

**MASTER'S DEGREE IN TEACHERS OF COMPULSORY
SECONDARY EDUCATION AND BACHELOR'S DEGREE,
VOCATIONAL TRAINING AND LANGUAGE TEACHING**



**UNIVERSITAT
JAUME I**

FINAL MASTER'S DISSERTATION: MODALITY 1

**ENHANCING COMMUNICATIVE COMPETENCE IN ENGLISH
LANGUAGE EDUCATION THROUGH GAME-BASED LEARNING
AND COMMUNICATIVE STRATEGIES**

Student: Patricia Aguilar Moreno
Supervisor: María Luisa Renau Renau
June 2023

ABSTRACT

One of the most challenging aspects of SLA (Second Language Acquisition) is oral communication, particularly for teenagers studying English in high school considering teachers rarely cover the language's oral output.

In light of this, this paper offers a didactic suggestion to enhance students' oral communication abilities in English as a foreign language taught in the classrooms, as well as how game-based learning and communicative strategies might aid students in learning the language and using it in authentic scenarios. The project has been carried out in terms of formulaic and interpersonal competence, placing more emphasis on speech and language creation. The proposal is divided into seven sessions, each of which has a specific assignment and a theoretical justification. A motivational questionnaire, an evaluation rubric, and peer assessments has been used to determine the effectiveness of the approach, revealing a clear improvement in students' motivation and involvement in language learning.

Keywords: *Communicative Competence, Game-Based Learning, Oral Communication, English as a Foreign Language.*

1. INTRODUCTION	1
2. THEORETICAL BACKGROUND	2
2.1. Communicative competence	2
2.1.1. Oral competence	9
2.2. Game-based learning	10
2.2.1. Game-based learning in ESL	12
2.3. Motivation	13
2.3.1. Motivation in learning	14
3. OBJECTIVES	15
4. METHOD	17
4.1. Participants and setting	17
4.2. Justification	18
4.3. Evaluation criteria and instruments	19
4.3.1. Peer evaluation rubric	20
4.3.2. Teacher evaluation rubric	20
4.3.3. Motivational questionnaire	21
4.4. Materials	21
4.5. Objective of the proposal	22
4.6. Methodology	23
4.7. Didactic proposal	24
5. RESULTS AND DISCUSSION	35
5.1. Motivation questionnaire	35
5.1.1. Motivation questionnaire	35
5.2. Evaluation rubrics	41
5.2.1. Peer assessment results	41
5.2.2. Teacher assessment results	43
6. LIMITATIONS	45
7. FURTHER RESEARCH	45
REFERENCES	48
APPENDIXES	52

LIST OF TABLES

Table 1 <i>Motivational Questionnaire</i>	21
--	----

LIST OF FIGURES

Figure 1 <i>Schematic representation of communicative competence in Celce-Murcia et al. (1995)</i>	5
Figure 2 <i>Revised schematic representation of communicative competence in Celce-Murcia et al. (1995)</i>	6
Figure 3 <i>Percentage of motivated students.</i>	36
Figure 4 <i>Percentage of students with improved reported speech.</i>	36
Figure 5 <i>Percentage of students' motivation during the final task.</i>	37
Figure 6 <i>Percentage of students reporting their level of effort for the oral presentation.</i>	37
Figure 7 <i>Percentage of students' perception on peer evaluation.</i>	38
Figure 8 <i>Students' experience.</i>	38
Figure 9 <i>Students' ratings of the overall procedure.</i>	39
Figure 10 <i>Students' preference for gamified pedagogy in future English classes.</i>	39
Figure 11 <i>Students suggestions for improving gamified pedagogy.</i>	40
Figure 12 <i>Preferred activities in gamified pedagogy for English language learning.</i>	40
Figure 13 <i>Students' rates of the peer assessment rubric.</i>	42
Figure 14 <i>Students' emotional responses to classmates' performances.</i>	43
Figure 15 <i>Student performance based on teacher rubric scores.</i>	44

1. INTRODUCTION

In today's globally interconnected society, English, which is acknowledged as the most frequently spoken language, is essential. A quarter of the world's population already speaks English, and this percentage is steadily increasing as a result of globalization (Graddol, 2006). English has established itself as the lingua franca and the main language of international communication due to its broad use in trade, tourism, and politics. As a result, it is expected for high school students to take this language as an option along with possibly a second foreign language as well.

The main goal of language instruction in secondary schools is to help students become fluent and effective communicators in the target language (Richards & Rodgers, 2014). The five paramount language skills which are writing, speaking, interaction, listening, and reading are frequently the emphasis of the 3–4 hours per week that teens devote to English. However, in the Spanish education system, learning foreign languages, particularly English, remains a challenge.

As stated by Richards and Rodgers (2014), there are times when teachers favour receptive abilities like reading and listening over active ones like speaking and writing. As a result, learners' proficiency level may decrease once they have finished Compulsory Secondary Education (ESO) due to their lack of exposure to language production (Ur, 2012).

In response to this, this essay aims to offer a solution so that students may practice the language by employing a real-life scenario and putting more emphasis on the creation of the language than the reception. As a result, it is important to mention that this proposal also attempts to help students' communicative skills, which will encourage them to learn the target language. The communicative strategies have been introduced to learners in a didactic proposal that has been created to help them achieve that aim. Game-based learning has been suggested as a powerful method for improving learners' oral communication skills in addition to the use of communicative strategies. This innovative approach has been included in a thorough didactic plan designed to help students meet their communication objectives. Game-based learning is incorporated into the learning process to provide learners a tool that not only encourages engagement but also assists in the growth of strong communication skills.

These resources might help them become more effective communicators and to be eager to take part in the lesson plan, they must perceive these activities as novel and inspiring.

This paper starts with a theoretical framework that gives the necessary background information to comprehend the goals of the work in order to set the proposal's context. These ideas are focused on oral proficiency, language acquisition, and the concept of game-based learning.

After that, the didactic proposal will be described along with the setting in which it was used, the participants, and the approach that was used. Following the execution of the didactic unit, the method employed to increase communicative competence has been beneficial in the selected course.

Following the disclosure of the findings, a thorough study will be given to determine whether the technique was effective and to look at the comments made by the students. According to the findings, both their motivation and level of involvement in language learning have clearly improved. A summary of all the findings and pertinent data is presented in the paper's last part. Subsequently, several restrictions and issues that have come up in the process of putting this plan into practice are listed, followed by a conclusion about the examination.

2. THEORETICAL BACKGROUND

2.1. Communicative competence

The aim of this paper is to promote and improve the communicative competence of students through the implementation of games within class. During the internship period, observations revealed that students often have difficulties expressing themselves fluently. When asked to engage in a speaking task, they frequently feel under pressure and uneasy. This is why one of the concerns of this study is to provide an improvement over this competence.

A definition of communicative competence is also necessary, as speaking is an important focus within this research. The idea of communicative competence is crucial when teaching a second language since it establishes how well the students can communicate in a specific English-speaking environment.

This idea is widely accepted in the field of linguistics, and numerous studies have attempted to provide an accurate definition of this competency. Despite this, a number of authors have had trouble describing it accurately.

Following Pasquali's (1972) view, a process of interaction known as communicative competence occurs when two or more subjects are seen as equals, share experiences, and behave with a feeling of community in a discourse aimed at the creation of agreements. This method may be thought of as the interaction between native speakers of a certain language who reside in the same community, who constantly explore new forms of support and try to start connections that are both productive and healthy.

From Chomsky's (1965) critique of Skinner's (1957) view of language learning, the idea of competence emerges. Skinner's (1957) suggests a method that ignores the critical role of the creative process and is only based on the stimulus-response relationship. Chomsky (1965) introduced the concept of linguistic competence at this time, defining it as the interpretation and performances of capabilities and arrangements. The author developed two ideas into contemporary linguistics by establishing a difference between grammar knowledge (competence) and its output in actual use (performance). Even so, this idea just suggests language competence, which does not by itself guarantee efficient communication.

Chomsky's idea of linguistic competence was challenged by Hymes (1971), who envisioned communicative competence as a communicative activity that complies with the demands of the environment. Hymes' (1971) definition, then, distinguishes this idea from exclusively language characteristics and incorporates the social and psychological aspects. In light of this, this communicative competence has been seen as the fusion of the grammatical, psycholinguistic, and social elements. Alternatively, the speaker needs to be proficient in all three skills in order to communicate effectively.

As stated by Usó-Juan and Martínez (2008), various researchers have worked to further expand communicative competence and tried to describe the elements of the model which are:

- ❖ Grammatical competence, that is the code knowledge in relation to Chomsky's linguistic abilities which covers grammar regulations, pronunciation or vocabulary among others.

- ❖ Sociolinguistic competence, referring to knowing how to use a language in a certain setting according to sociocultural principles of usage. Included in this area would be the proper use of words, manners, tone, and style.
- ❖ Strategic competence, the ability to improve communication efficiency by being aware of both verbal and nonverbal communication strategies.
- ❖ Discourse competence, alluding to the understanding of how to achieve coherence and cohesiveness in a spoken or written document (academic essay, poetry, etc.).

The first model by Canale and Swain (1980) in this instance was composed by the grammatical, sociolinguistic, and strategic competence. Despite that, later, Canale (1983) made significant modifications to his model, transferring some sociolinguistic components to a different competency known as the discourse competence.

After that, three components constituted Bachman's (1990) model of communicative competence which included language competence, strategic competence, and physiological competence. This model put forth by Bachman (1990) splits language proficiency into two basic divisions, organizational competence and pragmatic competence. Grammatical and textual proficiency form the organizational competence, which is similar to Canale's (1983) discourse proficiency. By contrast, the two components of sociolinguistic competence and illocutionary competence constituted pragmatic competence. On the one hand, sociolinguistic competence refers to the understanding of when and how to apply linguistic features in a particular context. On the other hand, illocutionary competence is the ability to speak and use language effectively.

Usó-Juan and Martinez (2008) claimed that, the most significant improvement over Canale's (1983) model is that in Bachman's (1990) model, pragmatic competence is recognized as a major component of the construct of communicative competence that coordinates with grammatical and textual competence rather than being subordinate to it and frequently interacting with organizational competence.

Since then, the significance of this competence has been upheld, as seen, for instance, in Celce- Murcia's et a. (1995) concept of communicative competence that is motivated by pedagogy. This model divided the communicative competence into linguistic, sociocultural, strategic, discourse and actional competencies.

Their proposal includes the *discourse competence* in the core of the model which deals with the choice and placement of sentences to create a coherent spoken or written text. Discourse competence is positioned in a context where it is influenced by linguistic, sociocultural, and actional competencies (*Figure 1*), which in turn influence each of the three components.



Figure 1 Schematic representation of communicative competence in Celce-Murcia et al. (1995)

The fundamental components of communication, including sentence structures, morphological inflections, phonological and orthographic systems, as well as lexical resources, are included in *linguistic competence*. *Sociocultural competence* is the ability to communicate effectively in the social and cultural contexts in which those communications are formed.

By executing and interpreting sets of speech acts, *actional competence* requires comprehending the communicative intent of the speaker. The last competence has an impact on the four components previously mentioned, which is the *strategic competence*. It is concerned with the understanding of communication strategies and how to employ them.

Thus, Celce-Murcia's et al. (1995) model clearly illustrates how each competence has a relationship with the others. However, Usó-Juan and Martínez-Flor (2006) claim that strategic competence should be placed at the same level as the rest of the competences. This model aims to show how the four language skills serve to build discourse competence for communicative purposes, while also highlighting the importance of the intercultural component.

Some years later, Celce-Murcia (2007) reorganized their communicative competence's model adding the *formulaic competence*. This concept alludes to the statements that people use in casual conversations.

Formulaic competence has become increasingly important in language pedagogy, with fluent speakers using it as often as systematic linguistic knowledge. Lastly, interactional competence was also described by Celce-Murcia (2007).

There are three of the interactional competence's sub-components which are significant to the present model:

- ❖ *Actional competence* refers to the knowledge of how to communicate in the target language by performing common speech acts which involves interaction including the sharing of information, expressing emotions or discussing issues.
- ❖ *Conversational competence* alludes to a feature of conversation that is intrinsic to the turn-taking system (Sacks, 1974) but may be applicable to other dialogic genres such as how to start and close a conversation, change topics or interrupt among others.
- ❖ Finally, the *non-verbal communication* or *paralinguistic competence* which is related to body language, affect markers or the use of silences and pauses.

Hence, *Figure 2* represents the revised model that Celce-Murcia (2007) proposed.

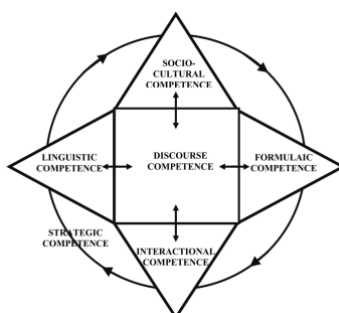


Figure 2 Revised schematic representation of communicative competence in Celce-Murcia et al. (1995)

In the 1970s, a widespread reaction to traditional language teaching approaches led to the questioning of the centrality of grammar in language teaching and learning. This led to the development of Communicative Language Teaching (CLT). Richards (2006) states that language teachers and institutions should rethink their teaching syllabuses and classroom materials to reflect the notion of communicative competence and its implication for language teaching. CLT should take into account different aspects of language use in order to develop the learner's communicative competence, such as making requests, giving advice, making suggestions, describing wishes and needs among others.

Richards (2006) further argues that in order to improve a learner's communicative ability, a curriculum should mention the following components:

- Students should establish the goals they have for learning the language; for instance, whether they want to learn English for personal or professional purposes.
- Think of examples of the contexts in which students might want to use the target language.
- Assuming a socially defined position in the target language, as well as that of their interlocutors.
- The communicative activities in which the learners will take part, which may include academic and daily life contexts.
- The language skills required for the activities mentioned in the previous step, such as introducing people or providing information.
- The ideas or concepts that need to be understood, for example hobbies.
- The abilities needed for effective speech binding which include giving a successful business speech.
- The needed types of the target language, such as British or American English, as well as the proficiency levels that the students must achieve in both spoken and written language.
- The grammar and vocabulary that will be required.

