problem at all. However, approximately half of the class do not have Valencian as their mother tongue, and as a result, they express themselves in Spanish. In the English classes, students and teacher use their mother tongue most of the time except when they practice speaking skills.

Concerning their level of English, we could affirm that the majority of them have got an A1- A2 level according to CFRL. There are only two students who can be attributed a B1 level. Moreover, their attitude towards English is negative because most of them regard English as difficult and tedious. Although their level of the foreign language is not the desired for their course, their behaviour is excellent, and an atmosphere of comradeship can be noted. Lastly, the relationship with the teacher is pleasant. The reason why this group was chosen had to do with their attitude towards the language and their behaviour.

3.2. Materials

In the following paragraphs, the digital and non-digital materials used in the DU are described.

3.2.1. Digital materials

a) Genially

Genially is an online platform launched in 2015, and it enables the creation of interactive and cheerful presentations and infographics, among many other formats.

For this master's thesis, two formats have been utilised: a presentation (see Appendix 1) and a breakout (see Appendix 2). The former has been employed to introduce the first and second conditionals dynamically. The latter has to do with an online *escape room* in which there are a series of sentences divided into five levels. After completing each level, a number is given. At the end of the game, students must introduce the secret code to solve the mystery proposed at the beginning.
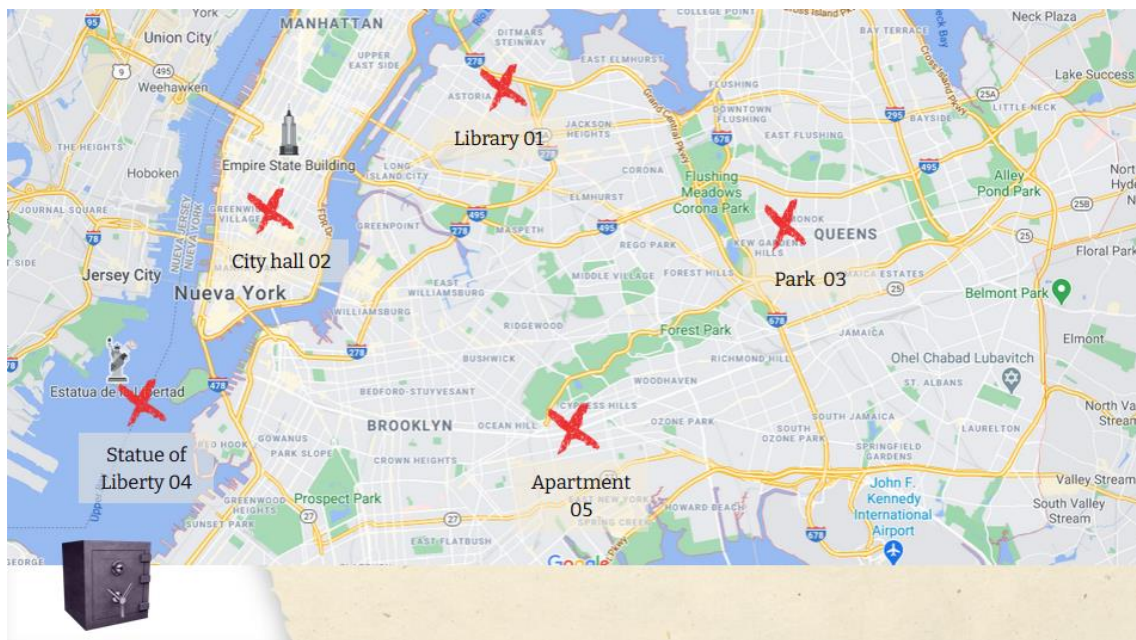

Figure 1. Sample of the map of all the missions of the Escape Room with Genially

b) Quizizz

Quizizz (see Appendix 3) is an online software also born in 2015 that allow teachers to devise questionnaires to review or test any type of content. What is noteworthy of Quizizz is that there are two different ways to carry out the questionnaires; that is, students can play as a live game or as homework. In both ways, the teacher can see the results in detail immediately. Moreover, students are able to observe the correct answer and review their mistakes once they have finished. Another advantage of this platform is that the time-

response do not count points and, thus, anxiety is reduced. In this DU, Quizizz is used to revise the content of the first and second conditional.

c) *Flippity*

Flippity (see Appendix 4) is an online platform that transforms spreadsheets into attractive resources to catch learners' attention. In this case, it has been employed the *Random Name Picker Spinner* in order to select students randomly when they had to speak.

d) *Mentimeter*

Mentimeter (see Appendix 5), launched in 2014 in Sweden, is a simple system that enables users to create free interactive surveys, questionnaires, and presentations although the first two formats are the most widely employed. The participants answer using an electronic device with no need for registration, and, hence, accelerating the dynamics. The results appear on the screen immediately after sending the answer and, later, these can be downloaded.

3.2.2. Non-digital materials

a) *Student's book*

The student's book (Kelly et al., 2016) used by the high school belongs to the Oxford publishing house, and it is called Spectrum 4 (see Appendix 6). The first publication took place in 2016 and corresponds to an A2+ level. The book is divided into 9 units which contain the four skills and grammar, vocabulary, and culture sections. Moreover, it also has an online version which can be projected on the digital whiteboard. In fact, this teacher always uses this option to save time as it is easier and faster for her to show the

answers. There is also an online platform for students to review the grammar and the culture videos of each unit. Nonetheless, the English department regarded the book as obsolete and unattractive for students, so they decided to change it for the following academic years.

b) *Traditional games*

In the following DU, 3 traditional games using paper have been employed. The first one is called the Card Game, and it consists of two sets of cards: the *If* cards and the *Result* cards (see Appendix 7). Basically, students will have to match the two different types of cards and create a first conditional sentence which makes sense. The second game receives the name of Four-in-a-row in which each pair of students is given a four-in-a-row sheet (see Appendix 8), and the winner is the first who completes four squares in a row appropriately. The third game is the well-known Board Game (see Appendix 9) and aims at crossing the board from the beginning to the end while answering all the questions along the path.

3.3. Instruments

Two different instruments have been designed to gather data in the present study: a pre- and post-test (see Appendix 10) and a satisfaction questionnaire (see Appendix 11).

3.3.1. Pre- test and post-test

With the intention of testing the effectiveness of the DU and obtaining quantitative and qualitative results, a pre-test was conducted at the beginning of the first session. To observe the potential improvements, students took an identical post-test at the end of the fourth session. The test encompasses 15 sentences divided into three *fill-in the gaps* exercises, but each one focuses on a different aim: i) first conditional, ii) second

conditional, iii) first and second conditionals. The three activities belong to the same typology as the objective is to test their knowledge of conditionals and present a straightforward and non-confusing task. The 60% of the sentences included in the test are similar or identical to those practised in the DU. The remaining 30% of the sentences do not appear in the course of the DU. Moreover, some of the sentences contain vocabulary related to the unit in which the grammar point is dealt; that is, aches and pains and phrasal verbs of mood. The duration of both tests was a maximum of 15 minutes.

3.3.2. Satisfaction questionnaire

The satisfaction questionnaire, adapted from Arias et al. (2017), involves 10 questions and seeks to portray the degree of students' satisfaction with the DU. The 80% of the questions follow a Likert Scale pattern in which students must select among four options: i) totally agree, ii) agree, iii) disagree and, iv) totally disagree. The penultimate asks them about their game preference and the last question is an open-ended one, so students are required to express their general opinion. The survey has been elaborated by means of Google Forms and students conducted it after the post-test. The items are the following:

- Item 1-The explanation of contents has been easy and clear to understand.
- Item 2- The level of difficulty has been appropriate.
- Item 3- The running of the digital games has been easy to follow.
- Item 4-The employment of games has facilitated the comprehension of the grammatical aspect.
- Item 5- The usage of this methodology has been beneficial for your learning.
- Item 6- The games have helped you to reinforce your knowledge of the studied contents.
- Item 7- This practice has awakened your interest and motivation towards the English subject.
- Item 8- Which is your level of satisfaction with the practices employed during the lessons.
- Item 9- In general, what types of games did you like the most? Digital (e.g., Escape Room) or traditional (e.g., Game Board)?
- Item 10- General opinion/comments

3.4. Data collection procedure and analysis

All the data concerning this study was gathered during the second period of the master's internship. Firstly, students took the pre-test and, after finishing the implementation, they did the post-test and the satisfaction survey. Regarding the analysis of the pre-tests, we have counted the number of correct sentences of the three activities. Additionally, we have written down the number of correct answers per exercise. Likewise, the same procedure has been undertaken with post-tests for the purpose of comparing the results with each exercise. In relation to the survey for the evaluation of the DU, each single question has been discussed separately.

3.4. DU

This subsection comprehensively explains the four sessions implemented in a 4th ESO class from the IES Broch i Llop in Vila-real. The main objective of the proposal is to learn the first and second conditionals, coinciding with the fourth unit of their textbook *Spectrum*, through GBL. The main language spoken during the sessions is English although Spanish is also employed to clarify misunderstandings and speed up the rhythm of the class.

The following sessions include a mixture of games (non-digital and digital) and some drilling exercises carefully chosen from the textbook. The inclusion of activities from the textbook is due to time constraints and teacher's requests since she strongly stressed the requisite to realise at least one exercise of each conditional. Despite these limitations, GBL continues to be the foundation of the proposal. Roughly, the first session focuses on the first conditional, the second session on the second conditional and the third and fourth session on revising and discerning both conditionals.

Each session is detailed as follows: objectives, competencies, timing, distribution and location, development, and evaluation criteria. The development section specifies the activities with their timing, the students' and the materials needed. Concerning the evaluation criteria, some paintbrushes on how the teachers give feedback and peer's correction are commented although the main evaluation instrument is the pre and post-test. It is advisable to glance at the mentioned annexes to better understand each activity or game.

Ultimately, the *Documento Puente* (Royal Decree 87/2015) for EFL is the legal framework on which this DU has been based. This document provides the contents, competencies, indicators of achievement and evaluation criteria for each course of ESO and each skill. In the Appendix 12, the required information for this DU can be closely observed.

Table 1. Contents, level, objectives, and division of sessions.

