

Using Gamified Tasks to Work on EFL Speaking Skills

Ainhoa Dolz Ballarín

**Treball Final de Màster en Formació del Professorat de Secundària Obligatòria i Batxillerat,
Formació Professional i Ensenyament d'Idiomes**

Universitat de Barcelona

Especialitat en: Anglès

Tutoria: Marta Ortega Sáez

Curs: 2024-2025



**UNIVERSITAT DE
BARCELONA**

ABSTRACT

In English as a Foreign Language learning (EFL), fostering students' speaking skills remains a persistent challenge, particularly within the Catalan/Spanish educational system where traditional form-focused approaches often dominate. Drawing on personal experience as a student and teacher, this Master's Thesis explores the effectiveness of incorporating communicative, game-like activities—grounded in Task-Supported Language Teaching (TSLT) and gamification—to enhance speaking competence in EFL classrooms. The study and learning scenario were implemented with first-year Baccalaureate students at Natzaret school in Esplugues de Llobregat, aiming to create a dynamic and motivating environment for meaningful interaction. A communicative approach, supported by explicit pre-task instruction, was adopted to design and deliver engaging tasks that emphasise peer collaboration and reduce language anxiety. The research investigates how such activities impact learners' speaking skills, motivation, and willingness to participate since findings suggest that integrating gamified and task-supported communicative activities not only improves oral proficiency but also aligns more closely with real-world language use. The results indicate that such approaches foster a more engaging and supportive learning environment, increase students' confidence and participation in speaking tasks, and support the development of their oral communication.

Key words: TSLT, gamified, gamification, game-based, speaking skills

RESUM

En l'aprenentatge de l'anglès com a llengua estrangera, les habilitats de parla de l'alumnat continuen sent un repte persistent, especialment dins del sistema educatiu català/castellà, sovint marcat per enfocaments tradicionals centrats en la forma gramatical. Basant-me en l'experiència personal com a estudiant i professora, aquest treball de final de màster explora l'eficàcia d'incorporar activitats comunicatives i gamificades per millorar la competència oral en anglès. La situació d'aprenentatge es va implementar amb alumnes de primer de batxillerat de l'escola Natzaret d'Esplugues de Llobregat, amb l'objectiu de crear un entorn dinàmic i motivador. Es va adoptar un enfocament comunicatiu, recolzat per la instrucció explícita prèvia, per dissenyar i oferir activitats atractives que emfatitzessin la col·laboració i reduïssen l'ansietat lingüística. La recerca explora com aquestes activitats afecten les habilitats de parla, la motivació i la participació, ja que els resultats suggereixen que la integració d'activitats comunicatives gamificades no només millora el domini oral, sinó que també s'alinea amb l'ús del llenguatge en el món real. Els resultats indiquen, a més, que aquests enfocaments fomenten un entorn d'aprenentatge més compromès i solidari, augmenten la confiança i la participació de l'alumnat i donen suport al desenvolupament de la seva comunicació oral.

Paraules clau: TSLT, gamificat, gamificació, basat en jocs, habilitats de parla

TABLE OF CONTENTS

| | |
|--|----|
| 1. INTRODUCTION | 1 |
| 2. THEORETICAL FRAMEWORK | 3 |
| 2.1. <i>The importance of interaction to improve speaking skills</i> | 3 |
| 2.1.1. Interaction Hypothesis | 3 |
| 2.1.2. The Sociocultural Theory | 4 |
| 2.2. <i>Types of learning contexts</i> | 4 |
| 2.2.1. Natural acquisition settings | 4 |
| 2.2.2. Structure-based instructional settings | 5 |
| 2.2.3. Communicative instructional settings | 5 |
| 2.2.3.1. Task-Based Language Teaching (TBLT) | 6 |
| 2.2.3.2. Task-Supported Language Teaching (TSLT) | 6 |
| 2.3. <i>Gamification and game-based activities in an EFL classroom</i> | 7 |
| 2.3.1. Gamification vs. game-based activities | 7 |
| 2.3.2. Impact on motivation, anxiety, engagement, collaboration, and speaking skills | 8 |
| 3. CONTEXTUALISATION | 10 |
| 3.1. <i>Setting: Natzaret school</i> | 10 |
| 3.2. <i>Participants</i> | 11 |
| 4. PROPOSAL OF THE LEARNING SCENARIO | 12 |
| 5. OBSERVATIONS & REFLECTIONS | 25 |
| 6. PROPOSAL OF CONTINUITY | 29 |
| 7. CONCLUSIONS | 30 |
| 8. REFERENCES | 33 |
| 9. APPENDICES | 37 |
| 9.1. <i>Appendix A</i> | 37 |
| 9.2. <i>Appendix B</i> | 40 |
| 9.3. <i>Appendix C</i> | 42 |
| 9.4. <i>Appendix D</i> | 43 |
| 9.5. <i>Appendix E</i> | 44 |
| 9.6. <i>Appendix F</i> | 45 |
| 9.7. <i>Appendix G</i> | 46 |
| 9.8. <i>Appendix H</i> | 47 |
| 9.9. <i>Appendix I</i> | 48 |
| 9.10. <i>Appendix J</i> | 49 |
| 9.11. <i>Appendix K</i> | 51 |
| 9.12. <i>Appendix L</i> | 52 |
| 9.13. <i>Appendix M</i> | 53 |
| 9.14. <i>Appendix N</i> | 55 |