Two paths, then, emerged from the aforementioned points, which were the proposal for a communicative syllabus and English for Specific Purposes (ESP). Promoters of communicative language teaching proposed different new syllabus which are: functional syllabus, organized according to the function a learner should be able to carry out in English; notional syllabuses were founded on the ideas and material a learner would need to convey; and finally, the assignments and exercises that students should complete in class were outlined in task syllabuses.

Otherwise, in ESP, learners need specific language and communication skills for specific roles, rather than just general English. This gave rise to Need Analysis (NA). NA is a skill developed by Richards (2006) to teach English to specific kinds of language and communicative skills needed for particular roles. It involves observation, surveys, interviews, and analysis of language samples collected in different settings to determine the specific characteristics of a language when it is used for specific purposes, rather than general purposes.

Communicative language teaching (CLT) has been demonstrated to benefit second language learners in the classroom, according to Breen and Candlin (1980), Canale (1983), and Canale & Swain (1980).

In line with Canale and Swain's (1980) study, communicative language instruction is superior to grammar-based instruction because it gives students a concrete reason for learning the language and boosts their self-assurance. They emphasize the significance of a communicative approach that is functionally ordered to face the criticism that communicative language instruction is unorganized in terms of grammar learning. Such a strategy can improve student motivation and offer in-class instruction that is both visible and practical.

Moreover, as stated by Brown (1994), a method of teaching that emphasizes the practical and pragmatic uses of language for important objectives is known as communicative language teaching. This method views grammatical and linguistic proficiency as equally essential in the classroom as other facets of communicative ability. Similar to how Canale and Swain (1980) subsequently established a Need Analysis, Richards underlined the significance of conducting one while teaching languages. They argued in favour of a communicative strategy that emphasizes language use in real-world situations because they felt that doing so would boost learners' motivation and encourage them to use the target language effectively and receptively in unexpected settings.

In conclusion, communicative competence is a crucial ability for second language learners to achieve since it enables them to interact effectively in certain English-speaking settings. There are other models of communicative competence, such as Canale and Swain's (1980) and Bachman's (1990), which include grammatical, sociolinguistic, and strategic competence. These models have now been enhanced by integrating extra competences including discourse, actional, and physiological competence. By giving students a chance to practice their language abilities in a fun and relaxed environment, the use of games in the classroom can help students in developing their communicative competence. Enabling learners to communicate more effectively and confidently is the ultimate objective of increasing communicative competence. This will result in more fruitful and meaningful conversation.

2.1.1. Oral competence

Effective communication depends on oral ability, a component of communicative competence. According to Canale and Swain (1980), it refers to the capacity to employ language effectively in spoken communication, which includes both understanding and production abilities. For effective engagement in a variety of situations, such as academic, professional, and social settings, oral competence development is crucial.

The capacity to interpret spoken language, create meaningful and cohesive sentences, and apply suitable linguistic and pragmatic elements in context are all necessary for effective oral communication. Grammatical competence, sociolinguistic competence, and discourse competence are the three elements that make up oral competence, drawing on Canale and Swain's (1980) theory previously mentioned.

Exposure to real spoken language, as well as chances for practice and feedback, are necessary for the development of oral competence. Through communicative language teaching (CLT), which focuses on giving students the chance to engage in meaningful communication in the target language, oral communication is frequently emphasized in language learning contexts. Oral communication is viewed in CLT as a way to facilitate language acquisition through social engagement, meaning negotiation, and peer and teacher feedback (Nunan, 1991).

Pronunciation, or the way sounds and stress patterns are formed in a language, is a crucial component of oral competence. Good pronunciation is important for being understood by others and for conveying meaning accurately. It also helps the speaker appear credible and confident when speaking (Derwing & Munro, 2009).

Another essential aspect of oral competence is fluency, which is the capacity to speak swiftly and fluidly without pauses or interruptions. Maintaining conversational flow and preventing misunderstandings need fluency. Additionally, it boosts the speaker's confidence in speaking (Skehan, 1989).

Additionally, being able to employ appropriate discourse techniques in a variety of social settings is a requirement for oral competence. This includes effectively conveying meaning by utilizing various registers, including formal and informal language, as well as the use of suitable nonverbal cues, such as gestures and facial expressions.

Participating in activities that offer chances for practice and feedback is essential to developing oral competence. Speaking with native speakers or participating in conversation groups are a few examples of this.

Using technology, such as online tools and language-learning applications, can also help you improve your oral communication skills (Stockwell & Hubbard, 2013).

Martinez and Rubio (2008) noted that fear generated by producing verbal messages in a new language is one of the significant factors that impede language learning. To address this issue, language teachers need to adopt effective teaching methodologies that focus on developing oral competence in learners. This may involve incorporating more interactive and communicative activities that provide opportunities for learners to practice speaking in real-life situations and receive feedback from their peers and teachers.

Game-based learning is one of the most up-to-date and creative methods for improving oral skills. This approach has been increasingly popular recently since it combines the benefits of technology, feedback, and motivation to produce an immersive and engaging learning experience. More information on game-based learning and its potential advantages for improving oral competence will be covered in the section that follows.

2.2. Game-based learning

It is vital to draw attention to one of the most well-known movements that has been significant in recent years, particularly in the field of education: game-based learning (GBL), a technique that forms the basis of this didactic proposal.

Game-based learning (GBL) is an educational method that emphasizes the role of games in the learning process. Games are made expressly with education in mind, and they are meant to make learning fun and immersive (Van Eck, 2006).

There are several learning advantages of GBL, according to research. For instance, it can provide students immediate feedback on how they performed, enabling them to identify their areas for improvement (Papastergiou, 2009).

GBL may also be very motivating considering playing games tends to get students more involved in the learning process (Kiili, 2005). As a result, learning outcomes may be improved and learner engagement and involvement may rise.

In traditional education, the instructor serves as the primary information and educational source, while the students passively absorb the material through lectures, readings, and assignments. Students are required to memorize material and replicate it in tests and quizzes, which are frequently used as the basis for evaluation. Research comparing the efficacy of GBL versus traditional education in a university-level English course was also carried out by Sánchez-Mena et al. (2020). They discovered that students who took part in the GBL program improved their language abilities noticeably more than those who received conventional teaching.

In addition, the term gamification has attracted a lot of attention recently as a means of motivating and energizing students to meet their academic objectives. As noted by Deterding et al. (2011), gamification refers to the employment of game design characteristics in non-game situations. To encourage students to fully engage in the learning process and fulfil the educational goals, it may also involve the usage of points, badges, leader boards, and other game features. For instance, a point system can be applied to language learning to motivate learners to meet particular goals. While it can be helpful to boost motivation and commitment, gamification has a limited capacity to support deep learning and skills development (Landers & Landers, 2014).

Gamification and GBL are both beneficial and successful educational approaches, but it's crucial to distinguish between the two. One of the primary contrasts between gamification and game-based learning is the extent to which students are actively participating in the learning process. Gamification often involves learners as passive participants of rewards and incentives, whereas game-based learning involves learners as active players who interact with the game mechanics to accomplish the learning objectives (Gee, 2003).

The level of integration of the learning objectives into the game dynamics is another distinction between the two methods. The learning objectives are often independent from the game characteristics in gamification and are frequently added as a side benefit.

According to Prensky (2001), in game-based learning, the learning objectives are included into the game mechanics immediately and become a crucial aspect of the gameplay.

The GBL approach will be employed since the goal of this article is to investigate the use of game-like activities to enhance oral competence. The major goal is to increase students' enthusiasm through game-based learning activities, which will improve their oral proficiency in the target language.

2.2.1. Game-based learning in ESL

Since games are activities in which players must take on a more dynamic role and compete with other participants, using games in the classroom can be very effective when teaching students. Games also eliminate typical features that might be boring and uninteresting for students since they are a little more creative. Consequently, incorporating games in the classroom may promote active learning.

The article written by Mosquera (2021), “*Hacia una definición de aprendizaje activo*” presents different interpretations of the concept of active learning, according to the perspective of nine teachers. It involves students moving from conceptual to practical learning, where skills and techniques are required to solve tasks in different real or simulated situations. Students must take control of their own learning processes, planning their actions and evaluating the effectiveness of their actions to achieve effective mastery. Additionally, constructivism and the proactive creation of knowledge by students themselves are related to active learning. Activated learning encourages students to learn intentionally and consciously by providing the necessary guidance, providing direct instruction, and fostering appropriate social interactions. In active learning, the teacher's role is crucial.

Learning through games is a creative and interesting method for instruction that differs from conventional teaching techniques. Games provide students a unique opportunity to actively connect with academic content and improve abilities through immersive, interactive experiences (Prensky, 2001). This active involvement is essential for meaningful learning given that it motivates students to exercise their critical thinking, solve problems, and apply their knowledge in a variety of settings.

Additionally, games can give students immediate feedback on how they performed, enabling them to adapt their approaches and foster their comprehension of the content (Gee, 2003). Overall, research indicates that game-based learning can be a useful method for enhancing student motivation and engagement while also encouraging the development of critical thinking and problem-solving abilities (Connolly et al., 2012).

The possibility to personalize each student's learning experience is an essential aspect of active learning in GBL. Using adaptive technologies, games can adjust to the learner's level of knowledge and provide challenges that are appropriately matched to their abilities (Van Eck, 2006). In accordance with Connolly et al. (2012), this method of personalisation has been shown to enhance learning outcomes by letting students go at their own pace and making sure they are encouraged appropriately to keep them interested.

Due to all these factors, it can be said that GBL improves students' learning process by increasing engagement and motivation while lowering any negative feelings that students may have toward the activities.

2.3. Motivation

Learning is one area of life where motivation may be found. Motivation is a complex concept that is used to describe human behaviour. Intrinsic and extrinsic motivation are the two primary categories, according to Deci and Ryan's (2008) theory. Extrinsic motivation is generated by outside factors like prizes, compliments, and appreciation, whereas intrinsic motivation is caused by internal factors like one's own values and beliefs. Additionally, there are two motivational styles—autonomous and controlled—that vary in the degree of personal independence that an individual experience. In contrast to controlled motivation, which comes from outside sources and may lead to pressure to act in a particular way, autonomous motivation results in determination.

The transition from autonomous motivation to lack of motivation is completed by the idea of amotivation, which is characterized as a lack of desire to express oneself and an absence of autonomous motivation. Research has shown a strong correlation between motivation and academic achievement, highlighting the significance of motivation in education.

Studies, like the ones Ross (2016) cited, have highlighted the significance of motivation for improved academic performance, and additional research has discovered that intrinsic motivation rises when students are engaged in the subjects they are learning.

According to research, demonstrating interest in the subject matter increases intrinsic motivation and in educating learners can increase academic achievement. For this reason, the next part will go into more detail on motivation in learning.

2.3.1. Motivation in learning

The use of game-based learning and active learning approaches can have a substantial influence on learners' motivation, which is a fundamental component of language acquisition.

According to Gardner's socio-educational model of motivation (1985), individual and contextual factors influence motivation in language learning. In line with Dörnyei's (2001) view, motivation consists of three components: the desire to learn a language, the work it takes to do so, and the enjoyable responses that come from doing so. Dörnyei (2001) created the Motivation Questionnaire, a tool that has become extensively used in studies on language acquisition, to assess these aspects of motivation.

Based on Dörnyei and Csizer's (1998) study, language teachers might motivate students significantly by following a set of recommendations. The "*Ten Commandments for Motivating Language Learners*" are a set of ten guidelines for teachers to adhere to, such as giving examples from personal experience, fostering a positive learning environment, fostering learner autonomy, and boosting students' linguistic self-confidence. These guidelines emphasize the importance of creating an engaging and supportive learning environment, building learners' confidence in their language skills, and connecting language learning with learners' personal goals and interests. Another factor that is thought to be important for motivation in language acquisition is introducing students to the culture of the target language

Additionally, improving oral proficiency through active learning and game-based learning may result in a positive effect on learner motivation. Games can offer a low-anxiety setting for language acquisition, allowing students to play with language and improve their speaking abilities, as mentioned by Kato and Hakuta (2013).

What is more, the application of active learning methodologies can foster a sense of control and ownership over the learning process, increasing levels of motivation and engagement (Mosquera, 2021).

Redefining learning, creating engaging activities, and assisting students in understanding how to learn are all important when implementing active learning. Several definitions of active learning offered by various researchers and educators are highlighted in an article written by Mosquera (2021) entitled "*Hacia una definición de aprendizaje activo*". As Chica argues, in order to foster active learning, it is vital to reconsider what it means to learn and create activities and exercises that permit the transfer of competences to the contexts of all students. Additionally, this strategy involves developing social learning situations, directing metacognition processes, and assisting critical and creative thinking processes, as noted by Larralde.

Additionally, within the article, Márquez advocates for a setting where students actively solve problems and make decisions rather than merely absorbing knowledge, while Elizondo stresses the development of critical thinking and communication skills through active learning activities. Similarly, Olivé emphasises the significance of active learning in encouraging student autonomy. The significance of active learning for student engagement and skill development is emphasized by these scholars.

These definitions provide insightful information about how they see active learning. These approaches clarified the complex nature of active learning and its effects on instructional strategy. By looking at these definitions, there can be drawn further knowledge of the idea and its potential influence on students' educational experiences.

Furthermore, a student's motivation to improve their oral competence may also be increased by implementing active learning practices that encourage them to take responsibility for their learning and engage in real-life conversations (Toliver, 2014).

3. OBJECTIVES

It is crucial to first describe and explain the major objectives of this project and its activities, which will also be outlined in the following parts, after the provision of a broad theoretical background in the preceding section and before the introduction of the teaching proposal.

It is important to enhance students' engagement in oral activities and deal with their preoccupation with communicating their ideas in the target language in order to solve the problem that students have while providing oral performances. As a result, various game-based learning exercises were created and put into practice in the language classroom with the aim of encouraging the learners' participation in oral activities and helping them in developing their self-confidence in English, thus covering the main general objective of this study.

Students who follow a GBL method do not worry about their performance since they feel as if they are just playing a game while also learning their English, even though they may not be entirely aware of it.

Therefore, designing a series of activities focused on the Reported Speech is another goal that has been taken into account while developing the proposal. These activities will in turn promote and boost student participation as well as motivation.