IF I WERE YOU, I WOULD PLAY WITH THE CONDITIONALS		
Level: 4th of ESO Area:	**First Foreign Language (English)**	**Timing: 4 sessions**
The purpose of this implementation is to learn the fisrt and second conditionals. To this end, 4 sessions following the methodology of GBL have beed designed with digital and non-digital games. A secondary aim is to motivate students when it comes to learning grammar. Moreover, a colateral objective would be the revison of the vocabulary dealt in unit 4. Basically, the first session focuses on the first conditional, the second session on the second conditional and the third and fourth session on revising and discerning both conditionals.		
SESSION 1		
OBJECTIVES	**COMPETENCES**	
-Understanding the main differences between first and second conditionals	CCLI CAA SIEP CSC	

-Focusing on the structure of the first conditional	

TIMING	DISTRIBUTION AND LOCATION
50'	Regular class

DEVELOPMENT			
Activity	**Timing**	**Description**	**Materials**
Pre-test	10'	Students will take the pre-test, which contains three exercises, about first and second conditionals.	Pre-test copies (Appendix 10)
Grammar introduction	10'	The teacher will explain the 1st and 2nd conditionals with an interactive presentation.	-Genially presentation (Appendix 1) -Classroom computer -Projector
Ex. 3 p.49 Anwering the questions	5'	The whole class will review the two different types of conditionals by answering the questions orally.	Student's book (Appendix 6a)
Ex.4 p. 49 Fill in the gaps	5'	Students will complete a series of sentences following the first conditional pattern.	Student's book (Appendix 6b)
Card game	20'	In groups of three, they will be given two sets of cards: one set contains the *If* cards and the other the *Result* cards. All the *If* cards will be piled face down and the *Result* cards will be distributed among the three members. One student will face up one by one the *If* cards and they will have to find a match with their *Result* cards. When they find a match, they will have to create the conditional sentence and the other students will have to verify the appropriateness of it. The one who gets more matches wins. All the sentences will be created using the first conditional.	Card game (Appendix 7)
Evaluation criteria			

- The traditional exercises will be corrected orally as a class and the teacher will project the answers on the digital book. However, before showing the solutions, the teacher will use some interactional feedback (repetition, recast, clarification, among others) to elicit the correct answer.
- The Card Game will be evaluated by the students themselves while they are playing. The teacher' role will be the one of supervisor.

SESSION 2	
OBJECTIVES	**COMPETENCES**
-Focusing on the structure of the second conditional	CCLI CAA SIEP CSC
TIMING	**DISTRIBUTION AND LOCATION**
50'	Regular class

DEVELOPMENT			
Activity	**Timing**	**Description**	**Materials**
Roulette Warm-up	10'	The roulette will indicate the name of a student and he/she will have to answer the question uttered by the teacher. The reference questions will be the ones from exercise 7, page 49.	-Flippity (Appendix 4) -Classroom computer -Projector Student's book (Appendix 6c)
Conditional Chain	15'	Students are divided into groups of four or five students in a circle-pattern. The student who starts creates an *if* clause and the student next to him/her must finish the sentence with a *result* clause. Then, the third student changes the previous *result* clause into an *if* clause and the process begins again. The students who make a mistake are eliminated and the game ends when there is only one student left. All the	

		sentences will be formed in the second conditional.	
Ex. 5 p.49 Fill in the gaps	10'	Individually students will complete a series of sentences following the second conditional pattern.	Student's book (Appendix 6d)
Four-in-a-row	20'	Each pair of students are given a four-in-a-row sheet. The sheet contains 4x4 squares with open beginnings or endings. Basically, they draw a circle or a cross when they start or finish the sentence correctly. However, if they do not do it well, they do not draw anything, and the turn passes to their rival. The first in completing four squares horizontally, vertically, or diagonally wins	Four-in-a-row sheet (Appendix 8)
Evaluation criteria			

- The teacher will guide the development of the Roulette warm-up and will employ interactional feedback techniques.
- In the Conditional chain and the Four-in-a-row the teacher's role will also be the one of supervisor as the students are the ones who must be aware of their classmates' interventions.
- The traditional exercise will be corrected as mentioned before. That is, through interactional feedback and the digital book.

SESSION 3	
OBJECTIVES	**COMPETENCES**
-Reviewing first and second conditionals	CCLI CAA SIEP CSC CD
TIMING	**DISTRIBUTION AND LOCATION**
50'	Regular class and playground

25

DEVELOPMENT			
Activity	**Timing**	**Description**	**Materials**
Quizizz	10'	Students will review the structure of first and second conditionals through an interactive game. Students will play the game individually, but the teacher will instruct and show the pace of the game with the interactive whiteboard.	-Quizizz (Appendix 3) -Students' phones -Classroom computer -Projector
Running dictation	20'	In pairs, students will take part in a race in which one of them will run to a specific place where there is a dialogue written in a piece of paper. The student will read the beginning of the dialogue (taken from ex. 6 p.49) and will report this information to his/her colleague who will be in the starting point ready to write down what the runner has read. When the teacher notices that they have written half of the dialogue, the roles will be exchanged. Students will not only have to copy the dialogue, but also complete some missing gaps with the two types of conditionals. This game will take place in the playground.	Dialogue sheets taken from the Student's book (Appendix 6e)
Board Game	20'	In groups of three, students will play and go through the different squares which the game includes (questions, open beginnings and endings and surprise squares) while that they revise the two conditionals.	Board game sheet (Appendix 9)
Evaluation criteria			

- The Quizizz provides the solution of its questions immediately. Once all students have clicked an answer, the correct solution will be discussed in class.
- The running dictation will be assessed by the teacher in order to determine the winners. The winners will be the first ones in successfully completing the dialogue.
- The Board Game follows the same patters as the previous traditional games. That is, the teacher supervises, and the students take control of their colleagues' performances.

SESSION 4	
OBJECTIVES	**COMPETENCES**
-Consolidating the two types of conditionals -Testing the understanding of the two types of conditionals	CCLI CAA SIEP CSC CD
TIMING	**DISTRIBUTION AND LOCATION**
50'	Regular class
DEVELOPMENT	

Activity	Timing	Description	Materials
Meta-reflection warm-up	10'	Students will provide a metalinguistic reflection of the first and second conditionals along with some examples using the tool Mentimeter .	Mentimeter (Appendix 5)
Breakout	25'	Students will carry out an online escape room which consists of different missions containing metalinguistic, first and second conditional questions. After each mission, which is completed when all the questions are answered correctly, a number is given. At the end of the game students will have to write down the code they have been provided. This game will be carried out individually.	Breakout (Appendix 2)

Pre-test	15'	Students will do the post-test, so the teacher will be able to analyse their progress.	Post-test (Appendix 10)
Evaluation Criteria			
• In the Breakout game students will have to reflect upon the correct answer since the games continues as long as students choose the appropriate one.			

4. Results and discussion

In this section, the results gathered from the analysis of the pre-tests and post-tests and the satisfaction questionnaire are presented along with some discussion.

4.1. Pre-test and post-test
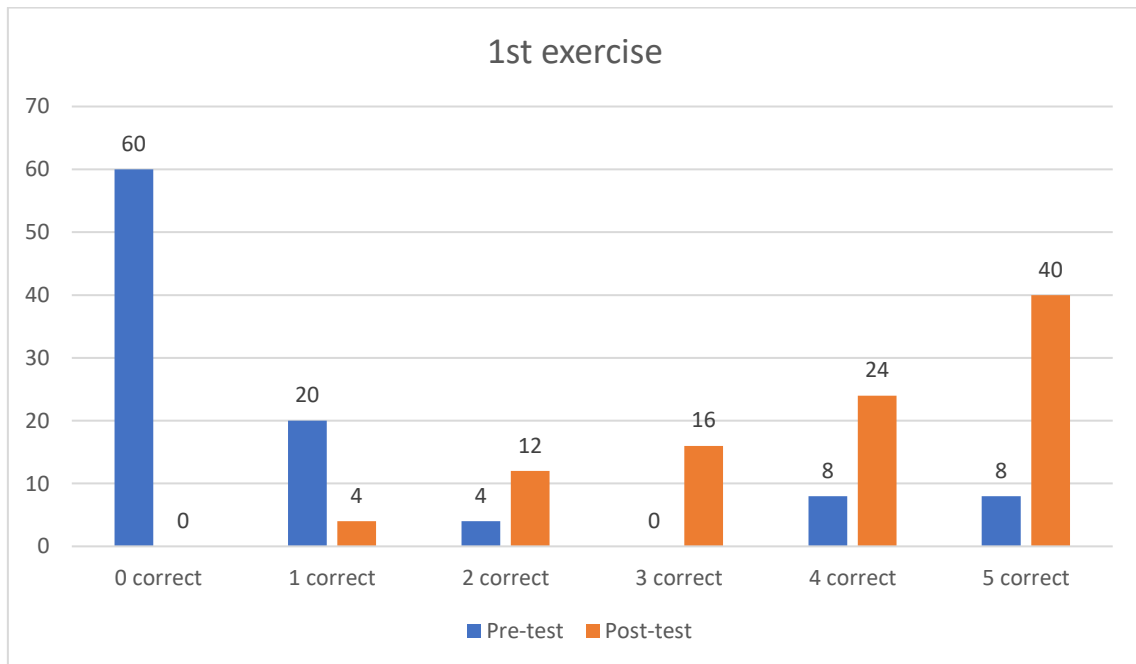
Figure 2. Results of the first exercise in the pre-tests and pots-tests.