9.15. *Appendix O*.....56

9.16. *Appendix P*.....57

1. INTRODUCTION

In the field of English teaching as a Foreign Language (EFL), fostering the development of students' speaking skills presents a significant challenge from the teachers' perspective. Talking from my experience as a student and teacher, this difficulty arises not only from the inherent complexities of promoting oral proficiency in a non-native language, but also from the need to create engaging and meaningful opportunities for authentic communication within the classroom setting. Nowadays, moreover, there are ongoing changes in the Catalan/Spanish educational system regarding English teaching approaches and methodologies in the classroom. However, plenty of schools, despite trying to include, at least, oral presentations to make students engage in a minimum of communication, and innovations like incorporating technology in the lessons, still fall into the repeated process of implementing more traditional-like sessions which are focused on learning about the language itself—grammar and vocabulary, which implies the so-called approach focus on forms (Willis & Willis, 2007). This latter theory does not help with the acquisition of the speaking competence—learning how to use the language—, which would be a focus on meaning or, to be more concise, a focus on form approach, since it supports the idea that some prior instruction may be beneficial for the learning outcomes (Willis & Willis, 2007). Hence, this is a present problem within the educational system that needs to be improved in order to truly help EFL students.

From my personal perspective, the primary objective of (any) language learning should be the development of speaking skills, as the ability to communicate effectively in the target language (TL) should be a fundamental goal for students. Therefore, adopting a communicative approach in the teaching of English as a Foreign Language is particularly beneficial for fostering speaking skills. In light of this, and bearing in mind nowadays' society, dynamic and interactive game-like activities—including gamification and game-based tasks—, and a Task-Supported Language Teaching (TSLT) approach, are highly effective in enhancing students' speaking competence and encouraging their active use of the TL. These types of tasks, moreover, not only integrate communicative objectives with structured pre-task instruction, but also create opportunities for meaningful (peer)interaction, collaboration, active participation, engagement and motivation, all of which contribute to increased interest in language learning. Furthermore, communicative activities (through games and TSLT) align more closely with real-world language use and create a healthy, engaging, and fun classroom environment, helping to reduce anxiety and build students' confidence in speaking since the key advantage of such an approach lies in the focus on meaningful communication and not on accuracy.

This master's thesis topic generated several hypotheses that can be summarised as follows: using communicative activities through TSLT and gamification foster students' speaking skills; incorporating gamified activities—either via gamification of game-based tasks—in the EFL classroom is beneficial in terms of motivation, anxiety, collaboration, and engagement; and both TSLT and game-like activities align more to real-world use of language than traditional lessons which, simultaneously, helps improving speaking skills. Then, some research questions were formulated, which are the following ones: how does the implementation of interactive and communicative activities in an EFL classroom in Catalonia impact students' speaking ability? What challenges do Catalan learners face when speaking in English while completing communicative tasks? How do game-like activities and TBLT tasks impact peer interaction and speaking skills? Do they encourage students to engage in meaningful conversations? Are game-like tasks more interesting for learners of English in Catalonia? Do students find game-based activities more helpful?

That being said, the main objective of this Master's Thesis is to design and implement a learning situation in Natzaret school in Esplugues de Llobregat for a group of students in their first-year Baccalaureate through gamification and game-based activities with previous explicit instruction to foster their speaking skills. As commented, this intervention will be focused on the use of game-like activities with the goal of enhancing students' speaking skills, adopting a communicative approach based on previous research about the topic: the significance of interaction in an EFL classroom, different learning contexts highlighting the importance of a communicative one and the impact that game-like activities can have. Besides, these ideas include exploring and observing the difficulties that Catalan/Spanish learners of EFL may face when speaking in a classroom, and if the so-called game-like activities related to (peer)interaction, collaboration and TSLT have an impact on participation and boosting students' willingness and motivation to speak in English. Additionally, the study aims to reflect on the feasibility of continuing to implement these dynamics and communicative strategies in the future at Natzaret school to provide ongoing support for students' speaking competence over time.

As for the methodology of this Master's Thesis, various steps have been taken. First, speaking skills are the least practised in schools, and it was the first competence that came to my mind when thinking about a potential learning scenario; therefore, different strategies to foster it were investigated, plus the different learning environments. Once the ideas were clear, deep research on the topics was conducted: the interaction hypothesis; the sociocultural hypothesis; natural acquisition settings; structure-based instructional settings; communicative instructional settings, including Task-Based Language Teaching (TBLT) and Task-Supported Language Teaching (TSLT); the difference between gamification and game-based activities and their impact on motivation, anxiety, engagement, collaboration, and speaking skills. Following this information, the learning scenario was designed and implemented in the first year of baccalaureate students from Natzaret school. After the implementation, together with the researched information in the theoretical framework, a proposal of continuity of the learning scenario was suggested, and several conclusions on the use of gamification to improve speaking skills and encourage learners to use them were reached.