Consequently, the specific objectives remain as follows:

- To determine how game-based learning techniques affect students' English oral fluency.
- To evaluate the effectiveness of game-based learning strategies in enhancing students' confidence and motivation in speaking English.
- To assess the role of game-based learning strategies in promoting students' active participation and engagement in the English language classroom.
- To present reported speech grammar using game-based learning techniques and assess its effect on students' ability to employ reported speech in English correctly.

The proposal in this instance incorporates several GBL components to achieve the aforementioned goals, such as teaching grammar through engaging games that are directly related to the project's goals and which are primarily designed to engage students' attention. The proposal has also been created with interactive and innovative elements in mind, such as the usage of games and online academic resources, in order to fulfil the stated goals.

Following the introduction of the objectives, three distinct research questions emerge:

- How might students' spoken English fluency be improved using game-based learning strategies?
- How are students' active involvement and motivation in English language learning facilitated by game-based learning strategies?
- What are the difficulties and limits of using game-based learning techniques to enhance students' English oral communicative competence?

Accordingly, the explanation of the didactic proposal and the outcomes of its application will be covered in the sections that follow.

4. METHOD

4.1. Participants and setting

This section outlines the participants and setting of the study, which took place in a secondary school in Castellón de la Plana. Specifically, the study examined a group of 22 students, aged around 17 years old, who were enrolled in the fourth year of secondary education (ESO). The group was selected as the target of a didactic proposal designed to enhance their English language proficiency. The students in this group were diverse in terms of their background and academic abilities. Three students were retaking the subject, and some had specific diagnosis, such as dyslexia, *Attention Deficit Hyperactivity Disorder* (ADHD), scoliosis and kyphosis, and type 1 diabetes. Despite that, none of the students received adapted materials for the English subject, and they generally manifest a positive attitude, as well as high levels of organisation and responsibility.

According to the Common European Framework of Reference for Languages (CEFR), the students' English proficiency level was estimated to be at a B1 level, with some students demonstrating a slightly lower level of proficiency. Even so, most of the pupils had a good command of the language, as evidenced by their ability to understand the teacher's instructions in English. On occasion, the teacher switched to Spanish to clarify concepts that were not understood by some students.

The study was conducted at IES Juan Bautista Porcar, a public secondary school and baccalaureate located in an area of urban expansion. The school is accessible by foot, public transportation, and bicycle, and offers a range of courses in fine arts, science, humanities and social sciences, and compulsory secondary education. The centre is ranked among the top 10 schools in the area. The student population at IES Juan Bautista Porcar comes from a variety of socioeconomic backgrounds. The high unemployment rate in many families makes it challenging for some students to afford school supplies or participate in extracurricular activities.

The students at IES Juan Bautista Porcar come from a variety of primary schools located near the secondary school. Further to this, students from other schools go as well, particularly those who are enrolled in the artistic baccalaureate program.

4.2. Justification

The present research is aimed at addressing a crucial weakness observed in the target students during the initial phase of the internship. It was noted that the students struggled considerably to express themselves orally in English, often experiencing difficulties in grammar, syntax, and fluency. It is common for learners to develop the structure of their thoughts in their native language before attempting to communicate in the second language, resulting in an inadequate transfer of language skills.

Hence, the curricular concretion (see Appendix 1), based on Documento Puente, was examined as the basis for establishing the objectives and evaluation criteria in the proposal to improve students' oral competence.

The creation of coherent and understandable oral texts of a moderate length is necessary to meet the objectives connected with the second block of the fourth year of obligatory secondary education in a foreign language. Incorporating sociocultural and sociolinguistic elements into oral output is crucial, and inclusive attitudes must also be encouraged. Additionally, sound, accent, rhythm, and intonation patterns need to be taken into consideration in order to promote clear and precise pronunciation.

Given the importance of oral communication in a language, it is critical to provide students with resources and strategies to enhance their speaking skills and sound more natural when communicating in English.

Consequently, it is of great significance to investigate the major strategies that can be employed to improve the language skills of the students by analysing their speaking ability. Since the lectures are primarily meant to be presented orally, speaking skills could be quite useful.

To tackle this issue, a didactic proposal was designed to develop the students' oral communicative competence through a series of activities aimed at motivating and engaging them. These seven sessions included activities that provided the students with the necessary information and practice to achieve their language goals. It is advised that students use the tools in a variety of scenarios so they can use them as necessary. This will help them use the tools for this analysis effectively.

The success of this procedure was evaluated by the satisfaction levels of the students, as evidenced in the results section.

Overall, the findings of this research offer valuable insights into the design and implementation of effective didactic proposals to enhance the oral communicative competence of students in the English language.

4.3. Evaluation criteria and instruments

With a view to assess the efficacy of the didactic proposal, different evaluation criteria and instruments were employed. On the one hand, rubrics were used as an assessment instrument to measure the students' performance. On the other hand, a questionnaire was used as an observation tool to gather data on their perceptions and experiences. These instruments provided valuable insights for a rigorous evaluation. The primary objective was to assess the students' communicative competence and peer review, with the teacher overseeing the process.

Continuous evaluation and promotion of students in compulsory secondary education, as established by the educational law LOMCE, was used to evaluate the results in terms of the acquired skills and the goals attained through various subjects, areas, and modules of the curriculum, as well as to analyse the teaching learning process as a whole.

The teaching unit included several evaluation instruments to adequately assess the didactic plan. Additionally, a questionnaire was developed specifically for this research to analyse motivating factors.

The primary aim of this collection of observation tools was to involve the students in the evaluation of the subject. Although a student's evaluation was not weighted by a numerical mark, it aided the teacher in estimating the grade and determining how learners viewed the work of their classmates. As a result, the teacher will benefit from the students' feedback when assessing the speaking part.

4.3.1. Peer evaluation rubric

Collaboration among students is crucial for the success of this task, which is why both teachers and pupils actively participate in reviewing the different assignments as part of the evaluation process. Peer feedback is a powerful tool that can inspire students to attain their utmost academic potential (see appendix 12).

To simplify the process of peer evaluation, a visual rubric has been developed. Each group's acts and speeches are evaluated by each student separately using different icons. In the first section, students are asked to rate how much they enjoyed their classmates' presentations, using a star rating system that ranges from 1 (low) to 5 (high).

In the second section, students are asked to describe their feelings about their peers' presentations. They can choose from suggested emotions such as interest, entertainment, indifference, boredom, or confusion, and use corresponding emojis to convey these feelings.

4.3.2. Teacher evaluation rubric

To evaluate this task, teachers use a rubric that considers several factors. It is noteworthy to mention that each student is assessed individually, which allows teachers to reward hardworking students without others taking advantage of their group members' work. The evaluation criteria include factors such as preparation, body language, organisation, content, and length.

By using a rubric, teachers can provide specific feedback to each student, highlighting their strengths and areas for improvement. As a result, both students and instructors may more easily perceive what needs to be improved so as to enhance their skills. Additionally, using a rubric ensures that assessments are fair and consistent across all students, which is essential for creating a positive and supportive learning environment (see appendix 13).

4.3.3. Motivational questionnaire

This observation tool is employed to assess the level of motivation among students. This questionnaire comprises ten items and requires multiple-choice answers. During the final session of the proposal, students were requested to complete a brief survey on their performance and the learning process. The aim of this questionnaire is to determine the effectiveness of the experiment based on the data collected from the final presentation, as well as to evaluate whether students found the didactic proposal beneficial for their speeches. To provide their responses, students can answer the questions anonymously using Google Forms. The proposed questions are as follows:

1. How have you felt learning grammar and vocabulary through games?
2. Did the games make it easier for you to understand reported speech?
3. How did you feel about making the presentation?
4. How was your effort for the presentation?
5. Do you think evaluating your peers and having them evaluate you have been useful?
6. How would you define your experience throughout the lessons?
7. Which was the activity you enjoyed most?
8. How do you think it can improve?
9. How would you rate the whole procedure?
10. Would you like to play similar games in the future to learn other topics in English class?

Table 1 Motivational Questionnaire

4.4. Materials

The variety of tools and materials used throughout the lesson plan reflects the distinctive characteristics of the didactic approach. This idea differs from more conventional teaching strategies in that it incorporates Information and Communication Technologies (ICTs) and other dynamic activities.

These tools are a change from the resources that students are generally exposed to since they are not regularly used in educational contexts. The didactic proposal provides an opportunity to include students in a new and engaging educational environment while improving their technological skills. The proposal's extensive use of resources and materials displays a dedication to innovation and quality in education and reflects an innovative approach for contemporary teaching methods. To begin with, listening and reading exercises related to reported speech were conducted using the textbook *Mosaic* 4, specifically those from Unit 6.

In addition to the textbook, a *Canva* presentation was created to offer a comprehensive description of the rules of reported speech and to engage the students in some interactive exercises. *Canva* templates were also used to design one of the activities included in the proposal, the Guessing Game (see appendix 3).

Another online resource that was useful in the creation of the games was *Quizizz*. *Quizizz* is a free web and mobile application that allows teachers to develop fun and interactive online quizzes that students can complete in three different ways: live game, as tasks, or individually. Hence, this tool was used to create the Quizizz questionnaire on reported speech.

Furthermore, various resources were developed that aligned with the theme of the use of games in the classroom. For the Bingo exercise, multiple cards that mimic the real game were created, each featuring various reported speech phrases. As a supplementary point, cards with various messages and questions were designed for the "Telephone messages" exercise to provide opportunities to practise grammar.

Collectively, all these resources have considered several factors that may encourage learners' motivation and involvement, such as the use of games and dynamic activities and a variety of ICT resources. These materials can help to engage the students in their learning process and promote their interest in the subject matter.

4.5. Objective of the proposal

The current study aims to develop and implement a didactic proposal with the objective of enhancing students' oral proficiency through a range of dynamic activities and games that combine traditional teaching methods with innovative technologies.

The proposal seeks to promote dialogue, collaboration, and creativity in the classroom by providing a thorough learning experience that takes into consideration the requirements of every student.

The proposal's main objective is to improve students' oral communication competence by giving them a great deal of chances to practise speaking in different settings. The presented didactic proposal includes a range of activities and games that cater to different learning styles, including online platforms like *Quizizz*, which provides an interactive and enjoyable way for students to strengthen their speaking skills, and traditional games such as *Bingo*, which offer a social and tactile element that encourages participation and engagement.

To assess the effectiveness of the proposal, a series of assessment instruments and observation tools will be applied to evaluate students' progress in improving their communicative competence. By developing their oral skills, students will be better equipped to communicate effectively and confidently in different scenarios, thereby enhancing their academic and professional settings.

4.6. Methodology

The methodology used throughout the different sessions of the didactic unit is described in the following section. The lesson plan is composed of seven classes, each lasting 55 minutes, as can be seen in the tables below.

This proposal's final task is a role-play in which students are required to conduct an interview and provide the appropriate indirect speech version. The students were not given scripts, so the goal was for them to act out the situation as they considered appropriate, creating their statements based on their own knowledge and using the words and grammar taught during the classes. With the use of this task, the students' communication skills could be assessed in an effort to identify areas that needed improvement. The assessment process can help students learn and apply language more effectively. The objectives had to take the students' involvement and motivation into account. Since the activities were different from what they were used to, an innovative strategy was used to increase their participation. Likewise, it is important to note that active learning was chosen over the conventional master class, meaning that students—rather than teachers—are the foundation of the learning process.

Incorporating game-based learning into the proposed teaching methodology can be an effective way to engage students in active learning. Gamified pedagogy can be a useful strategy for enhancing student engagement, motivation, and learning outcomes. Additionally, according to Mosquera (2020) games can create a fun and exciting learning environment that encourages students to take an active role in their learning. By incorporating game-based learning, students can learn through trial and error, problem-solving, and critical thinking, which are all essential skills in active learning. In addition, games can provide immediate feedback, which can help students identify areas where they need improvement and adjust their learning strategies accordingly. Therefore, game-based learning can be a valuable tool for promoting active learning in the proposed teaching methodology.

4.7. Didactic proposal

It is essential to detail how the analysis was carried out after the process has been described. It is also worth noting that the seven classes for this process were created with the goal of encouraging and helping the students. With a mind to keep the class involved with the method, the tasks created should be engaging and interesting.

The sessions for the didactic proposal are explained in the tables of the next section, along with the scheduling for each activity, a short explanation of the tasks performed, and the evaluation instruments for each session. Despite this, the number of classes, the name and the explanation of the finals are summarised in the following example:

TITLE Reported Speech Interview	LEVEL 4th ESO	SUBJECT English	TIMING 7 sessions, 2 sessions a week, 4 weeks
<p>DESCRIPTION:</p> <p>The current study is composed of a didactic proposal that encompasses seven sessions, each with specific tasks and theoretical explanations. The tasks are designed to focus on the concept of reported speech, with the final task requiring students to create an interview while using the appropriate grammar and syntax guidelines. Prior to this final task, students were presented with the necessary theoretical background related to reported speech. After being divided into couples, they created their own interview proposals regarding the subjects they were prepared to cover. The oral presentation of these proposals was conducted in front of their classmates and was assessed by both the students and the instructor.</p>			

SESSION 1

OBJECTIVES:

- Learn new vocabulary
- Improve reading and speaking skills
- Discover new vocabulary in context
- Develop learners' creativity
- Increase students' motivation by introducing ICT games

TIMING:

55 MINUTES

AREA:

ENGLISH CLASS

MATERIAL /RESOURCES:

Students' book *Mosaic 4*
 Computer and projector
 Students' personal notebooks and pencils

DEVELOPMENT

ACTIVITY	TIMING	SCENERY GROUP
READING ACTIVITY AND SPEAKING ACTIVITY	35 MINUTES	INDIVIDUAL

DESCRIPTION

In unit 6 of the student's book, page 72 (see appendix 2) we find at the beginning of the unit a text entitled "A Day Out to Remember". This exercise consists of reading individually the text where students read in silence the reviews that appear on the page. After the students have read it, they can ask doubts regarding the text's story as well as vocabulary questions. When the meaning of the text and vocabulary has been clarified, students should do the first two activities related to the text they have just read.