Figure 2 shows the number of correct answers in the pre-test and the post-test of the first exercise, devoted to the first conditional. As can be clearly observed, the previous knowledge of the first conditional pattern was reasonably low (although they had studied it in previous years) since 60% of the students got 0 correct answers in the pre-test. In

fact, the number of correct answers after the implementation is at least three times higher than before the implementation. 2 correct answers changes from 4% to 12%, 3 correct answers from 0% to 16%, 4 correct answers from 8% to 24% and 5 correct answers from 8% to 40%. In addition, the greater number of correct answers, the higher the percentage of improvement. Moreover, the number of 0 correct answers and 1 correct answer has been reduced to 0% and 4% respectively. In line with López-Rama and Luque-Agulló (2012) we could state that the inclusion of games has reinforced the acquisition of the first conditional and the global improvement can be considered significant because in the post-test the 64% of the students got 4 or 5 answers correct and less than the 25% of them got 1 or 2 correct.
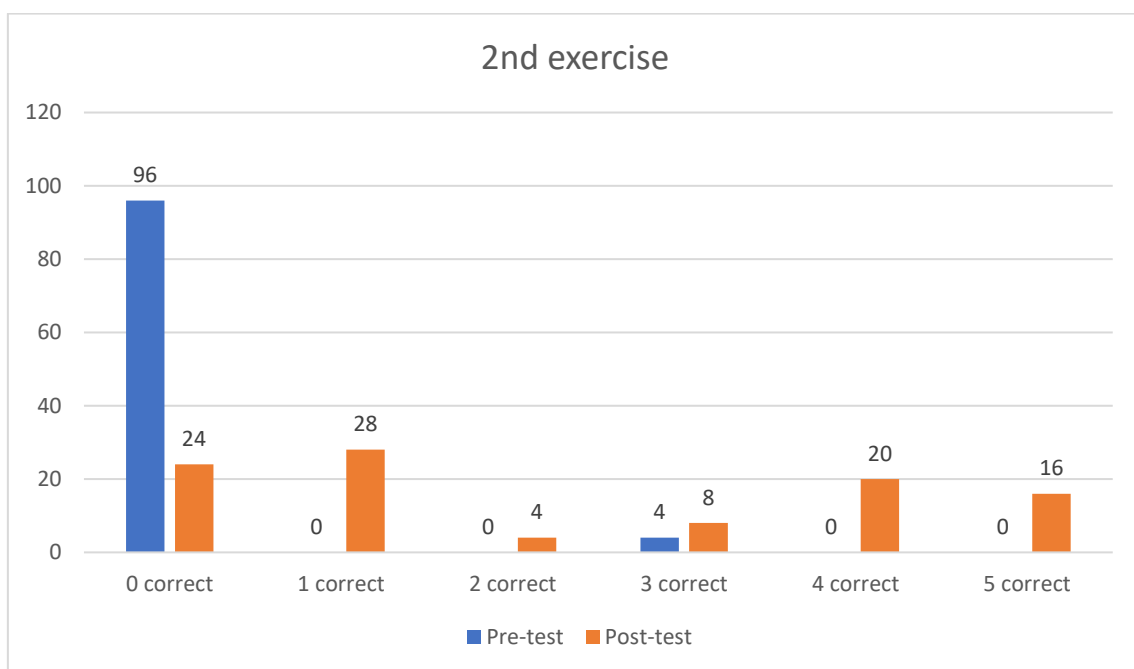

Figure 3. Results of the second exercise in the pre-tests and pots-tests.

In Figure 2, it can be clearly seen that the previous knowledge about the second conditional was almost inexistent as 96% of the students got 0 correct answers in the pre-test. In this sense, the majority of them left the exercises blank. After the implementation, the percentage of correct answers increased dramatically compared to the pre-test results

concerning 4 correct answers and 5 correct answers (from 0% to 20% and from 0% to 16% respectively). Despite this percentage increase, it cannot be considered that students learned the second conditional since the addition of 3, 4 and 5 correct answers in the post-test accounts for 44% of the students, not even the 50% of them. Furthermore, more than 50% (24% +28% + 4%) of students still got 0, 1 or 2 correct answers after the sessions. The little improvement in the second conditional might be due to its pattern because one clause consists of writing the verbs in the simple past, and most students do not know the irregular forms even after practising them in class.
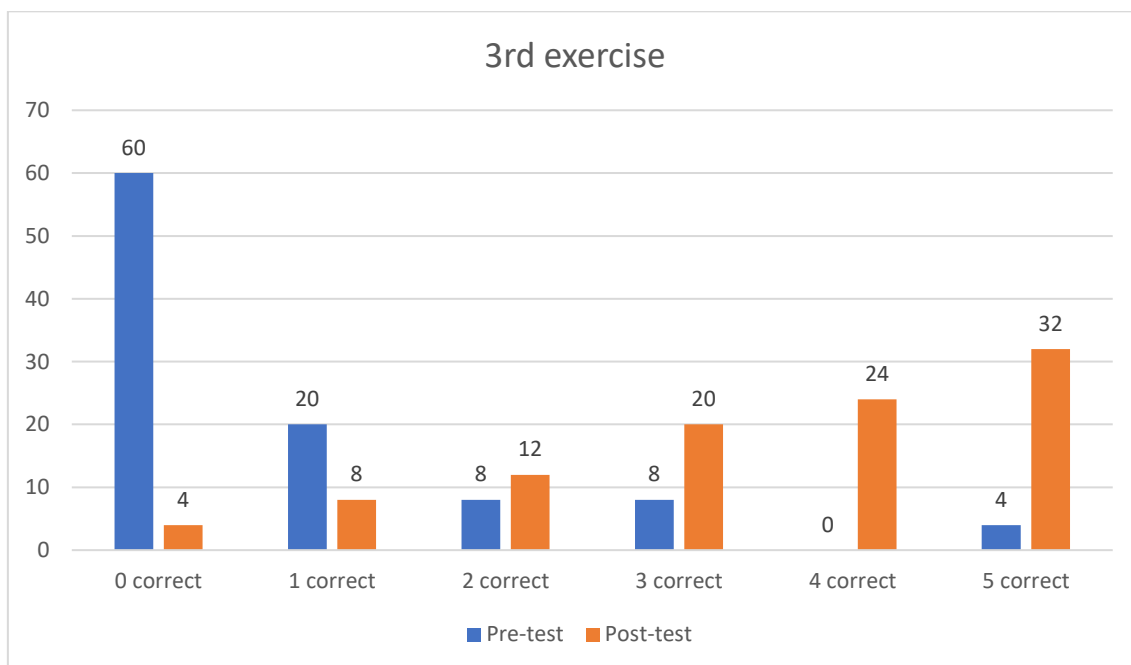

Figure 4. Results of the third exercise in the pre-tests and pots-tests.

Figure 4 depicts that students could barely discern between the first and second conditional before the implementation as 80% (60% + 20%) got 0 or 1 correct answers. The post-test results reveal that students were able to use the first and second conditionals appropriately since 76% (20% + 24% + 32% respectively) of the class got 3, 4 or 5 correct answers. Additionally, it occurs the same as in the first exercise (see Figure 2); the larger number of correct answers, the higher rate of improvement in the post-tests. In other

words, 3 correct responses vary from 8% to 20%, 4 correct responses from 0% to 24% and 5 correct answers from 4% to 32%. The reason why students outperformed in the third exercise (which combines first and second conditionals) rather than in the second exercise (which focuses on the second conditional) is due to the fact that in the third exercise, one of the two clauses is conjugated in the adequate verb tense. Thus, they only had to fill in one gap per sentence. Conversely, students had to complete the two clause patterns regarding the second conditional in the second activity. This might increase the difficulty of the second exercise in addition to the irregular past tenses mentioned before. However, it is important to highlight that nearly a quarter of the class (24%) still got 0 (4%), 1 (8%) or 2 (12%) correct answers.

After analysing the pre-tests and post-tests, it has been observed an improvement when it comes to the learning of the first conditional and the combination of both (first and second). Nevertheless, no significant improvement has been noticed in relation to the second conditional. Despite this drawback, following Carnevale (2005) and Wang and Lieberoth (2016), we could state that the employment of games is helpful to learn grammar although it might be more beneficial with simple structures.

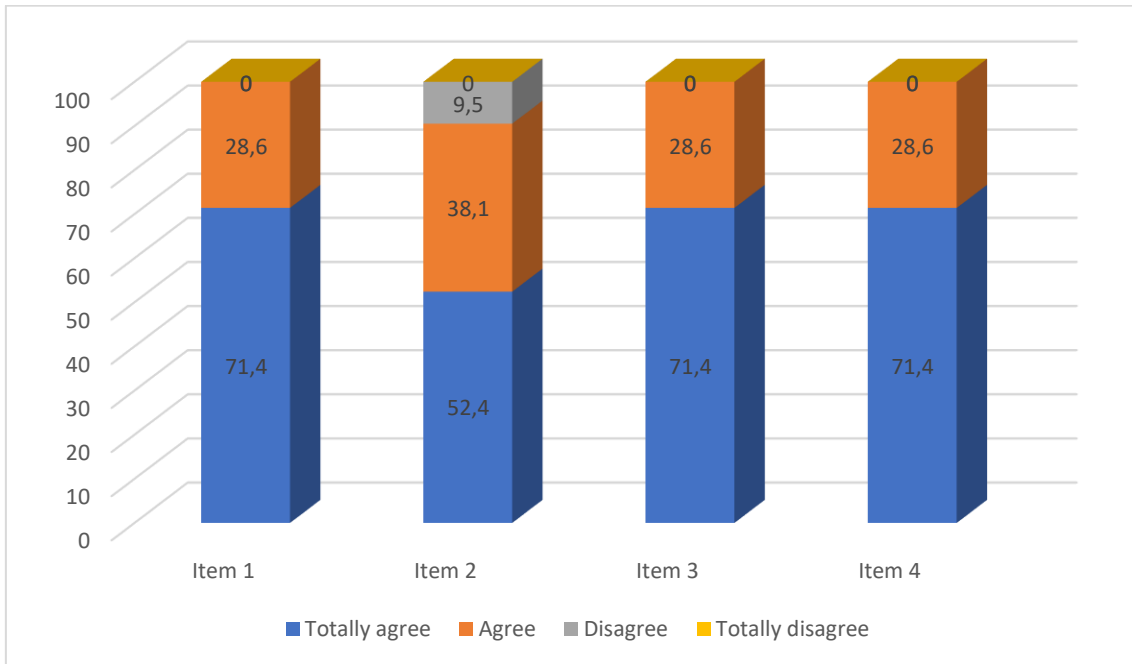## 4.2. Satisfaction questionnaire

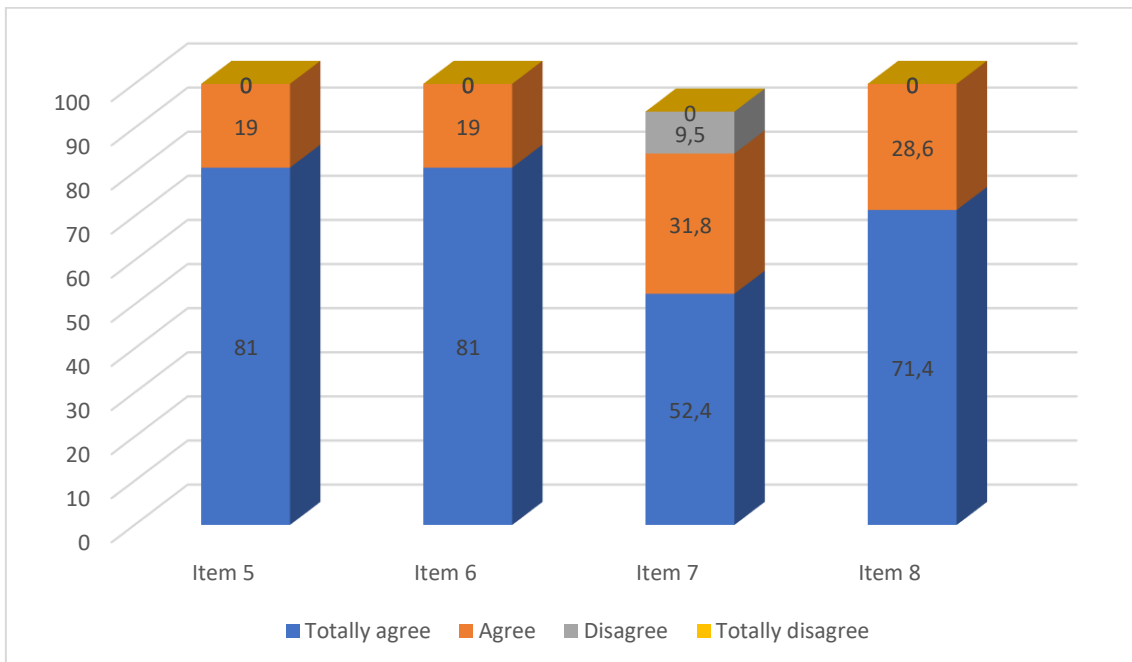
Figure 5. Assessment of items 1-4.

Figure 6. Assessment of items 5-8.

Figure 5 and 6 portrays the students' evaluation of items 1-8 of the satisfaction survey.

As results show, the experience was satisfactory, especially for the items: 5—"The usage

of this methodology has been beneficial for your learning" and 6—"The games have helped you to reinforce your knowledge of the studied contents" as the 81% of students were *totally agree*. The 19% left belonged to *agree*. On the other hand, the items: 1—" The explanation of contents has been easy and clear to understand", 3— "The running of the digital games has been easy to follow", 4—" The employment of games has facilitated the comprehension of the grammatical aspect", and 8— "I'm satisfied with the practices employed" were also positively valued with 71,4% of the responses *totally agree* and 28,6% *agree*. These percentages support McCallum's (1980) idea of using the games to consolidate the contents.

The worst valued items were Item 2 —" The level of difficulty has been appropriate" and 7 —" This practice has awakened your interest and motivation towards the English subject" with 52.4% of *totally agree*, 31,8% of *agree* and 9,5% of *disagree* responses. Although the contents were adapted to their level and from their textbook, it is assumable these reactions since the average marks of the class are not outstanding and their level of English is low. In general terms, students' experience was positive and enjoyable because there has been a low percentage of *disagree* answers and 0% of *totally disagree.*
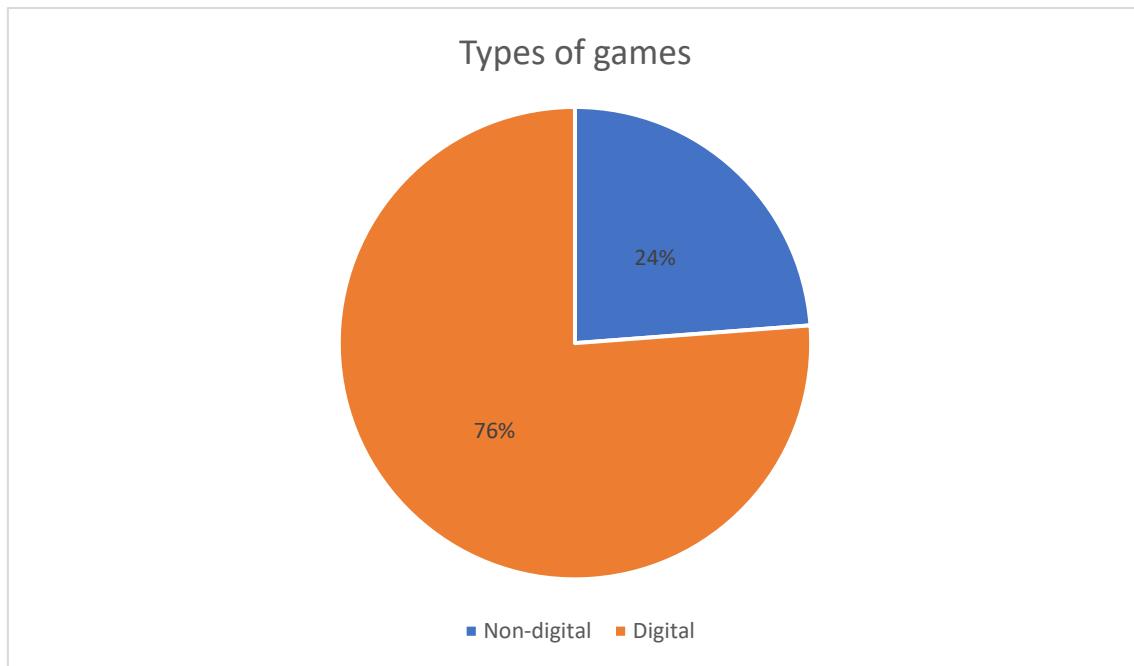
Figure 7. Game's preference- Item 9.

As it can be clearly seen in Figure 7, students opted for digital games (76%) rather than for non-digital ones (24%). This preference might be owing to their age and their close bond with technology. As Trucano (2005) defends, ICTs are a key factor regarding innovation in education although most schools still do not use them. Their inclination towards digital games could also be conditioned because of the attractive contents (Cakici, 2016). It must be remarked that students enjoyed the traditional games despite their preference towards digital ones.

In relation to their opinions (Item 10 of the survey), four tendencies were identified. Firstly, 48% students declared a general statement of good impression such as "Good", "Great", "I like it", "Very well", to name a phew. Secondly, 19% students pointed out that the enjoyment of the lessons and the dynamic learning, for instance, "It has been funny", "It has been entertaining", "Different sessions with dynamic learning" and "I liked the dynamics of the class". This statement is in line with Wang & Lieberoth, (2016) in the sense that the way the class was delivered engaged the learners. Thirdly,

19% students also remarked that their learning was enhanced and that GBL approach helped them to understand the grammatical aspect. As an illustration, some comments are "These lessons have helped me quite a lot" or "I have learned ". Lastly, 14% students made comments for improvement. The first one said that more emphasis on the conditional structure should have been made while the second one claimed that the pace of the sessions was relatively quick. The third one suggested that the mistakes in the Escape Room should have return the player to the beginning of the game instead of repeating the same question.

5. Limitations and further research

The current study presents some limitations, and suggestions for further research are provided. The first limitation was the contents to be taught and the number of students. To wit, the DU was aimed at teaching the first, second and third conditionals. However, the English teacher stated that no more than four sessions could be devoted to the DU. Therefore, only the first and second conditionals were included in the implementation since it was considered that the three conditionals taught with a new approach in four sessions would be unrealistic. In fact, some students commented on the quick pace of the activities. Concerning the number of students, the teacher solely allowed to present the DU in one course of 4th of ESO. This is because she did not want to devote many sessions to this DU. A follow-up of this study should involve a higher number of students and a few more sessions in order to reach more reliable results.

The second limitation had to do with the textbook. On the one hand, the teacher stressed the necessity to include the textbook's contents (the unit they were going to study) in the DU. On the other hand, we not only had to adapt to the textbook, but also do some of the activities related to the studied aspect. That is the reason why the DU also

contains drilling exercises and does not purely focus on GBL. It would be interesting in future investigations to devise a DU in which the textbook is not present.

The last limitation refers to the level of contents in the sense that some students struggled, and some others found them easy to follow. It is worth highlighting that many different levels are present in the English classes. Therefore, it would be advisable to conduct a study which would be able to determine whether the level of difficulty of the contents have been appropriate or not.

6. Conclusion

The results of the present study revealed the subsequent conclusions within the investigation undertaken. Firstly, GBL has helped students to learn the grammatical point studied. Nonetheless, GBL might be more beneficial for simple grammatical patterns as there has been little improvement in the second conditional. Secondly, students perceived this experience as more dynamic learning, which was entertaining and engaging. Thirdly, we found out that students prefer digital games instead of non-digital ones. Therefore, we can conclude that this innovative methodology, GBL, combined with the new technologies, is beneficial in order to learn a grammatical item in the classroom.

In conclusion, the findings of this project contribute to the literature of GBL and grammar that, so far, has been relatively limited. This study may enhance researchers to shed more light on the province of using GBL to learn grammar and then, to extrapolate their results in the classroom.