The first task requires them to pay close attention to the verbs in bold and determine whether they have a negative meaning, if they make facts clear or if they add extra information. The teacher writes three columns on the board for each category and then students are asked if they can add any other verb to each column. This activity is done orally, so that students can intervene depending on what they consider correct and whether they agree or not with their classmates. In the second activity, students are asked to match each of the statements proposed by some travellers to the reviews read (see appendix 2)

ACTIVITY	TIMING	SCENERY GROUP
GUESSING GAME	20 MINUTES	ALL THE CLASS

DESCRIPTION

With the vocabulary of the verbs learned, in this next activity, students are offered a series of situations in which they are required to act out a description, and then another identifies it. A student stands out in front of the class with his back to the blackboard. On the board, the situation appears and the rest of the class ought to create a phrase according to that (see appendix 2).

Example:

STUDENTS: An old man asked where he can find a place to buy stamps.

STUDENT A: In the street

EVALUATION CRITERIA AND INSTRUMENTS:

- ❖ For the reading exercise, the evaluation consists of teacher’s supervision and oral correction. The answers to the exercises are found in the teacher’s handbook.
- ❖ Moreover, for the Guessing Game the teacher checks if the reported speech sentences are used correctly regarding grammar and structure.

SESSION 2

OBJECTIVES:

Learn formal rules of grammar in reported speech
 Apply formal rules of grammar in reported speech
 Increase students’ motivation by introducing ICT games

TIMING:
55 MINUTES

AREA:
ENGLISH CLASS

MATERIAL /RESOURCES:
 Computer and projector
 Students’ personal notebooks and pencils
 Students’ mobile phones

DEVELOPMENT

ACTIVITY	TIMING	SCENERY GROUP
GRAMMAR EXPLANATION	30 MINUTES	ALL THE CLASS

DESCRIPTION

The teacher uses the computer and the projector to show the students an interactive *Canva* presentation (see appendix 3) in which the rules of the reported speech are explained. The last slides of the *Canva* comprise a series of questions that students orally answer to check that they have understood the teacher’s explanation. Students don’t have to note down all the information since the presentation is available for them, although they are encouraged to write down some important information. Students must focus on the explanation, though, and pay close attention to what the teacher is saying. Furthermore, the presentation can be interrupted at any time to solve and clarify doubts.

ACTIVITY	TIMING	SCENERY GROUP
QUIZIZZ	25 MINUTES	INDIVIDUAL

DESCRIPTION

After that, students bring their mobile phones out to complete the next game. They access the www.joinmyquiz.com website and introduce the code provided by the teacher. If any student is not able to bring the phone, the student sits next to a classmate and they complete the task together.

The quiz designed for this session consists in identifying the type of reported verb that would fit in each of the proposed situations. A sentence accompanied by a photo is presented to students to make it easier for them to situate themselves in context. Each sentence has four different options but only one is correct. In order to check that all the students can read the sentences and think about the right answer, they have a total of 45 seconds in each sentence. Despite this fact, if all the participants have answered before the time ends, the sentence can be skipped. However, after each question, the screen is paused to facilitate comments with the students why they have chosen that option and also, volunteers are asked to rephrase the sentence with the correct reporting verb, When the quiz is finished, the web automatically counts the points accumulated by each student and displays a podium with the three participants who have answered more answers correctly.

EVALUATION CRITERIA AND INSTRUMENTS:

- ❖ For the activities completed in the book, the teacher corrects the students with the help of the answers provided in the teacher’s book.
- ❖ Additionally, *Quizizz!* offers automatic and visual correction. In spite of that, this document is private and may only be seen by the creator of the quiz, in this case, the teacher.

SESSION 3

OBJECTIVES:

- Use previously acquired items of vocabulary
- Work cooperatively
- Stimulate the students’ memory
- Learn to paraphrase questions using grammar
- Increase students’ motivation by introducing ICT games

TIMING: 55 MINUTES	AREA: ENGLISH CLASS	MATERIAL /RESOURCES: Computer Students' personal notebooks and pencils Students' mobile phones
DEVELOPMENT		
ACTIVITY	TIMING	SCENERY GROUP
GRAMMAR EXPLANATION	25 MINUTES	ALL THE CLASS
DESCRIPTION		
The session begins with the explanation of the differences between the type of questions that are used and how they are changed to the indirect mode of the reported speech. The explanation is continued with a presentation in <i>Canva</i> to help students follow the lesson (see appendix 3).		
ACTIVITY	TIMING	SCENERY GROUP
SPEAKING ACTIVITY	15 MINUTES	ALL THE CLASS
DESCRIPTION		
In this speaking activity, students have to create sentences in indirect reported speech related to the questions just explained. A student asks another classmate a question, and the answer is given out loud. It is up to the other students in the class to determine what question was asked. For example: <u>STUDENT ASKING IN THE EAR:</u> When is your birthday? Student Speaking Out: October 16th <u>REST OF CLASS:</u> He/she asked him/her when his/her birthday was.		
ACTIVITY	TIMING	SCENERY GROUP
<i>QUIZZZ</i>	15 MINUTES	INDIVIDUAL
DESCRIPTION		
The quiz that was left incomplete from the previous session was completed in this second part of the session, reinforcing and strengthening the phrases provided in the game with the description of the grammar.		

EVALUATION CRITERIA AND INSTRUMENTS:

- ❖ The speaking activity corrections are made simultaneously as the students are replying.
- ❖ As in the previous session, *Quizizz!* offers automatic and visual correction. Nonetheless, this document is private and may only be seen by the creator of the quiz, in this case, the teacher.

SESSION 4

OBJECTIVES:

Work cooperatively
 Stimulate the students' memory
 Move around the area
 Learn how to give and interpret messages

TIMING:

55 MINUTES

AREA:

ENGLISH CLASS

MATERIAL /RESOURCES:

Computer and projector
 Students' personal notebooks and pencils
 Telephone messages' flashcards (see appendix 5)
Bingo! Worksheet (see appendix 6)

DEVELOPMENT

ACTIVITY	TIMING	SCENERY GROUP
GRAMMAR EXPLANATION	15 MINUTES	ALL THE CLASS

DESCRIPTION

The class begins with an explanation of the reporting verbs and when to use them based on whether a sentence is a command, question, or statement in indirect speech. A visual presentation with *Canva* (see appendix 3) helps with the teacher's oral explanation. This presentation gives students tools to successfully perform the following activities.

ACTIVITY	TIMING	SCENERY GROUP
TELEPHONE MESSAGES	20 MINUTES	ALL THE CLASS

DESCRIPTION

In this activity, students relay messages to the other members of the group using reported speech. Students are required to turn a succession of messages into reported speech, but first, they must locate the classmate who holds the message they need.

The class is divided into groups of 3 people and each student in each group has 4 sets of questions and 4 sets of messages, all the same colours. Students must determine who has the card that each one of them needs while keeping their cards hidden from the other group members.

Then, in turns, students choose a question card and ask one member of the group if he/she has a message from the person or place indicated in his/her card, for example:

A. Have you got a message for me from the bank?

If the group member says yes, he/she relays the message using reported speech and then gives the card to the student:

B. Yes, I have. They said that your overdraft had been approved and that you should check your email for details.

If the group member says no, the student must wait until their next turn to ask the other group member.

B. No, I haven't

The first student to collect all their message cards wins the game.

ACTIVITY	TIMING	SCENERY GROUP
<i>BINGO</i>	20 MINUTES	INDIVIDUAL

DESCRIPTION

The students are handed a worksheet with several sentences in reported speech divided into different squares. Some of the phrases are presented differently and in varying orders by each learner. The teacher has in a small box the sentences in the direct speech style, and alternatively, he/she picks a piece of paper from the box and reads it aloud. The sentences must be understood by the students in order to check their worksheets to see if they have the same sentences in reported speech. If they have it, they cross the square. The first student who crosses all the sentences in his/her own worksheet says *Bingo!* and wins the game. Example:

- **TEACHER**

“Sorry, I’m late”

- **SENTENCE IN THE *BINGO***

She apologised for being late

EVALUATION CRITERIA AND INSTRUMENTS:

- ❖ The “Telephone messages” activity is evaluated according to the replies of students. The teacher is going to be listening to students’ interactions and assessing them to provide appropriate and coherent responses.
- ❖ For *Bingo!* the teacher checks whether the procedure of the game has been followed correctly and declares the winner(s) according to the rules of the game.

SESSION 5

OBJECTIVES:

Improve students’ listening skills
 Stimulate the students’ memory
 Practice grammar
 Discover new vocabulary in context

TIMING: 55 MINUTES	AREA: ENGLISH CLASS	MATERIAL /RESOURCES: Students’ book <i>Mosaic 4</i> Computer, projector and speakers Students’ personal notebooks and pencils Worksheet interview questions (see appendix 8)
------------------------------	-------------------------------	---

DEVELOPMENT

ACTIVITY	TIMING	SCENERY GROUP
VOCABULARY AND LISTENING	30 MINUTES	INDIVIDUAL

DESCRIPTION

In this class, new vocabulary is shown to students. On page 74 in the student’s book, we find two posters. On this page, students are required to complete activities 1 and 3 (see appendix 7). In the first task, the students examine the ads and discuss what they believe the posters are promoting. After that, in activity 3 they listen to a radio program and they should tick the tips they listen to and also, the order in which they are said. During this stage doubts and vocabulary, and meaning is clarified.

ACTIVITY	TIMING	SCENERY GROUP
“ZIP, ZAP, ZOP”	10 MINUTES	INDIVIDUAL

DESCRIPTION

This session finishes with a warm-up activity to review the vocabulary seen during the session. The game is called “Zip zap zop” and fosters quick thinking. In order to play the game, students must stand and say zip zap and then a vocabulary word. That is, one student shouts “zip”, the next one “zap” and the third student must say a word related to entertainment seen in the unit.

For instance:

STUDENT A: “zip”

STUDENT B: “zap”

STUDENT C: “MONOLOGUE”

And so on with all students. However, words cannot be repeated so the student who repeats a term is eliminated and he/she sits down. The winner is the last student standing.

ACTIVITY	TIMING	SCENERY GROUP
SHEET TO PRACTICE INTERVIEW	15 MINUTES	INDIVIDUAL

DESCRIPTION

The students are provided a worksheet (see appendix 8) in which they can practise reported speech and interview questions after the vocabulary of the unit related to statements and interviews has been outlined.

EVALUATION CRITERIA AND INSTRUMENTS:

- ❖ For the listening and worksheet activities, the evaluation consists of the teacher’s supervision and oral correction. The answers to the exercise are found in the teacher’s handbook and the answers to the worksheet are provided by the teacher and checked in class.
- ❖ For “zip, zap, zop” activity, when evaluating students, it is considered whether they have employed the relevant language from the lesson.

SESSION 6

OBJECTIVES:

Compete against their classmates
Work cooperatively
Stimulate the students’ memory

TIMING: 55 MINUTES	AREA: ENGLISH CLASS	MATERIAL /RESOURCES: Computer and projector Students' personal notebooks and pencils
DEVELOPMENT		
ACTIVITY	TIMING	SCENERY GROUP
FAST READING	45 MINUTES	CLASS IN TWO GROUPS
DESCRIPTION		
<p>Students must convert a dialogue interview into reported speech in this game. When the activity starts, one student is the reader and another one is the writer. Each sentence is made by a member of the group and they alternate “readers” and “writers”. In the first round, the first reader runs to the text and reads the first line, memorises it, and quickly comes back with the team and says the sentence to the writer who is going to write it down. Once the group has the complete dialogue, students are required to change it into reported speech. The group that finishes first has more chances to win but the team who really wins is the one which provides a correct answer to the activity (see appendix 9).</p>		
ACTIVITY	TIMING	SCENERY GROUP
EXPLANATION OF THE FINAL TASK	10 MINUTES	ALL THE CLASS
DESCRIPTION		
<p>The last part of the session is devoted to the explanation of the final task which requires students to recreate an interview that is comparable to the one they have already done. Pairs of students prepare an interview on a lesson topic (a concert, a movie, a trip, etc.). The vocabulary they picked up during the lessons must also be used (mention, point out, reveal, professional, venue, unforgettable). Each student in the couple takes the role of interviewer and interviewee and they prepare questions to make to their partner.</p> <p>Then, using the reported speech and outlining what their friends had said in response to the questions posed, they construct an explanation as if they were on a TV program or in the news.</p> <p>In a <i>Canva</i> presentation (see appendix 10) they are given the instructions as well as the template that the teacher is going to use to evaluate them, so they can pay more attention to specific items.</p>		

EVALUATION CRITERIA AND INSTRUMENTS:

- ❖ For the Fast Reading activity, the teacher revises the following aspects: i) that the sentences in reported speech have been completed correctly, ii) that the sentences in the paper are the same as the ones in the interview.

SESSION 7

OBJECTIVES:

Improve their speaking abilities
 Use of ICT
 Summarise information
 Ensure active listening

TIMING:

55 MINUTES

AREA:

ENGLISH CLASS

MATERIAL /RESOURCES:

Computer, projector and speakers
 Students' personal notebooks and pencils

DEVELOPMENT

ACTIVITY	TIMING	SCENERY GROUP
ORAL PRESENTATION	45 MINUTES	COUPLES

DESCRIPTION

For this final task, the students prepare an oral presentation or a video based on the task of the interview that they had done in the previous session (session 6). Prior to the day of the presentation, and in order to design it, the students form groups of two members. Considering that the use of reported speech was a requirement for the elaboration of the interview, its use is mandatory for this oral presentation. Students are encouraged to use tools such as *Canva* or in case they use the video, any tool to edit the video or to design presentations to illustrate their words, although it is not compulsory for the students who do it orally in class. The groups that include visual content are rewarded with an extra point for the effort made, but the ones who decide not to use it aren't penalised. For the presentation itself, every member of the team must speak for about 2-3 minutes; therefore, the maximum time for each presentation is 5-6 minutes.

ACTIVITY	TIMING	SCENERY GROUP
MOTIVATION QUESTIONNAIRE	10 MINUTES	INDIVIDUAL

DESCRIPTION

Students in this final part of the session, are asked to complete an anonymous motivational questionnaire to see how they have felt throughout the sessions (see appendix 11).

EVALUATION CRITERIA AND INSTRUMENTS:

- ❖ Students evaluate the other couples' presentations with a star rating, feelings felt during their presentations, and comments (see appendix 12). The teacher evaluates the presentations according to a rubric for oral presentations (see appendix 13).

5. RESULTS AND DISCUSSION

The findings from the analyses of the classes conducted after implementing the teaching unit are presented in this section. The motivation survey and evaluation rubrics, including the peer assessment rubric and teacher's criteria, were used to collect the data.

5.1. Motivation questionnaire

5.1.1. Motivation questionnaire

Subsequent to the implementation of the didactic unit, the students were requested to complete a motivational questionnaire. At that time, it was noteworthy to get input from the students about their satisfaction with the process, suggestions for improvement, and whether they felt it had helped to enhance their speaking abilities.

The survey comprised a total of 10 questions designed using a differential scale to facilitate ease of degree measurement. It was provided to students in the English language on account of their good command in the language, thereby ensuring their ability to complete it without any difficulties. The results of the survey are presented hereinbelow.

Responses to the survey were classified into three distinct categories, delineated by adjectives indicating varying levels of motivation. The first category comprised responses characterised by motivating adjectives; the second category reflected medium motivation, while the third category corresponded to lower levels of motivation.

The results illustrated in Figures 3 and 4 revealed that a considerable percentage of students (92.3% and 84.6%, respectively) demonstrated a high degree of motivation regarding the theoretical exposition of grammar and vocabulary through gamified pedagogy. Moreover, these same students considered that the approach helped them understand the material more thoroughly.

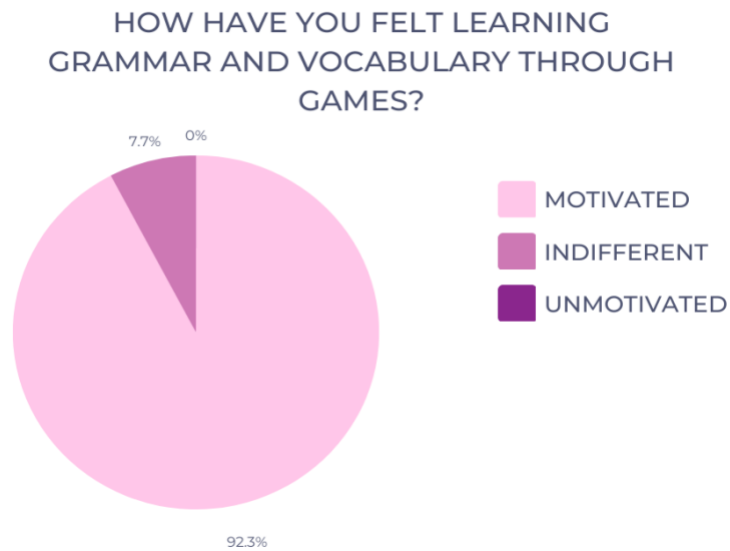


Figure 3 Percentage of motivated students.

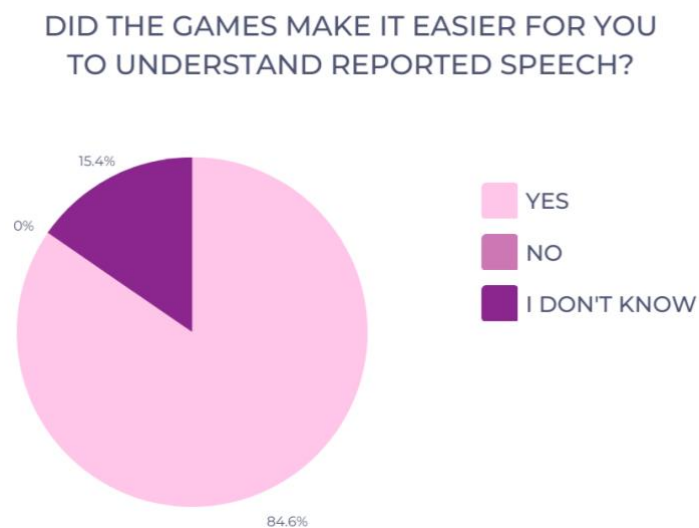


Figure 4 Percentage of students with improved reported speech.

Figures 5 and 6 provide an insight into the students' perceptions of their final presentations in terms of emotional state and level of preparation. The findings reveal that despite a considerable proportion of students feeling nervous and stressed during the presentation (50%), most of them (41.7%) reported feeling motivated (Figure 5). This may imply that employing effective teaching techniques could have assisted in reducing the students' nervousness regarding their presentations.

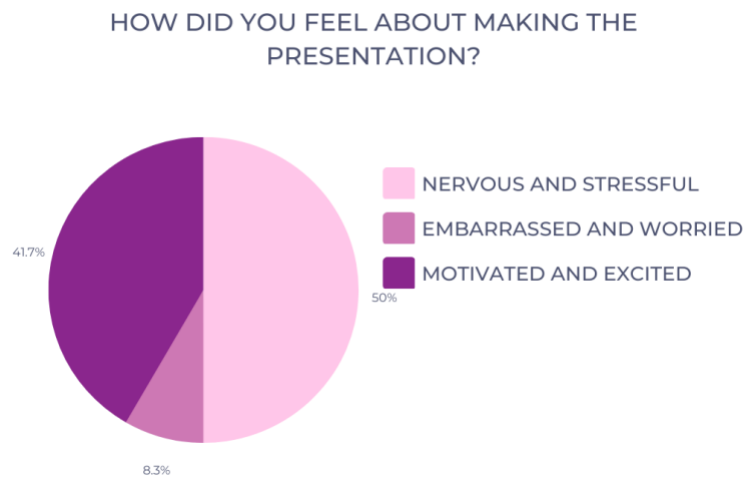


Figure 5 Percentage of students' motivation during the final task.

As regards the students' effort put into the presentation (Figure 6), the results suggest a significant portion of students (23.1%) reported having invested a significant amount of effort towards the task. Most students (69.2%), however, reported having worked as usual, indicating their commitment to the academic task. In any event, a smaller percentage (7.7%) felt that they could have put in more effort, implying the need for further support and guidance in enhancing their academic performance.

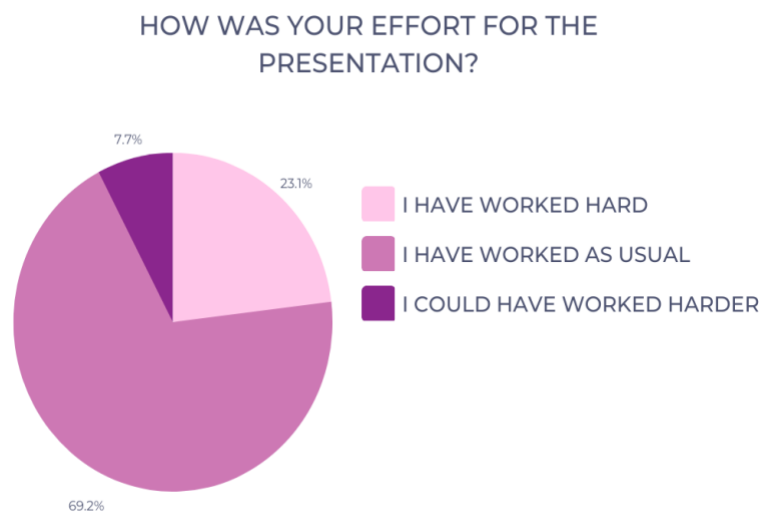


Figure 6 Percentage of students reporting their level of effort for the oral presentation.

In the same vein, Figure 7 shows that there are varied opinions among students regarding the usefulness of peer evaluation. About a third of students (33.3%) found it useful, while a slightly higher proportion (41.7%) felt that it was motivating. Nevertheless, 25% of students felt it was unnecessary.

Given that some students rate their peers based on their affinity with them, one of the students expressed scepticism about its applicability. These findings imply that while peer evaluation may be helpful for certain students, it might not be appropriate or essential for all pupils. As a result, it can be crucial for teachers to consider alternate assessment strategies or to offer more assistance and advice to help students comprehend the advantages of peer review.

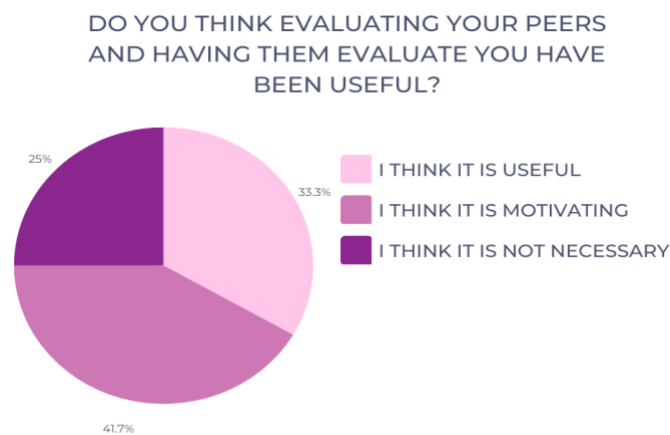


Figure 7 Percentage of students' perception on peer evaluation.

With 50% of students choosing each option, Figure 8 shows that most students felt their experience to be both interesting and enjoyable. The option for feeling indifferent during the lessons was not chosen by any student. These outcomes indicate that the teaching strategy was effective in capturing students' attention and fostering an enjoyable learning environment.

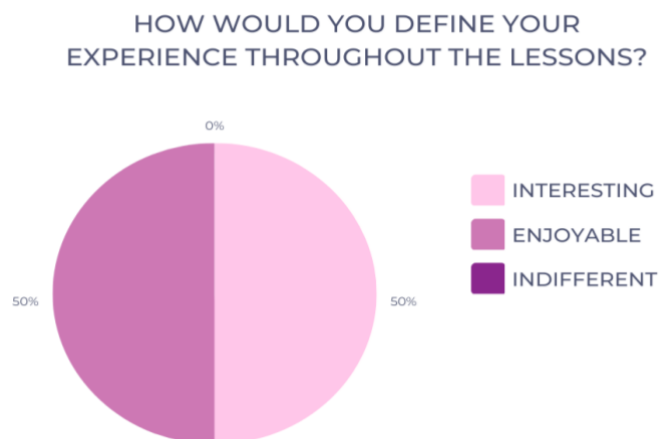


Figure 8 Students' experience.

The data from Figure 9 reveal that far more than half of the students, 69.2%, rated the overall procedure with a score between 8 and 10, with 30.8% rating it between 6 and 8. None of the students opted for a score between 4 and 5, indicating that they generally had a positive view of the procedure.

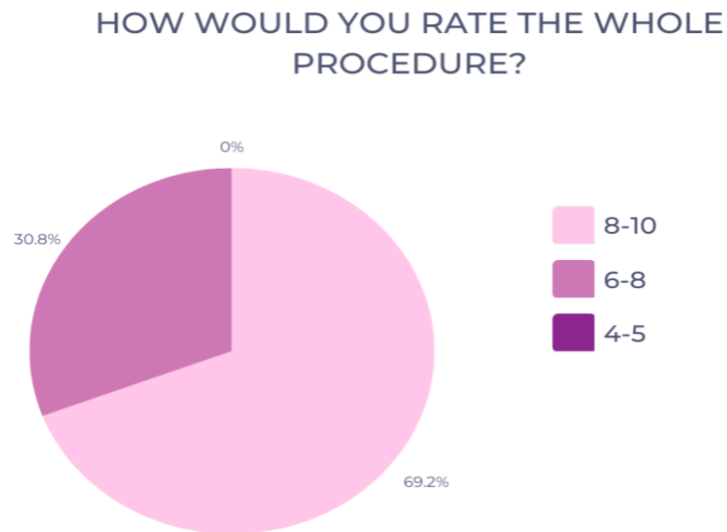


Figure 9 Students' ratings of the overall procedure.

In conjunction with this, the responses to the question regarding the students' preference for using gamified pedagogy in future classes (Figure 10) showed that a significant percentage of students, 81.3%, preferred to learn in this manner. Only 18.8% of the students expressed indifference, indicating an overall enthusiasm and acceptance towards the use of gamified pedagogy in language learning. These results suggest that gamified pedagogy could be an effective approach to engage and motivate students in language learning, and that it may facilitate greater enjoyment and active participation in the classroom.

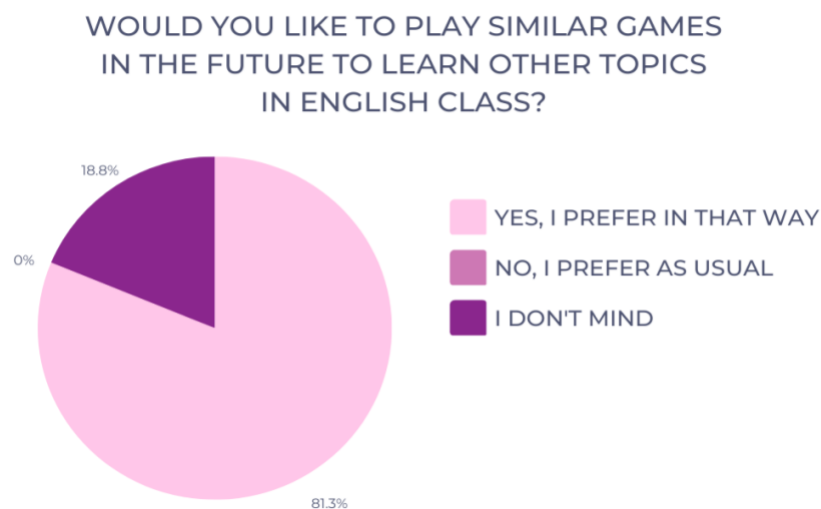


Figure 10 Students' preference for gamified pedagogy in future English classes.

Along with the preceding analysis, the findings depicted in Figure 11 demonstrate that the prevalent recommendation for enhancing the effectiveness of gamified pedagogy was to increase the number of activities, as expressed by 42.9% of the participants. It is worth mentioning that, a higher number of sessions was suggested by 28.6% of respondents, while an equivalent percentage of respondents expressed the need for more theoretical explanations. These outcomes imply that while the students exhibited an overall affirmative disposition towards the use of gamified pedagogy, they also acknowledged the significance of a comprehensive amalgamation of activities and theoretical insights in ensuring an optimal and holistic learning experience.