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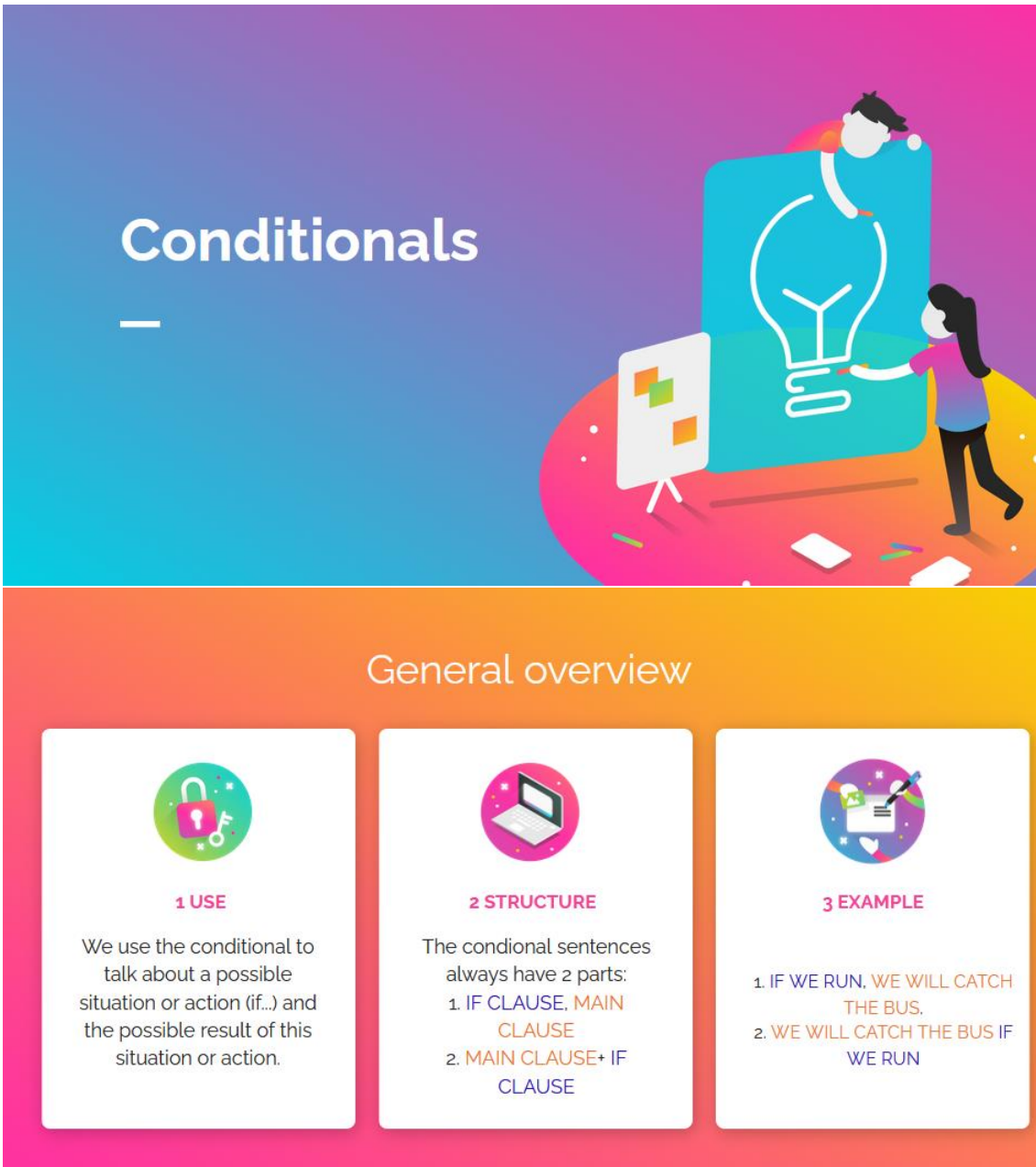Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

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8. Appendices

Appendix 1- <u>Genially presentation</u>

1st CONDITIONAL

USE

We use the conditional to talk about a possible situation or action (if...) and the possible result of this situation or action.

STRUCTURE

1. IF+ PRESENT SIMPLE, FUTURE (WILL/WON'T)
2. FUTURE+ IF+PRESENT SIMPLE

EXAMPLES

1. If you study harder, you will pass your exams.
2. You will pass your exams if you study harder.

1. If you don't study harder, you will not (won't) pass your exams.
2. You will not (won't) pass your exams if you don't study harder.

The fact that I study harder it's possible as long as I want.

2nd CONDITIONAL

USE

The second conditional is used to talk about imaginary or hypothetical situations that will probably not happen.

STRUCTURE

1. IF+ PAST SIMPLE, WOULD (N'T)+ INFINITIVE
2. WOULD (N'T)+ INFINITIVE+ IF+PAST SIMPLE

EXAMPLES

1. If I were taller, I would join the basketball team.
2. I would join the basketball team if I were taller.

Being taller it's an imaginary situation; in real life, I'm not tall

2nd CONDITIONAL EXTRA

EXTRA 1

In the second conditional, we can use WAS(N'T) OR WERE(N'T) after I / SHE /HE.

EX: If he was/were kinder, he would have more friends.

EXTRA 2

WIth the expression IF I WERE YOU (si jo fora tu), we always use WERE.

EX: I were you, I wouldn't eat all those chips.

Okey, but... How do we DIFFERENCIATE 1st and 2nd conditional?

When deciding whether to use the 1ST or 2nd conditional, you need to think about whether each situation is a REAL POSSIBILITY or NOT for you.

1st CONDITIONAL
If it rains at the weekend. I'll go to the cinema.

VS

2ND CONDITIONAL
If it rained in the desert, plants would grow.

I think it could rain this weekend.

I'm sure it won't rain in the desert.

FORMING **QUESTIONS** WITH CONDITIONALS

When we want to form a question with the conditional, the IF CLAUSE remains the same, we just reverse the CLAUSE that contains WILL or WOULD.

1st CONDITIONAL

Will you watch that horror movie with me if I turn the light on?

If I turn the light on, **will you watch** that horror movie with me?

2ND CONDITIONAL

What **would you do** if you found a a wallet with money?

If you found a wallet with money, what **would you do**?

LAST REMARKS

- **IMPORTANT!!** We write a COMMA (,) when we start the sentence with the particles IF/UNLESS. We won't write a COMMA when the IF CLAUSE it's at the end.
- IF= SI (CONDICIONAL)
  - If I had a bigger house, I would adopt a dog.
- IF...NOT=UNLESS ⟶ SI NO... = A MENOS QUE
  - I will watch the film if I don't get home too late.
  - It's the same as...
  - I will watch the film unless I get home too late.

Appendix 2- [Genially Breakout](#)

"There has been a murder in the 5th avenue in New York. The victim was a 35-year-old man and worked as the mayor's secretary. Unfortunately, James Harold changed the mayor's safe password one day before his death. Currently, the police is trying to find out the code to open the safe and check if there are any clues about the possible killer "

MISSION →

MURDER IN NEW YORK

The police need your help because they are desperate looking for the safe password. They must discover the code as soon as possible as the FBI suspects that the murderer knows the password and there is secrete information in there!
You will search the last five places (in order, 1-5) where the victim was seen.
Good luck!
When you finish registering one place, remember the **number** you will be given.

LET'S START
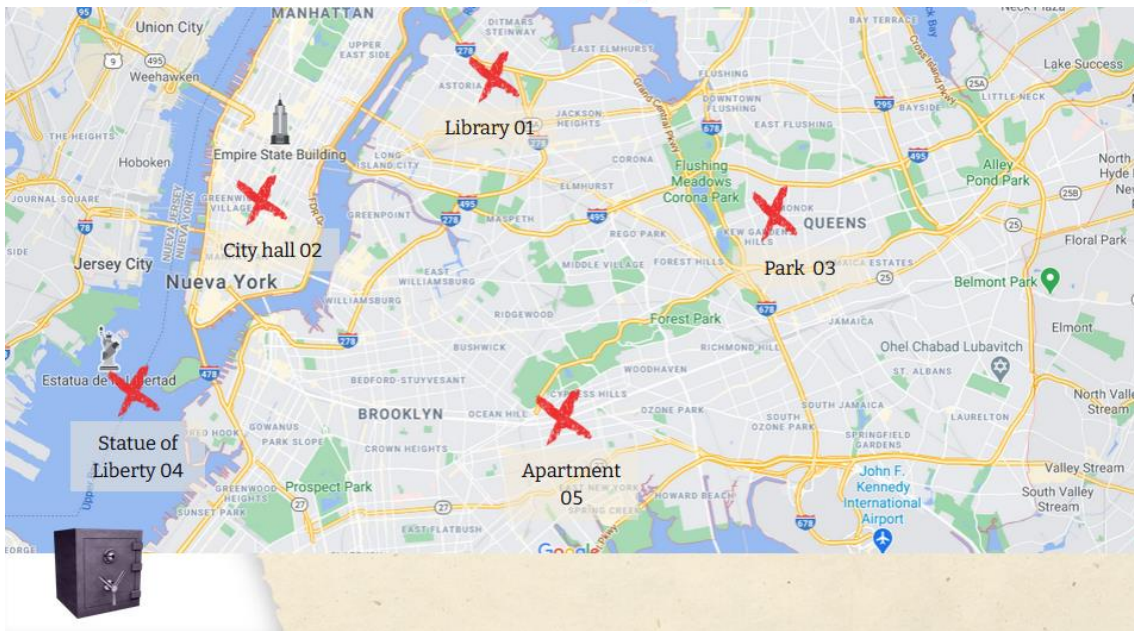
WELCOME TO THE LIBRARY

The mayor's secretary came here every Tuesday and relaxed a little bit reading classic books.

START

• • ○

QUESTION 02

The 2nd conditional refers to...

Imaginary situations

Imaginary situations in the past

Possible future situations

· · ·

QUESTION 03

How do we form the 2nd conditional?

WOULD (N'T)+
INFINITIVE,+
IF+PAST
SIMPLE

WOULD (N'T)+
INFINITIVE+
IF+PAST
SIMPLE

IF+PAST
SIMPLE+WOULD
(N'T)+
INFINITIVE

CONGRATULATIONS!

Your first number is :

2

↰

WELCOME TO THE CITY HALL

Jason Harold spent almost all the mornings in his office,
located in the west wing of the building.

START

● ○ ○
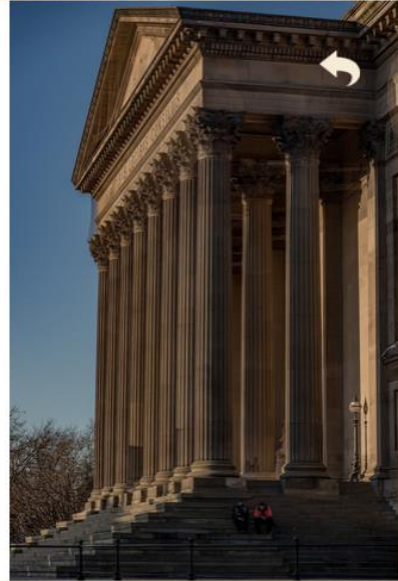
QUESTION 01

If I slow down my rhythm of work, I would be
less stressed.

Incorrect   Correct

- - -

QUESTION 02

Unless you take the pills, your swollen ankle won't get better.

Correct   Incorrect

- - -
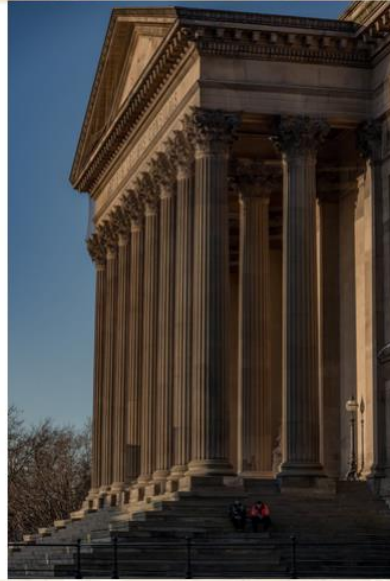
QUESTION 03

Will they learn the grammar if I teach it with games?

Correct   Incorrect
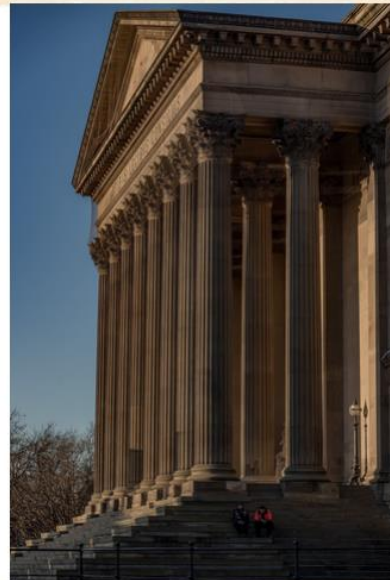
CONGRATULATIONS!

Your second number is:

7

WELCOME TO CENTRAL PARK

Everyday after work, the mayor's secretary went for a walk with his dog. He loved listening the birds twittering.

START

QUESTION 01

Which conditional is it?
If he swam at 10km/h, he would be the best swimmer in the world.

This is not a conditional   1st C   2nd C

QUESTION 02

If you study abroad, you'll become more independent.

This is not a conditional   2nd C   1st C

CONGRATULATIONS

Your third number is:

1

↩
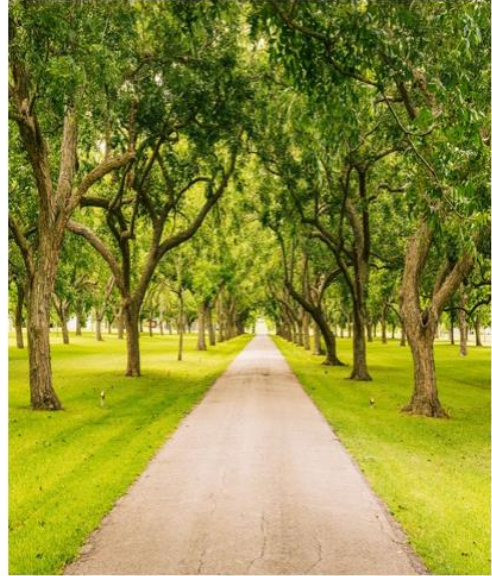
WELCOME TO THE STATUE OF LIBERTY

Jason Harold visited the Statue of Liberty last Sunday with his family from Minesota. There, he saw the mayor with a person he didn't know.

START

QUESTION 02

If you .... anywhere in the world, where
............?

could study/   could study/   can study/
would you go   you would go   would you go

QUESTION 03

I .... you unless it.........urgent. I know
you're really busy these days.

won't phone   won't phone/'s   will phone /'s
/isn't urgent   urgent   urgent

CONGRATULATIONS

Your fouth number is:

9

↩
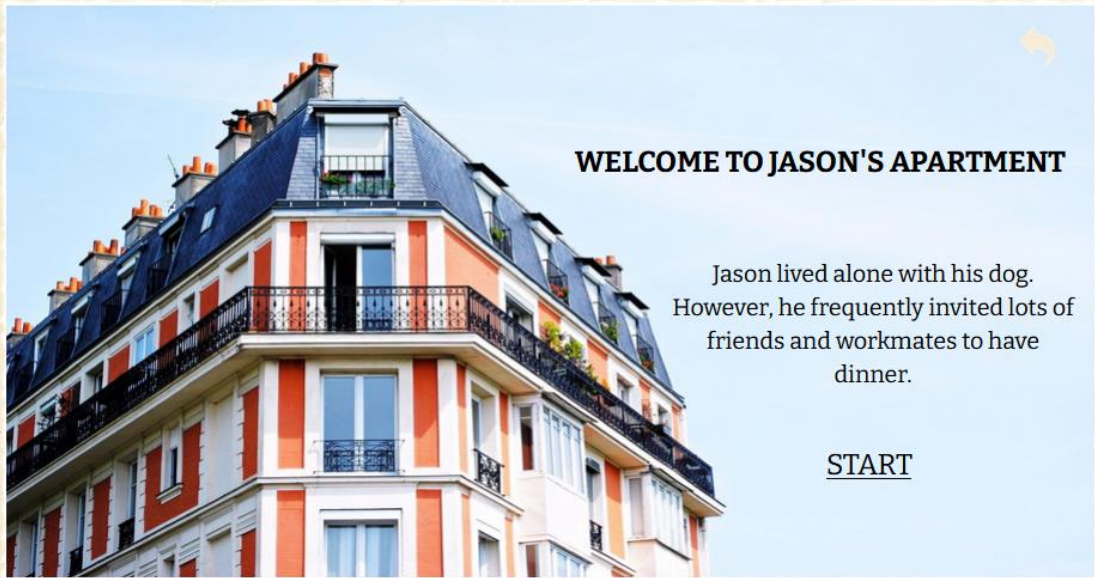
WELCOME TO JASON'S APARTMENT

Jason lived alone with his dog.
However, he frequently invited lots of
friends and workmates to have
dinner.

START

QUESTION 02

You .... a cold all the time if you ....
warmer clothes.

wouldn't catch/ worn

would catch/wore

wouldn't catch/wore

QUESTION 03

We write a comma (,) to separate the two clauses in the conditional when...

the IF sentence comes first

the IF sentence comes after the main clause
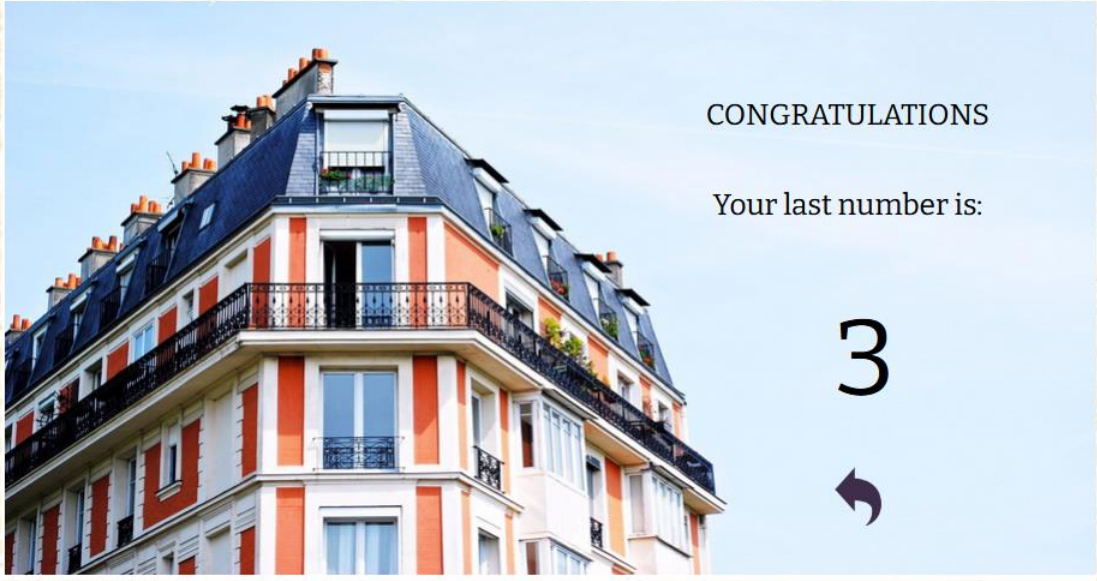
CONGRATULATIONS

Your last number is:

3

Introduce la clave correcta

1	2	3	4
5	6	7	8
↵	9	0	OK
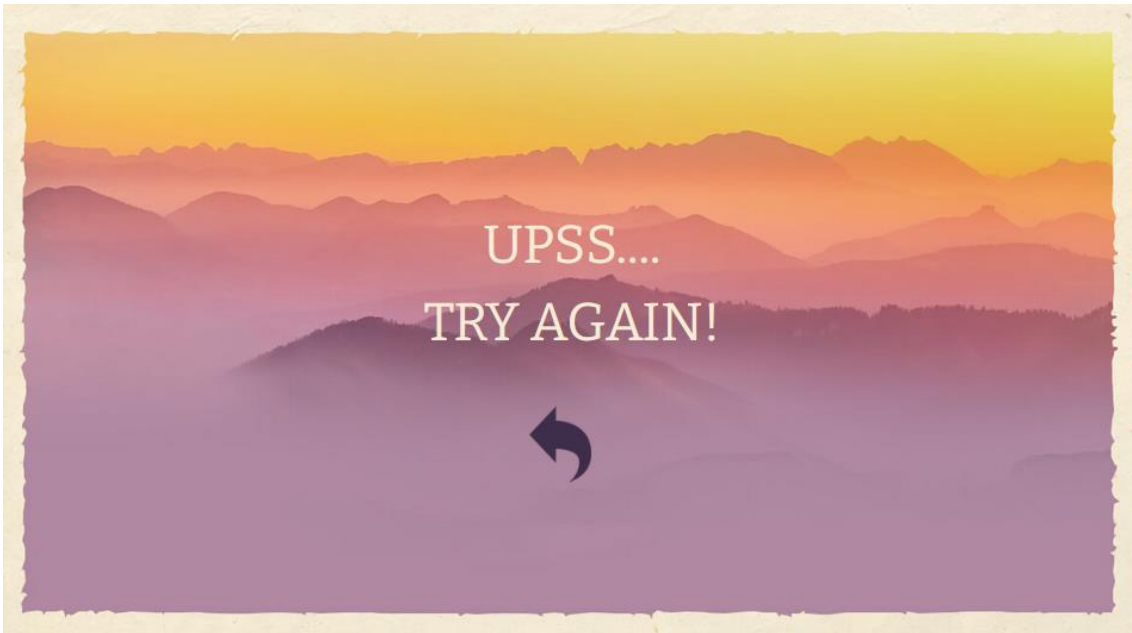
Appendix 3- Quizizz

☑ Checkboxes

1. If she studies harder, she'll pass all her exams.

✅ 1st Conditional   ❌ 2nd Conditional

👁 HIDE ANSWER

2. Choose the correct answerS:

✅ If you do the laundry, I'll clean the bathroom.