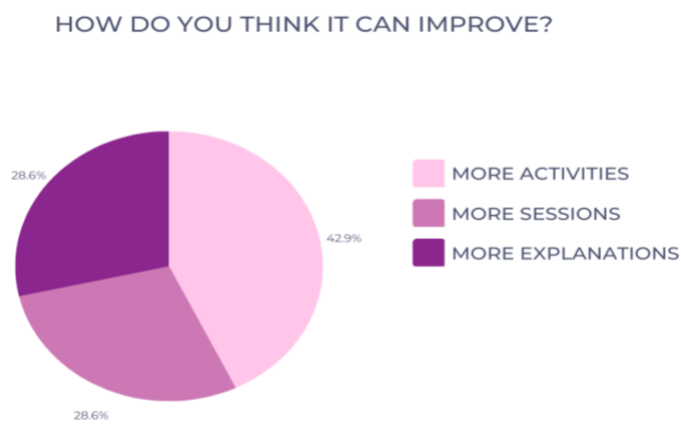


Figure 11 Students suggestions for improving gamified pedagogy.

Finally, the findings of Figure 12 illustrate that among the various activities implemented in the gamified pedagogy, *Quizizz* was the most preferred choice among students, with 25% of the participants indicating this activity as their favourite one. The Guessing Game and Telephone Messages followed with equal preference of 20.8% each. In conjunction with this, Fast Reading, “Zip, Zap, Zop”, and *Bingo!* were selected by 12.5% of the students each.

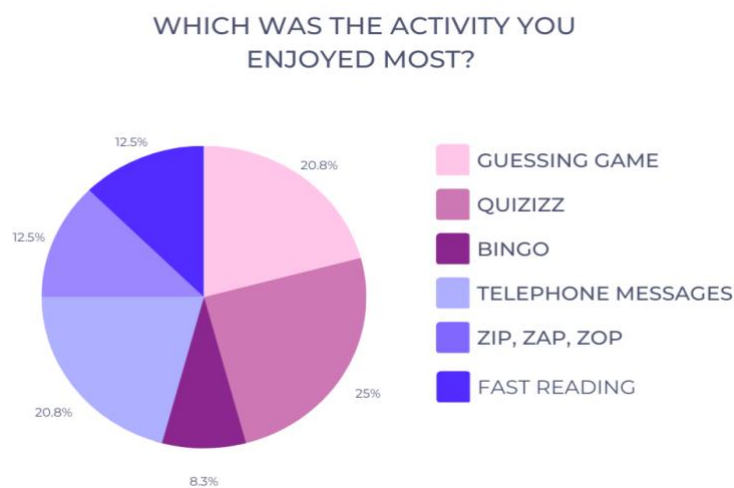


Figure 12 Preferred activities in gamified pedagogy for English language learning.

This observation highlights that while there is a certain degree of variability in the activities preferred by students, gamified pedagogy is an effective approach to engaging students in the process of learning English as a foreign language. The prevalence of *Quizizz* as the most popular activity among the students in the gamified pedagogy may have been influenced by various factors. One of the possible reasons is that it was an activity incorporated by ITC resources which made it more interactive and engaging than some of the other activities. Equally important, the use of technology in language learning has been shown to have a positive impact on student motivation and engagement. In light of this, the integration of ICT resources in language learning activities, such as *Quizizz*, may be particularly beneficial in enhancing the effectiveness of gamified pedagogy.

If the aforementioned facts are considered and the examples from the final oral presentation are examined, it can be concluded that the instructional plan put forth in this particular situation was effective. Students attempted to make their presentations sound more natural and smoother in English by introducing strategies learned in class. Another key point is that some students expressed satisfaction with the findings, which is a factor that has a significant relevance on the study's findings. To see if comparable findings would be obtained, it would be fascinating to conduct the research in a different setting.

5.2. Evaluation rubrics

5.2.1. Peer assessment results

A rating of individual performance was conducted as a secondary evaluation tool, with classmates acting as reviewers. In addition to teacher evaluations using their own rubrics, students were also given the responsibility of evaluating their peers. As described in the preceding section (3.3.1.), a star rating system was used to establish clear criteria for each level of the rubric, with values ranging from 1 (low) to 5 (high) for ease of comprehension. Participants were also asked to indicate their emotional response to the activity by selecting from a list of suggested emotions such as interest, entertainment, indifference, boredom, or confusion. The data collected from the evaluation was analysed based on the average scores of the 10 groups that participated in the activity. It should be noted that these results reflect a comprehensive assessment of individual performance, providing valuable insights for the study.

The distribution of stars given by students to their classmates for their accomplishments is shown in the provided chart in Figure 13. According to the data analysis, 48.2% of the sample of students gave their classmates' performances a rating of 4, indicating that they thought the work was of a pretty good level.

Furthermore, the data reveals that 37% of students awarded 3 stars to their classmates, which implies that a notable percentage of students rated their classmates' performances as acceptable. On the other hand, a minor proportion of students, constituting 14.7%, assigned 5 stars to few groups, suggesting that these performances were deemed to be exceptional. A noteworthy observation from the chart is that none of the students assigned 1 or 2 stars, indicating that classmates at least thought all performances were meritorious.

In sum, the chart depicts a positive evaluation of students' performances, with many students rating them above average. This observation serves as a testament to the students' skills and hard work invested in the task.

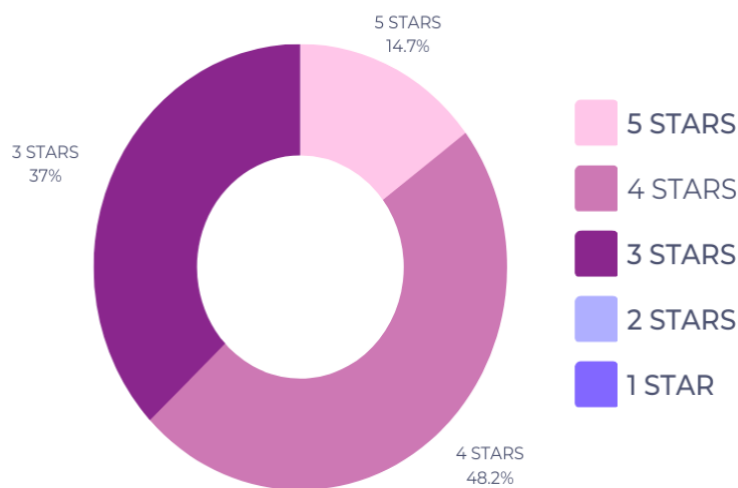


Figure 13 Students' rates of the peer assessment rubric.

It is noteworthy to highlight that, the chart displayed in Figure 14 indicates that over half of the students, representing 60% of the sample, reported feeling entertained during the performances, which can be interpreted as a positive emotional response. A notable minority of students, 27.2%, felt indifferent, suggesting a lack of emotional engagement during the presentations.

Furthermore, a smaller proportion of students, 10.6%, felt interested, suggesting a moderate level of emotional engagement during the performances. Only a negligible number of students, representing 2.2%, felt bored during the presentations.

Remarkably, the chart shows that none of the students felt lost during the performances, implying that all the presentations were clear and understandable for the audience.

Overall, the chart suggests that a vast majority of students enjoyed the performances and experienced positive emotions, which can be interpreted as an indication of the quality of the presentations and the students' skills. Nevertheless, the significant proportion of students who felt indifferent suggests that further efforts may be needed to enhance the emotional engagement of the audience during such performances.

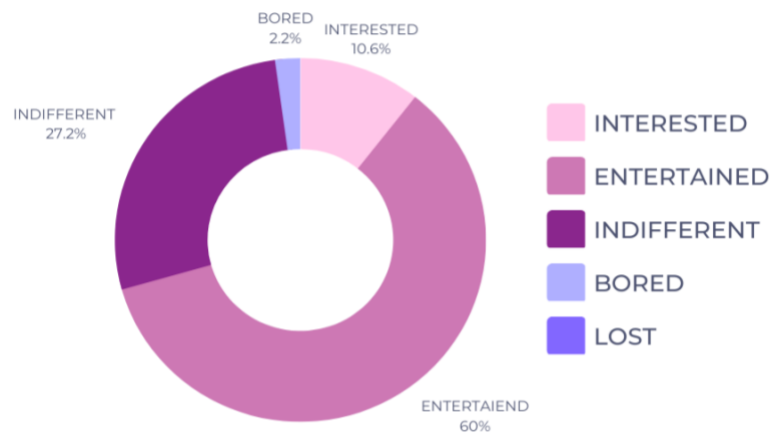


Figure 14 Students' emotional responses to classmates' performances.

5.2.2. Teacher assessment results

The teacher's rubric for the presentations included factors such as level of preparation, use of non-verbal expressions, grammar, organization, content, and length requirements. After analysing the findings, Figure 15 illustrates that one area that needs attention is the degree of preparation displayed by students. The results indicated that, generally, the students scored a 6.5 out of 10 for their preparation, suggesting that there is room for improvement in this area. Most groups presented their reading lists without adequate preparation, indicating a lack of attention to this aspect.

While the originality of the presentations in terms of content and body language was noteworthy, appropriate grammar usage has to be improved in future presentations, as several groups did not adhere to this condition. However, many of the groups demonstrated comfort and success in this area, and the discourse was organized in a way that was simple to understand. Additionally, aside from a group that continued the exposure after the established period concluded, all the rest of the group followed the predetermined length.

Overall, the students had a good performance in the oral presentation, with the majority achieving grades of 6 or better, proving that the activities were implemented quite effectively, and a significant number of students achieved satisfactory learning outcomes.

In terms of communication, the use of nonverbal expression was found to be moderate, with an average score of 6.9 out of 10. The students also scored between 6.5 and 6.7 out of 10 for their use of grammar and organization respectively, indicating the need for further development in these areas. Nevertheless, the content quality of the presentations was satisfactory, with a score of 6.9 out of 10. In addition, students obtained an 8 out of 10 by meeting the duration requirements.

In conclusion, while the students demonstrated some competence in certain areas, there is a need for growth in others in order to achieve better performance in upcoming presentations. Specifically, preparing for the oral presentation is an important factor that students should think about in the future to perform better.

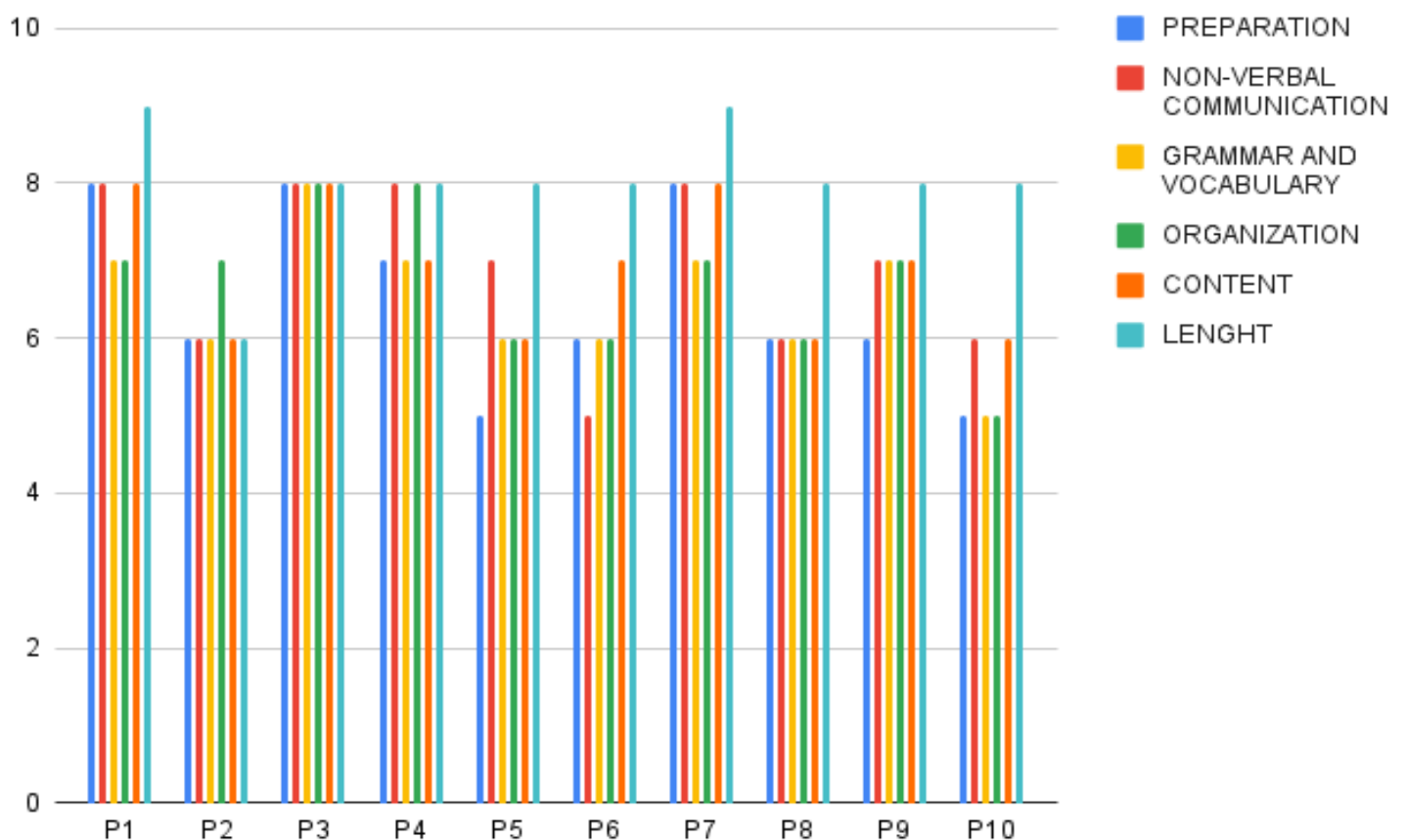


Figure 15 Student performance based on teacher rubric scores.

6. LIMITATIONS

The implementation period of the teaching unit was characterised by certain limitations that impacted the effectiveness of the gamified pedagogy. One such limitation was the timing of the unit, which coincided with holiday breaks and excursions for some students. As a result, some students missed sessions, which impeded their ability to fully engage with the material. These factors highlight the importance of carefully considering the timing of gamified pedagogy units to ensure maximum student participation and engagement.

In addition to the scheduling limitations, another challenge was encountered during the presentation stage of the unit. Due to an overlap with a French level exam, some students were not fully prepared for their presentations. This required an extra day to be devoted to presentations, which further reduced the amount of available instructional time. This limitation underscores the need for effective communication and coordination between teachers and students to avoid such conflicts and ensure optimal preparation and participation in gamified pedagogy activities.

Finally, during the execution of the gamified pedagogy, a technology problem caused additional difficulties. An ongoing issue that disrupted the lesson and slowed it down was specifically the functionality of the computers.

This technical issue highlights the importance of ensuring that the technology used in gamified pedagogy activities is reliable, properly functioning, and up-to-date. Adequate preparation and testing of the technological infrastructure can help mitigate such limitations and ensure smooth and effective implementation of gamified methodology activities.

7. FURTHER RESEARCH

To determine the feasibility of adapting the didactic unit on gamified pedagogy to diverse educational settings, additional investigation is recommended. This study should encompass evaluating the potential of the unit for other educational groups, levels, and timeframes, as well as conducting a more extensive search for learning materials.

Even though the unit was initially designed for a specific group and duration, it is plausible that the teaching strategies and techniques employed could be effectively adapted to other contexts.

Notwithstanding, additional research is critical to establish the viability of adapting the unit in different situations. This could involve exploring various game genres and gamification techniques and assessing their effectiveness in various educational environments. As a result, it is advised that more study be done in order to fully understand the possibilities of gamified pedagogy in various educational contexts.

8. CONCLUSION

One of the most important abilities while learning a new language is speaking and the skill which Spanish young adults worry the most in the English language is oral communication. Students frequently struggle to express themselves clearly during speaking exercises, particularly in high schools. While they may excel in written English, they might encounter some challenges when it comes to oral communication. Throughout their learning process, learners are continually working toward the goal of being able to speak the target language fluently and efficiently. Therefore, the major goal of this proposal is to develop a method that encourages pupils to use the English language.

For this reason, the current study presented several objectives to deal with this drawback. First, it looked at the impact on oral fluency as well as the effectiveness of improving confidence and motivation. Second, the study sought to assess how well gamification promoted participation and interest while still imparting accurate grammatical teaching. To promote discussion, cooperation, and creativity in the classroom, the methodology used a range of dynamic activities and games that combined conventional teaching techniques with innovative technology. By providing a range of opportunities for practice in various scenarios, including online platforms and traditional games, the approach seeks to improve students' ability in oral communication. These activities focus on developing oral competency while emphasizing the acquisition of grammar and vocabulary in combination with peer and teacher feedback.

Considering the research questions, it was crucial to understand how game-based learning techniques may improve students' spoken English fluency. The study discovered that game-based learning (GBL) strategies were successful in enhancing students' spoken English fluency, as shown by the final oral presentations in which students made an effort to make their performances sound more natural and smoother in English by incorporating strategies learned in class.

Furthermore, a crucial component of the research was figuring out how these strategies could promote students' motivation and active engagement in English language acquisition. According to the study, GBL techniques helped students become actively involved and motivated in their study of the English language. Students' nervousness was reduced since they felt like they were just playing a game while learning English, which also gave them the chance to experiment with language and develop their speaking skills. Games and interactive exercises were used to get learners interested in the material and involved in the learning process.

Additionally, there was considerable interest in examining the possible drawbacks and restrictions related to employing game-based learning strategies to raise students' oral English communicative skills. Several shortcomings can be seen after the results have been analysed. First of all, due to students are not used to learn in this way, some of them expressed a preference for the traditional method when asked if they would like to continue using this type of dynamic in the classroom, since they may feel more comfortable. More grammatical explanations were also requested by several pupils. Due to the short amount of class time, it might be challenging to combine explanations with games and exercises. This limitation makes it difficult to successfully incorporate game-based learning (GBL) into the classroom. Furthermore, as was already noted, the efficiency of technology and audiovisual instruments is essential for the efficient operation of GBL operations. If these tools don't work properly, the lesson moves much more slowly and students get disengaged.

Consequently, based on the study's findings and the general satisfaction of the participants, it can be said that communicative techniques together with the use of gamification do help second-language learners enhance their communicative skills, and the original goals of this work were met. Even so, it would be interesting to repeat the experiment with a different group of students to see whether the findings were the same.

REFERENCES

- Bachman, L. (1990). *Fundamental considerations in language teaching*. Oxford University Press.
- Breen, M. P., & Candlin, C. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics*, 1, 89–112.
- Brown, H. D. (1994). *Principles of language learning and teaching*. Anglenwoods, NJ: Prentice Hall Regents.
- Canale, M. (1983). *From communicative competence to communicative language pedagogy* (J. C. Richards & R. W. Schmidt, Eds.). Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*.
- Celce-Murcia, M. (2007). Rethinking the Role of Communicative Competence in Language Teaching. In *Intercultural Language Use and Language Learning* (pp. 41–57).
- Celce-Murcia, M., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications”. *Issues in Applied Linguistics*, 6(2), 5–35.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. MIT Press.
- Connolly, T. M., Boyle, E. A., MacArthur, E., Hailey, T., & Boyle, J. M. (2012). A systematic literature review of empirical evidence on computer games and serious games. *Computers & Education*, 59(2), 661–686. <https://doi.org/10.1016/j.compedu.2012.03.004>
- Derwing, T. M., & Munro, M. J. (2009). Putting accent in its place: Rethinking obstacles to communication. *Language Teaching*, 42, 476–490.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: defining “gamification. In *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments*.

- Dörnyei, Z. (2001). *Cambridge language teaching library: Motivational strategies in the language classroom*. Cambridge University Press.
- Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: results of an empirical study. *Language Teaching Research*, 2(3), 203–229.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.
- Graddol, D. (2006). *English next: Why global English may mean the end of “English as a foreign language”*. British Council.
- Hymes, D. (1971). Foundations in sociolinguistics: an ethnographic approach. *London. International Journal of Cross Cultural Management*, 6.
- Kiili, K. (2005). Digital game-based learning: Towards an experiential gaming model. *The Internet and Higher Education*, 8, 13–24.
- Kato, M., & Hakuta, K. (2013). *Games in language learning*. Oxford University Press.
- Landers, R. N., & Landers, A. K. (2014). An empirical test of the theory of gamified learning: The effect of leaderboards on time-on-task and academic performance. *Simulation & Gaming*, 45(6), 769–785.
- Martínez, I., & Rubio, F. (2008). Speaking anxiety in the foreign language classroom. *Porta Linguarum*, 9, 137–149.
- Mosquera, I. (2020). PRIN emacicame. <https://view.genial.ly/5ebbb76799c3dc0d2ad908dd/horizontal-infographic-review-prin-emacicame>

- Mosquera, I. (2021). Hacia una definición de aprendizaje activo. <https://www.unir.net/educacion/revista/hacia-una-deficion-de-aprendizaje-activo/>. <https://www.unir.net/educacion/revista/hacia-una-deficion-de-aprendizaje-activo/>
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall International.
- Papastergiou, M. (2009). Digital game-based learning in high school computer science education: Impact on educational effectiveness and student motivation. *Computers & Education*, 52(1), 1–12.
- Pasquali, A. (1972). *Comunicacion y cultura de masas*. Monte Avila Editores.
- Prensky, M. (2001). *Digital game-based learning*. New York: McGraw-Hill.
- Richards, J.C. (2006). *Communicative language teaching today*. Cambridge. Cambridge University Press. <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Ross, M., Perkins, H., & Bodey, K. (2016). Academic motivation and information literacy self-efficacy: The importance of a simple desire to know. *Library & Information Science Research*, 38(1), 2–9. <https://doi.org/10.1016/j.lisr.2016.01.002>
- Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language*, 50(4), 696. <https://doi.org/10.2307/412243>
- Sánchez-Mena, A., Garrido-Arroyo, M. C., & Sánchez-Prieto, J. C. (2020). The effectiveness of game-based learning and its impact on students' motivation and engagement in higher education. *Computers in Human Behavior*, 105, 105–114.
- Skinner, B. F. (1957). *Verbal behavior*. Appleton-Century-Crofts.
- Skehan, P. (1989). *Individual differences in second language learning*. Routledge.

- Stockwell, G., & Hubbard, P. (2013). Some emerging principles for mobile-assisted language learning. *The International Journal of Computer-Assisted Language Learning and Teaching*, 3(4), 1–13.
- Toliver, S. (2014). Game-based language learning: An examination of evidence-based literature. *Journal of Educational Technology Development and Exchange (JETDE)*, 7(1), 1–14.
- Uso-Juan, E., & Martinez-Flor, A. (2008). Teaching intercultural communicative competence through the Four Skills. *Revista Alicantina de Estudios Ingleses*, 21, 157–170.
- Uso-Juan, Esther, & Martinez-Flor, A. (Eds.). (2006b). *Current trends in the development and teaching of the four language skills*. De Gruyter Mouton. <https://doi.org/10.1515/9783110197778>
- Ur, P. (1996). *Cambridge teacher training and development: A course in language teaching: Practice of theory*. Cambridge University Press.
- Van Eck, R. (2006). Digital game-based learning: It's not just the digital natives who are restless. *EDUCAUSE Review*, 41(2), 16–30.

APPENDIXES

APPENDIX 1 – DOCUMENTO PUENTE

PERFIL DE ASIGNATURA			
ASIGNATURA: PRIMERA LENGUA EXTRANJERA INGLÉS		NIVEL: 4º ESO	
BL	CRITERIOS DE EVALUACIÓN	INDICADORES DE LOGRO	CCLV
2	4ºLE.BL2.1. Producir, aplicando estrategias de expresión oral, textos monológicos o dialógicos de longitud media, comprensibles y estructurados, en diferentes soportes, sobre temas generales o más específicos, en los ámbitos personal, público y educativo y ocupacional, en un registro formal, informal o neutro, aunque a veces haya pausas, vacilaciones y rectificaciones.	4º LE.BL2.1.1 . Produce o coproduce, de forma autónoma textos comprensibles y estructurados, monológicos o dialógicos, de varias tipologías , sobre temas generales o menos habituales , a viva voz o registrados en formato digital audio o vídeo, aunque a veces haya pausas, vacilaciones y rectificaciones, utilizando las estrategias de expresión oral, en los ámbitos personal, público, educativo y ocupacional.	CCLI CAA
		4ºLE.BL2.1.2 Produce o coproduce textos monológicos o dialógicos utilizando un registro adecuado a la situación comunicativa con las estructuras morfosintácticas, léxico y patrones sonoros del nivel .	CCLI SIEE
	4ºLE.BL2.2. Incorporar, con sentido crítico, en los textos orales, los aspectos socioculturales y sociolingüísticos, relativos a la vida cotidiana, al comportamiento, a las relaciones interpersonales e interculturales, a las convenciones sociales y a las manifestaciones culturales y artísticas, considerando la diversidad y las diferencias en el aula desde una perspectiva inclusiva, como elemento enriquecedor y evitando estereotipos y prejuicios.	4ºLE.BL2.2.1. Incorpora, con sentido crítico , las fórmulas sociales y de tratamiento, propias de las relaciones cotidianas en situaciones formales o informales y en las costumbres y tradiciones más específicas de las diferentes culturas , mostrando actitudes inclusivas.	CCLI CSC
		4ºLE.BL2.2.2. Incorpora, con sentido crítico , a la producción y la interacción, las convenciones sociales tales como las costumbres y tradiciones más específicas de las diferentes culturas mostrando actitudes inclusivas.	CCLI CEC
	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.	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
	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	
	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	
4ºLE.BL2.4. Utilizar en situaciones de comunicación habituales o menos habituales, claramente estructuradas y en diferentes soportes, con la ayuda de modelos, las estrategias y los recursos lingüísticos y paralingüísticos propios de la interacción oral, aunque se dependa en gran medida de la actuación del interlocutor.	4ºLE.BL2.4.1. Utiliza, de forma autónoma , técnicas lingüísticas como la definición o reformulación de un término o expresión o paratextuales y paralingüísticas tales como los recursos audiovisuales o la proxémica .	CCLI CAA CSC	
4ºLE.BL2.5. Pronunciar enunciados de forma clara, empleando los patrones sonoros, acentuales, rítmicos y de entonación del nivel, aunque a veces se cometan errores que no interfieran en la comunicación.	4ºLE.BL2.5.1. Produce un repertorio más amplio de textos orales, con una pronunciación clara y fluida , usando con naturalidad patrones de ritmo, entonación y acentuación de palabras y frases adecuados a las funciones comunicativas del nivel, aunque a veces se cometan errores que no interfieran en la comunicación.	CCLI	

6.1

A great day out!

Reporting speech



Vocabulary and Reading

1 Look at the highlighted verbs in the reviews. Which verbs have a negative meaning? Which make facts clear? Which add extra information? Make a list. Then add any verbs from page 71 which fit these categories.

A DAY OUT TO REMEMBER!

Get some top tips from our reviewers and find the best days out near you!



Zip 2000 at Sun City

Rustenburg, South Africa
Visitor rating ★★★★★

Write a review ▼

1 Shortly after we arrived at Sun City, our instructor confirmed that, until recently, this had been the world's longest, highest and fastest zip slide! She **added** that we would be travelling as fast as 160 km/h along the wire in the sky. Mum wanted to leave at that point, but we were doing a tandem slide together, so she had to stay. After a final safety check, the instructor shouted '3 ... 2 ... , 1' and we jumped off the platform. We were soon travelling at a very high speed, 280 m above the ground, and I felt like I was flying! The whole ride was over in just two and a half minutes, and I loved every second. Even Mum loved it. It's the most extreme thing she's ever done, and she even **complained** that the ride had been too short!

Martina PB, Johannesburg

Diggerland

Yorkshire, England
Visitor rating ★★★★★

Write a review ▼

Our swimming coach **boasted** that the annual club day out would be quite unforgettable the following weekend, and he was right! We spent the day at Diggerland – a theme park with a difference! There were over 15 rides and drives, but they weren't all on diggers. We also raced each other in mini Land Rovers! I think I finished first, although my best friend **insisted** that he had won! It didn't really matter because it was awesome anyway. After the race, we all had a go at using diggers to move mountains of earth and tried out lots of other machines. It was an original day out and I'd recommend it to anybody.