❌ I'll clean the bathroom, if you do the laundry.

✅ I'll clean the bathroom if you do the laundry.

✅ If you do the laundry, I will clean the bathroom.

3. Complete the sentence with the correct form of the verb.
He would be healthier if he (drink) less alcohol.

answer

➤ drank

alternatives

4. She wouldn't marry Peter if she didn't love him.

✅ Correct   ❌ Incorrect

5. The 1st conditional makes reference to...

❌ Imaginary/ hypothetical situations   ✅ Probable future situations

👁️ HIDE ANSWER

6. If people........ in the sun too long, they........ .

❌ stayed/ would got sunburned

❌ stayed/ get sunburned

✅ stay/ will get sunburned

❌ stay/ would get sunburned

HIDE ANSWER

7. Complete the sentence with the correct form of the verb. You would be less fat if you .... (eat) less junk food.

answer

⟩ ate

alternatives

HIDE ANSWER

8. Complete the sentence with the missing word.
We ... stay home unless it stops raining.

answer

> will

9. Which conditional uses past simple in the *If+clause*?

answer

> 2

alternatives

> 2nd

> 2 Conditional

> 2nd Conditional

🗙 HIDE ANSWER

10. Unless I .... enough money, I .... to Thailand these holidays.

❌ didn't have/ won't go   ❌ have/ will go

❌ won't have/ won't go   ✅ have/ won't go

🚫 HIDE ANSWER

11. I would go to the party if I ...... so tired.

❌ were

✅ wasn't

✅ weren't

❌ was

12. Complete the sentence with the missing word.
You'll get wet ...... you take an umbrella.

answer

> Unless

alternatives

13. They ....(learn) how to cook paella if they had more free time.

answer

> would learn

alternatives

> 'd learn

~~Multiple choice~~

14. Which conditional uses WOULD + INFINITIVE in the *If+clause*?

❌ 1st   ❌ 2nd

✅ Any conditional uses WOULD+INFINITIVE in the *if+clause*   ❌ 1st and 2nd

🚫 HIDE ANSWER

15. If you have time later, will you help me with the homework?

✅ Correct   ❌ Incorrect

🔘 HIDE ANSWER

16. If they ..... better, they .... a band.

❌ sung/would form   ❌ sung/ wouldn't form

❌ sang/ wouldn't form   ✅ sang/would form

17. We'll go to the park, if it is sunny.

○ Correct   ○ Incorrect

18. Laura …….. happy if she ……. her dog.

○ will be/ find   ○ will be/ finds

○ won't be/ don't find   ○ won't be/ doesn't find

19. We will run in the marathon if the street is still wet?

O Correct   O Incorrect

20. Choose the corrects questionS

O Would you purchase a   O Would you purchase a
yacht if you were wealthy?   yacht, if you were wealthy?

O If you were wealthy, you   O If you were wealthy, would
would purchase a yacht?   you purchase a yacht?

Appendix 4- Random name picker spinner

Appendix 5- Mentimeter

Go to www.menti.com and use the code 4446 2623

What do you remember about the first and second conditionals? You can also add examples

Mentimeter

10. We use a comma when the If clause is at the beginning.

Unless you tidy your room, you won't go out with your friends

1.In the first conditional, we use present simple and future simple2. In the second conditional, we use past simple and would+infinitive.

Unless=if not

I would buy a new car if I had the money.

If I were you...

First conditional is for a possible situation

Appendix 6- Spectrum student's book
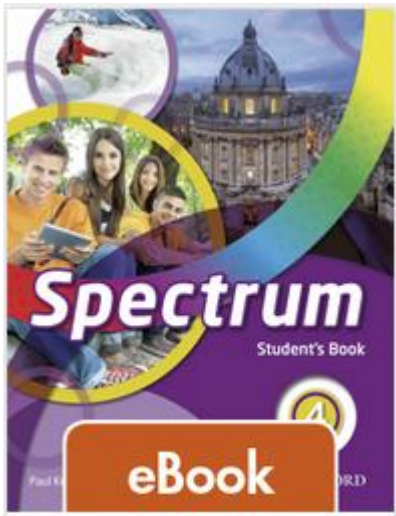
6a- Ex. 3 P.49

> 1 Unless I want to chill out instead of study, I'll have to think again.
> 2 You won't feel so hungry if you put a blue light in your fridge.
> 3 If you gave someone blue bread, they probably wouldn't eat it.
> 4 We would win more games if we wore red.

3 Study the table and answer the questions in your notebook.

> 1 Which sentences are in the first conditional and which are in the second conditional?
> 2 Which conditional do we use to talk about the result of a possible future situation?
> 3 Which conditional do we use to describe the result of an imaginary situation?

6b- Ex. 4 P.49

4 In your notebook, complete the sentences with the correct first conditional form of the verbs.

> be late   feel less anxious   feel more dynamic
> not be hungry   not cut down   pass the exam

1 Unless we hurry up, we (...) for school.
2 If you eat that cake, you (...) at lunch time.
3 What subjects will Tom study next year if he (...)?
4 You (...) about your problems if you open up to your friends.
5 If we walk to school, we (...) when we arrive.
6 If he (...) on all his activities, he won't have time to relax.

6c- Ex. 7 P.49

Your turn

7 Ask and answer the questions about colours. Add more questions.

What colour would you choose if ...?
• you painted your flat / house
• you bought a new pair of trainers tomorrow
• you could paint the school
• you changed the colour of your hair
• you had your own car

If I painted my flat, I'd choose blue because it makes me feel calm.

6d- Ex. 5 P.49

5 In your notebook, complete the sentences in the second conditional with the correct form of the verbs.

1 Amy (help) us if she (be) here.
2 If they (go) to bed earlier, they (not feel) so sleepy at school.
3 (…) I (feel) more relaxed if I (paint) my bedroom green?
4 If I (be) you, I (slow down). You look stressed out.
5 (…) I (have) more energy if I (work out) at the gym before school?

6e- Ex. 6 P.49

before school.

6 In your notebook, complete the sentences with the correct first and second conditional form of the verbs.

| be   feel   not choose   have   look   paint |

Harry   I've decided to paint my bedroom.
Amelia   Why? If I (1) a bedroom like yours, I'd be really happy.
Harry   The walls are too dark. Unless I (2) them a more cheerful colour, I'll start to feel depressed! If you (3) me, what colours would you choose?
Amelia   If you (4) on the internet, you'll find lots of information about colours. But if I were you, I (5) red because it's not relaxing.
Harry   OK, if I choose blue, then I (6) relaxed.

Appendix 7- Card game

Appendix 8- Four-in-a-row

FOUR-IN-A ROW

If I were the boss of a company,...	If you didn't do mistakes when writing,...	If Shakespeare were alive,...	Unless you tidied your room,...
They would speak Italian..	Unless the basketball team travelled to USA,...	Clara would choose the next holiday destination...	If my grandparents didn't existed,...
He would be prettier...	We would play tennis more frequently...	Unless I bought a smartphone,...	If I drank ten liters of water per day,...
Unless we finished our homework,...	If the government worked hard,...	I would calm down this weekend...	If I knew how to ride a bike,....

Appendix 9- Board game

BOARD GAME - 1ST AND 2ND CONDITIONALS

START	If you eat too much Macdonald's,...	I would become influencer if ...	If she doesn't calm down,...	Unless I finish my homework,...	What would you do if you saw a lion in the middle of the street?	I wouldn't have a broken leg if ...

MISS 1 TURN

Unless I were rich, ...	She would climb Mount Everest if...	EXCHANGE ROLES	What would you do if you met your favourite film star/singer?	I would get better marks if ...	If you don't open up to your friends,...	What would you do if you didn't pass your final exams?

MISS 1 TURN

What would you do if you couldn't sleep during the night?	If we don't take care of the planet, ...	If I could redecorate my bedroom, ...	I will go to the cinema if ...	Unless you behave well, ...	What would you do if you were millionaire?	I won't go to the summer camp unless ...

2 SQUARES

END	If I had a baby, ...	She will visit her parents if ...	EXCHANGE ROLES	What would you do if you found a homeless dog?	Unless you put a jacket on, ...	If they lived in NY, ...

Appendix 10- Pre- and post-test

1. Complete the following sentences with the correct **first** conditional form of the verbs.

   1. If you………….. (study) in another country, you………….. (become) more autonomous.
   2. We……………… (go) to the park, if it …………....(be) sunny.
   3. I ……………….. (not phone) you unless it ……………..(be) urgent.
   4. She…………... (lose) her friends if she……………….(not make) more effort to see them.
   5. Unless I ………….(find) it in the library, I…………………(have) to buy the book.