Jack F, Liverpool



Jacksonville Zoo and Gardens

Jacksonville, Florida
Visitor rating ★★★★★

Write a review ▼

My parents surprised me with the perfect birthday present last month. They **revealed** that they had bought me a zookeeper experience at Jacksonville Zoo and I was going to look after animals the following day. How cool is that?! I worked with alligators and other reptiles native to Florida, like the snapping turtle and the endangered indigo snake. The first thing I did was help prepare food for the animals. We started with the alligators. Apparently, they usually eat fish, mammals, birds or other reptiles in the wild, but at the zoo they are given chicken. We weren't allowed near the alligator pool, but we watched as whole chickens were left on the edge. I asked the keeper why he didn't give the alligators the food directly. He **replied** that in the wild they attacked and ate animals that came to the edge of the water to drink. We also helped clean some of the reptiles' areas. That was hard work and I got very wet! It was an exhausting day, but totally amazing!

Lexi W, Florida

Complete all activities in your notebook.

APPENDIX 3 - GUESSING GAME

GUESS THE PLACE
What do people say in the following places?

Ok

Post 1 (Fast-food restaurant):
Clues:

- The waitress suggested ordering the big menu since it is cheaper
- My father complained that he wanted to go to a healthier restaurant.

Guess: *In a fast-food restaurant*

Post 2 (Street):
Clues:

- accuse, blame, threaten, agree, promise, warn, encourage, explain, decide, suggest, advise, announce, insist, offer, refuse, apologize, tell, deny, request, confess, complain

Guess: *In the street*

























Post 3 (Swimming pool):
Guess: *In a swimming pool*

Post 4 (Library):
Guess: *In the library*

Post 5 (Club):
Guess: *In a club*

Post 6 (Supermarket):
Guess: *In the supermarket*

APPENDIX 6 - TELEPHONE MESSAGES

<p> WHO'S GOT A MESSAGE FROM THE BANK? </p>	<p> WHO'S GOT A MESSAGE FROM THE TEACHER? </p>	<p> MESSAGES From the bank</p> <p>You have received an income of €2,000  you can check your balance in your bank account</p>	<p> MESSAGES From your teacher</p> <p>You promised me that you would deliver the final task on Monday and I haven't received it yet, contact me , ASAP </p>
<p> WHO'S GOT A MESSAGE FROM THE TRAVEL AGENCY? </p>	<p> WHO'S GOT A MESSAGE FROM THE CAR MECHANIC? </p>	<p> MESSAGES From the travel agency</p> <p>We managed to get a cheap flight  to Italy for your holiday. Please, call us back.</p>	<p> MESSAGES From car mechanic </p> <p>Your car would need a new engine. please, text me back to arrange a visit to check it</p>
<p> WHO'S GOT A MESSAGE FROM THE PHONE COMPANY? </p>	<p> WHO'S GOT A MESSAGE FROM THE OWNER OF THE APARTMENT? </p>	<p> MESSAGES From phone company</p> <p>Your new phone will be installed on Saturday morning. Call us to confirm if it is okay. </p>	<p> MESSAGES From the owner of your apartment</p> <p>You are late in  paying this month's rent, pay me as soon as possible or leave!</p>


APPENDIX 7 - BINGO!

<i>bingo!</i>	She apologized for arriving late	He denied he had damaged the device	He promised he would never leave me	They complained that the neighborhood was too noisy	She accused me of eating the last piece of pie	He admitted that he had broken the new carpet	
	She asked me if I would like to have dinner with her that night	They confessed that they had taken the money	She accused me of eating the last piece of pie	<i>bingo!</i>	The thief threatened that he would shoot us if we moved	They suggested taking the fastest means of transport	She revealed that she had a secret talent
	The teacher reminded us to bring the material	He admitted that he had broken the new carpet	She offered to help with all the boxes	He promised he would never leave me	He agreed that he would meet me at the restaurant	She asked me if I would like to have dinner with her that night	
		<i>bingo!</i>		<i>bingo!</i>			
<i>bingo!</i>	They complained that the neighborhood was too noisy	He denied he had damaged the device	They suggested taking the fastest means of transport	The teacher reminded us to bring the material	She apologized for arriving late	He admitted that he had broken the new carpet	
	She offered to help with all the boxes	He agreed that he would meet me at the restaurant	He admitted that he had broken the new carpet	<i>bingo!</i>	He boasted that he had completed the marathon in record time	He denied he had damaged the device	They confessed that they had taken the money
	She accused me of eating the last piece of pie	He advised that I could stay at home if I felt sick	The teacher reminded us to bring the material	They suggested taking the fastest means of transport	He promised he would never leave me	She accused me of eating the last piece of pie	
		<i>bingo!</i>			<i>bingo!</i>		

6.2 A funny night out *Reporting questions, commands and requests*

STAND-UP COMEDY CLASSES

AT WESTON COMEDY CLUB




Learn from the professionals!

- Find the perfect **act** for you
- Become a great **scriptwriter**
- Deliver **monologues**, **sketches** and short jokes with great punchlines
- Go from **amateur** to professional at the Weston Comedy Club graduation ceremony! Friends and family can come and watch.

BROADWAY YOUTH THEATRE

OPEN MIC NIGHT

THURSDAY 27th APRIL 7.30 p.m.



Calling all **newcomers** to the world of stand-up comedy! We provide the **venue**, the **stage**, the **microphone** and the **spotlights**. You provide the **props** you need and, hopefully, the laughs!

Research it!

Find three open-mic events in two different British towns. Can you find any in your town or area?

Vocabulary and Listening

i Vocabulary presentation

- Read the posters. What are they advertising?
- In your notebook, copy and complete the table. Write the highlighted words in the correct column.

people	places / equipment	performance types

i Vocabulary practice

Complete all activities in your notebook.

- 2.12 Listen to the radio programme. In your notebook, write the three tips in the order that you hear them. There is one extra tip.**
 - become a great scriptwriter
 - choose what sort of comedian you want to be
 - choose your act carefully
 - decide on your venue
- 2.12 Listen again and correct the mistakes in your notebook.**
 - The open-mic night gave comedians ten minutes to make people laugh. ✗
 - The most important skill for comedians is to be able to make jokes about themselves. ✗
 - A low-ranking comedian laughs at the world. ✗
 - Chris Hancock never does accents. ✗
 - Comedians should consider what's happening in the audience at least twice a week. ✗
 - The hardest part of the job is going on tour. ✗

APPENDIX 9- INTERVIEW WORKSHEET

Reported Speech: celebrity interview

esiflow.com

Use the reporting verbs in brackets to write sentences in reported speech.



1 First, what do you feel is your biggest achievement ?
(note)

She noted that _____



2 So Selena, where did you learn to act?
(explain)

Selena explained _____



3 Who inspires you ? Where do you
get inspiration from?
(reveal)



4 And Selena, what's your biggest challenge now?
(point out)



5 What is your favorite movie?
(mention)



6 What do you think about paparazzi?
(complain)



7 What would you do, if you couldn't find
any more work?
(suggest)



8 And one final question Selena, what's the
next step in your career?
(confirm)

APPENDIX 10 - FAST READING

Good night and welcome to the show!
Today we have with us one of the most professional singers in the industry.

Hello, thank you very much for inviting me, I am so excited.

So, let's start with your music career, can you tell us a little bit about it?

Sure, I started as an amateur when I was a teenager and I performed at local venues. Now I sing in New York, Dubai or London venues

That sounds great! And when you finish your performance, how do you say goodbye to your audience?

I have prepared a small monologue thanking the audience when I finish my performance

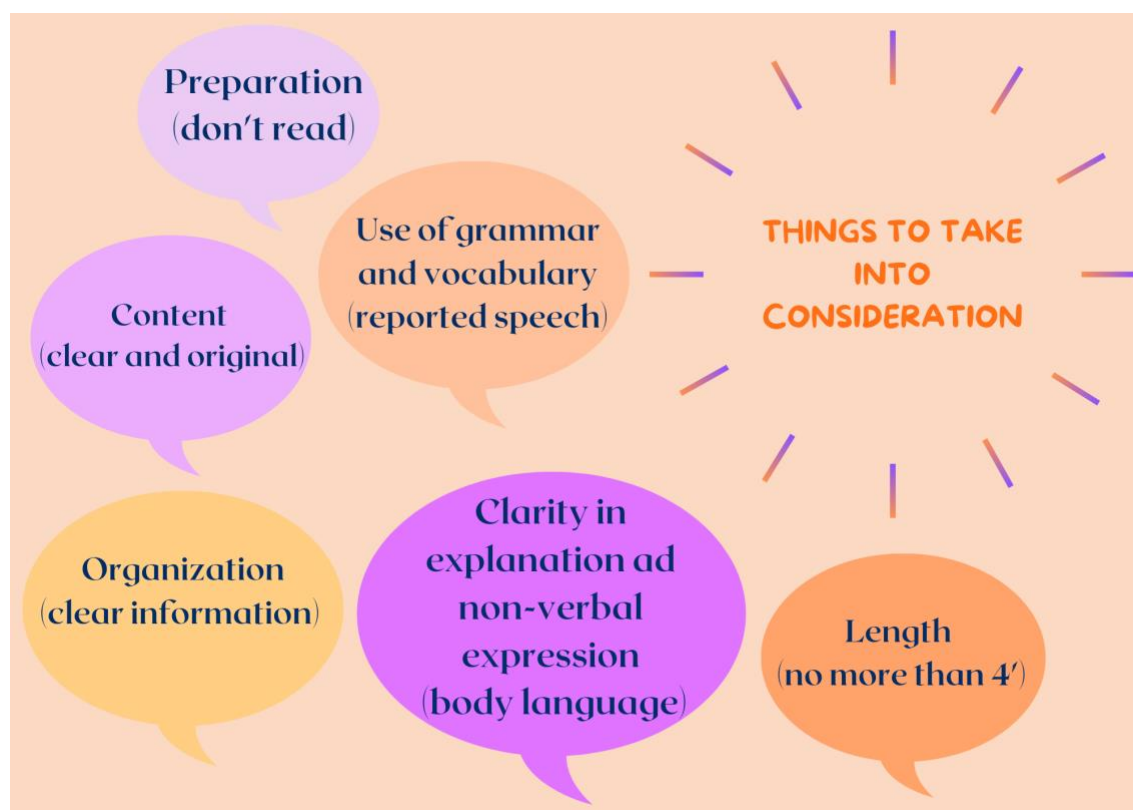
That's fantastic! and for you, what are the most important props when going on stage?

There is a lot of work behind, but everything has to be always ready, mainly the microphone and the spotlights.


Thank you for sharing your experience with us. It was a pleasure speaking with you.

Thank you for inviting me, it was great to be here.

APPENDIX 11 - INSTRUCTIONS FOR FINAL PRESENTATION



APPENDIX 12 - MOTIVATIONAL QUESTIONNAIRE



Motivational Questionnaire

Questionnaire based on the activities carried out in recent weeks and the presentations carried out as a final task
** you can choose more than one answer

How have you felt learning grammar and vocabulary through games? *

Motivated

Indifferent

Unmotivated

Otra...

How would you define your experience throughout the lessons? *

Interesting

Enjoyable

Indifferent

Otra...

Did the games make it easier for you to understand reported speech? *

Yes

No

I don't know

Otra...

Which was the activity you enjoyed most? *

Guessing game (you were given a picture and the classmates made sentences that you could hear in the...)

Quizziz

Telephone messages

Bingo

Zip, Zap, Zop (when the person had to say ZOP he/she had to include a vocabulary word learned in the le...)

Otra...

How do you think it can improve? *

More activities

More sessions

More explanations

Otra...

How did you feel about making the presentation? *

Nervous and stressful

Embarrassed and worried

Motivated and excited

Otra...

How would you rate the whole procedure? *

8-10

6-8

4-5

Otra...

How was your effort for the presentation? *

I have worked hard

I have worked as usual

I could have worked harder

Otra...

Would you like to play similar games in the future to learn other topics in English class? *

Yes, I prefer in that way

No, I prefer as usual

I don't mind

Do you think evaluating your peers and having them evaluate you have been useful? *

I think it is useful

I think it is motivating

I think it is not necessary

Otra...

APPENDIX 13 - PEER'S EVALUATION

STAR RATING

How successful was the couple in achieving the result?

G.1					
G2					
G3					
G4					
G5					
G6					
G7					

FEELING

How do they make me feel (interested, entertained, indifferent, bored or lost)?

G.1					
G2					
G3					
G4					
G5					
G6					
G7					

SOMETHING YOU LIKE

SOMETHING TO IMPROVE

APPENDIX 14 - TEACHER RUBRIC

KEY TRAITS	NEEDS TO IMPROVE	SATISFACTORY	GOOD	EXCELLENT
Preparation	The student is not prepared for the presentation.	The student is somewhat prepared but has not rehearsed	The student has prepared it, but could have spent more time rehearsing	The student has prepared the presentation correctly and it is seen that the student has rehearsed
Clarity in explanation and non-verbal expression	Lack of clarity. The student reads all the time and does not keep eye contact. Pacing may be too fast or slow.	The audience must put effort to listen. The student reads half of the time and little eye contact	Speaks clearly and the student keeps eye contact most of the time, but frequently reads from the notes	Clear and easy to understand. Eye contact and volume all help the presentation and it is conducted like a dialogue.
Use of grammar and vocabulary	Uses basic structures and makes frequent errors. There is an absence of reported speech and vocabulary from the unit.	Uses basic structures with frequent errors. Few use of reported speech sentences and vocabulary.	Uses a variety of grammar structures but makes some errors. Use of different vocabulary and expressions.	Uses a variety of structures with occasional grammatical errors. Uses a wide variety of vocabulary.
Organization	Disorganized; the information does not have a logical order.	A little organized, but difficult to follow the presentation because the ideas are not well interconnected.	Generally organized; almost all information is presented in a logical order.	Well organized; the information is presented in an easy-to-follow, logical, and clear manner.
Content	There is an unclear message and no understanding is possible. Too simple and uncreative.	There is an unclear message, but basic ideas may be understood. Not very original and creative.	There is a clear message most of the time and the topic can be generally understood. Some originality and creativity are perceived.	There is a clear message and a well explained topic. All the required contents are contained in the presentation. It is original and really creative.
Length	Greatly exceeding or falling short of the established time.	Exceeding or falling short of the established time.	Remained close to the time set.	Presented within the specified time.