2. Complete the following sentences with the correct **second** conditional form of the verbs.

6.   If I ……………..(slow down) my rhythm of work, I …………..(be) less stressed.
7.   He …………..(be) healthier if he………………. (drink) less fizzy drinks.
8.   What ……. you …….(do) if you………… (not pass) your final exams?
9.   If they ……………(speak) English better, we ……………….. (understand) them.
10.   I …………...(take) a picture with the Queen Elizabeth if I ………….(meet) her.

3. Complete the following sentences with the correct **first** or **second** conditional form of the verbs.

11. If we don't take care of the planet, it ………… (disappear) soon.
12. If I had a baby, I ………….(call) him Rodrigo.
13. ………. you ……...(help) me with the homework if you have time later?
14. I would tell you the answers if I……………... (know) them.
15. Unless a miracle …………. (happen), we …………………(not solve) the problem.

Appendix 11- Satisfaction questionnaire

:::

1. La explicació dels continguts ha sigut presentada de manera clara i fàcil de comprendre?

🖼 ⦿ Selecció múltiple   ▾

◯ 1 Molt d'acord   ✕

◯ 2 D'acord   ✕

◯ 3 En desacord   ✕

◯ 4 Molt en desacord   ✕

◯ Afegeix una opció o **afegeix Altres**

📋 🗑 | Obligatòria ⬤ ⋮

2. El nivell de dificultat de las activitats ha sigut apropiat? *

◯ 1 Molt d'acord

◯ 2 D'acord

◯ 3 En desacord

◯ 4 Molt en desacord

3. El funcionament dels jocs digitals (Quizziz i Escape room) han sigut fàcils de seguir? *

◯ 1 Molt d'acord

◯ 2 D'acord

◯ 3 En desacord

◯ 4 Molt en desacord

4. L'ús de jocs t'ha facilitat la comprensió del aspecte gramatical? *

  ◯ 1 Molt d'acord

  ◯ 2 D'acord

  ◯ 3 En desacord

  ◯ 4 Molt en desacord

5. Creus que realitzar la pràctica amb aquesta metodologia ha sigut beneficiós per al teu aprenentatge? *

  ◯ 1 Molt d'acord

  ◯ 2 D'acord

  ◯ 3 En desacord

  ◯ 4 Molt en desacord

6. T'han ajudat els jocs a reforçar els teus coneixements sobre el tema estudiat? *

  ◯ 1 Molt d'acord

  ◯ 2 D'acord

  ◯ 3 En desacord

  ◯ 4 Molt en desacord

7. Aquesta pràctica ha despertat el teu interés i motivació cap a l'assignatura d'anglés? *

  ◯ 1 Molt d'acord

  ◯ 2 D'acord

  ◯ 3 En desacord

  ◯ 4 Molt en desacord

8. Quin es el teu nivell de satisfacció amb les pràctiques empleades durant aquestes sessions? *

○ 1 Molt satisfet@

○ 2 satisfet@

○ 3 Poc satisfet@

○ 4 Gens satisfet@

9. En general, quin tipus de joc t'ha agradat més, (1) els tradicionals (ex. Board Game) o (2) els digitals (ex. Escape Room) *

○ 1

○ 2

10. Opinió general/comentaris *

Text d'una resposta breu

Appendix 12- Documento Puente

ASIGNATURA LENGUA EXTRANJERA INGLÉS BLOQUE 2. PRODUCCIÓN DE TEXTOS ORALES: EXPRESIÓN E INTERACCIÓN	
CONTENIDOS	O.G.ETAPA
4	ESO
Funciones Comunicativas Iniciación y mantenimiento de relaciones personales y sociales: presentar a alguien y reaccionar al ser presentado de manera formal e informal. Excusarse y pedir disculpas. Establecimiento y mantenimiento de la comunicación y organización del discurso: rectificar lo que se ha dicho o parafrasear para solucionar un problema de comunicación. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Relación de acciones en el tiempo. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista. Expresión de advertencias y avisos. Expresión del grado de certeza. Confirmación o corrección de una información. Expresión de deseos, promesas, probabilidad o improbabilidad. Formulación de hipótesis.	b) h) i) j) l)

CRITERIOS DE EVALUACIÓN	COMPETENCIAS
4ºLE.BL2.3 Producir o coproducir, textos orales de longitud media, en diferentes soportes, coherentes y adecuados al propósito comunicativo, utilizando los conocimientos sobre funciones, patrones discursivos, organización textual, estructuras morfosintácticas y léxico, expresiones o modismos de uso frecuente o más específico, con sentido estético y creatividad.	CCLI CAA SIEE CD
INDICADORES DE LOGRO	
1ºLE.BL2.3.1 Produce o coproduce, con ayuda de modelos, textos orales, tales como descripciones de personas, objetos y lugares o narración de acciones habituales en presente y pasado; de planes y proyectos, utilizando los conocimientos sobre las funciones comunicativas con creatividad. 2ºLE.BL2.3.1 Produce o coproduce, con ayuda de modelos, textos orales tales como narración de acontecimientos pasados, descripción de estados y situaciones presentes, y expresión de sucesos futuros, utilizando los conocimientos sobre las funciones comunicativas con sentido estético y creatividad.	CCLI SIEE CD
	CCLI SIEE CD
3ºLE.BL2.3.1 Produce o coproduce textos orales, autónomamente, tales como expresión y contraste de opiniones, acuerdos totales y parciales; consejos y comparación de situaciones o acciones, utilizando los conocimientos sobre las funciones comunicativas , con sentido estético y creatividad.	CCLI SIEE CD
4ºLE.BL2.3.1 Produce o coproduce con sentido crítico textos orales,, tales como expresión del grado de certeza, expresión de deseos, promesas, probabilidad o improbabilidad y formulación de hipótesis, utilizando los conocimientos sobre las funciones comunicativas , con sentido estético y creatividad.	CCLI SIEE CD
1ºLE.BL2.3.2 Produce textos orales utilizando un repertorio limitado de palabras y expresiones de uso muy frecuente así como colocaciones básicas relacionadas con el tema aunque cometa algunos errores y repeticiones.	CCLI
2ºLE BL2.3.2 Produce o coproduce textos orales utilizando un repertorio limitado de palabras y expresiones de uso frecuente así como colocaciones básicas relacionadas con el tema aunque cometa algunos errores y haya alguna repetición.	CCLI
3ºLE.BL2.3.2 Produce o coproduce textos orales utilizando un repertorio más amplio de palabras y expresiones de uso frecuente y más	

específico así como colocaciones más complejas relacionadas con el tema aunque cometa errores que no dificulten la comprensión y produzca repeticiones puntuales.	CCLI
4ºLE.BL2.3.2 Produce o coproduce textos orales utilizando un repertorio amplio de palabras y expresiones de uso frecuente y más específico así como colocaciones complejas relacionadas con el tema con apenas errores o repeticiones.	CCLI
1ºLE.BL2.3.3 Produce o coproduce textos orales utilizando las estructuras morfo-sintácticas y discursivas adecuadas al nivel aunque a veces puedan cometerse algunos errores que dificulten la comprensión y den lugar a malentendidos.	CCLI CAA
2ºLE.BL2.3.3 Produce o coproduce textos orales utilizando las estructuras morfo-sintácticas y discursivas adecuadas al nivel aunque a veces puedan cometerse algunos errores que no interrumpan la comunicación.	CCLI CAA
3ºLE.BL2.3.3 Produce o coproduce textos orales utilizando las estructuras morfo-sintácticas y discursivas adecuadas al nivel de forma que resulte un discurso claro y articulado.	CCLI CAA
4ºLE.BL2.3.3 Produce o coproduce textos orales utilizando las estructuras morfo-sintácticas y discursivas adecuadas al nivel de forma que permita un discurso claro, articulado y fluido	CCLI CAA

ASIGNATURA PRIMERA LENGUA EXTRANJERA INGLÉS BLOQUE 4 . PRODUCCIÓN DE TEXTOS ESCRITOS: EXPRESIÓN E INTERACCIÓN	
4	ESO
CONTENIDOS	O.G.ETAPA
Funciones Comunicativas Iniciación y mantenimiento de relaciones personales y sociales: presentar a alguien de manera formal e informal. Excusarse y pedir disculpas. Establecimiento y mantenimiento de la comunicación y organización del discurso: rectificar lo que se ha dicho o parafrasear par solucionar un problema de comunicación. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Relación de acciones en el tiempo. Petición y ofrecimiento de información, indicaciones, opiniones, puntos	b) h) i) j) l)

CRITERIOS DE EVALUACIÓN	COMPETENCIAS
de vista. Expresión de advertencias y avisos. Expresión del grado de certeza. Confirmación o corrección de una información. Expresión de deseos, promesas, probabilidad o improbabilidad. Formulación de hipótesis.	
4ºLE.BL4.3 Producir o coproducir textos escritos de longitud media en diferentes soportes, coherentes y adecuados al propósito comunicativo, utilizando los conocimientos sobre funciones, patrones discursivos, organización textual, estructuras morfosintácticas, convenciones ortográficas, tipográficas y de puntuación, así como el léxico, expresiones y modismos de uso frecuente y más específicos, en las diferentes situaciones comunicativas con sentido estético y creatividad	CCLI CD SIEE

INDICADORES DE LOGRO	
guiada o con ayuda de modelos, y con creatividad, descripciones de personas, objetos y lugares o narraciones de acciones habituales en presente y pasado o de planes y proyectos, utilizando los conocimientos sobre las funciones comunicativas. 2ºLE.BL4.3.1 Produce o coproduce, con ayuda de modelos, y con creatividad, descripciones de personas, objetos , lugares y situaciones, narraciones de acontecimientos pasados o expresión de sucesos futuros, utilizando los conocimientos sobre las funciones comunicativas.	CCLI CD CCLI CD
3ºLE.BL4.3.1 Produce o coproduce autónomamente y con creatividad, textos escritos para expresar opiniones, acuerdos, consejos, comparaciones, causa, finalidad o condición, utilizando los conocimientos sobre las funciones comunicativas. 4ºLE.BL4.3.1 Produce o coproduce, con sentido crítico y creatividad, textos para expresar certeza, probabilidad, hipótesis, quejas o sentimientos,	CCLI CD
utilizando los conocimientos sobre las funciones comunicativas.	CCLI CD