2. THEORETICAL FRAMEWORK

2.1. The importance of interaction to improve speaking skills

When learning a foreign language (FL), the primary objective is to develop the ability to communicate effectively rather than attaining complete control of its grammatical rules and vocabulary. While a certain degree of explicit instruction about vocabulary and grammar is essential to understanding how the language functions, it should not be the whole focus. Instead, emphasis should be placed on meaningful practice, active engagement and interaction in conversations, as these are necessary to improve one's speaking skills (Adams, 2018; Namaziandost & Nasri, 2019; Gass & Selinker, 2008; Pica, 1994).

In EFL classrooms, teachers tend to focus excessively on instruction, believing that it is the most important aspect of language learning when, in fact, lessons that involve “speaking in pairs or groups with other learners as a vehicle for language learning” play a pivotal role (Adams, 2018 p. 2). Such interaction does not need to be limited to teacher-student exchanges, as student-student conversations in the FL can foster a beneficial learning environment as well. As Adams claims, “[i]n interactions with skilled language teachers, [students] also obtain expert [...] assistance [...] to help them express meanings they cannot formulate on their own,” but students interacting with another classmate, who is in the process of learning the language as well, can be helpful (2018, p. 3). When engaging in speaking activities with a language learner peer, learners make an effort to maintain long turns of conversation (Sato, 2015, as cited in Adams, 2018, p. 4), practising the use of language in wider ways and, thus, developing new communication strategies and testing out new forms to express what they want to say, which indirectly encourages them to find solutions when they encounter linguistic obstacles (Adams, 2018). Furthermore, teachers can positively take advantage of this situation and use it to encourage what is known as a ‘growth mindset’ or, in other words, help students view mistakes as opportunities to learn and overcome the fixed mindset that says ‘I cannot do it’ (Dweck, 2014; Adams, 2018).

It is worth mentioning that this approach is aligned with the Spanish educational system concerning inclusion and diversity (Decret 150/2017): implementing a cooperative learning strategy not only offers students extended opportunities to engage with the language through interaction—allowing them to both speak and listen and reducing anxiety through peer support—, but also encourages a student-centred classroom environment, enhances self-confidence, and fosters the development of positive social skills, cross-cultural awareness, and critical thinking (Crandall, 1999). To further develop, “interaction between teachers and students in the classroom can also be regarded as a social activity, which affects students’ attitudes towards learning” and increases their “reluctance to speak in class” (Zhou & Chen, 2020, p. 134).

2.1.1. Interaction Hypothesis

There has been substantial research on the Interaction Hypothesis proposed by Long (Gass & Varonis, 1994; Sarem & Shirzadi, 2014; Pica, 1994; Loewen & Sato, 2018; Namaziandost & Nasri, 2019), which has reinforced the importance of interaction and spoken communication in the process of learning a FL. This interactionist approach focuses on learners engaging in conversational interaction where they receive comprehensible input—exposure to modified language, which is a little bit more complex than the students’ level(s) so that they have something to learn—, have opportunities for output—production of language—and get feedback through conversation to let the other speaker know when communication

fails. Nonetheless, the main point is the negotiation for meaning, which can noticeably improve students' speaking skills (Namaziandost & Nasri, 2019; Gass & Selinker, 2008; Pica, 1994). This mentioned "negotiation for meaning is at the heart of the interaction hypothesis" because when "learners and their interlocutors do not understand each other, they may signal that a communication breakdown has occurred", encouraging clarification requests, confirmation and comprehension checks (Loewen & Sato, 2018, pp. 287-8). Despite being a "complex process" since "speaking skills require some experience and practice," if teachers prompt peer interaction, not only will their talk be reduced, but this dynamic can also be established among learners, (Namaziandost & Nasri, 2019, p. 222), who "make an effort to understand each other" (Ellis, 1994, as cited in Sarem & Shirzadi, 2014, p. 69). Accordingly, following this idea, the most effective way to improve the language would be through its active use, which is, finally, connected to Swain's (2000) output hypothesis as well: individuals acquire languages through their production, either written or spoken, helping them to process them more deeply.

2.1.2. The Sociocultural Theory

The sociocultural theory is an additional aspect that needs to be taken into consideration when developing and acquiring a foreign language. Although Vygotsky "did not write extensively about SLA per se, he did provide a foundation for SLA research [...] as humans acquire and develop the ability to communicate through language," which has to do with his Sociocultural Theory (Mahn & Fazelehaq, 2020, p. 1). Broadly speaking, his work emphasises the inherently social nature of language learning, suggesting that its development arises from participation in purposeful communicative activities within social and cultural contexts—engaging in conversations—that occur in the learners' Zone of Proximal Development (ZPD), which Vygotsky defined as the distance between the learner's actual developmental level—what they can achieve and learn independently—and their potential level, which can be reached through problem-solving situations/tasks with adult guidance or collaboration with more skilled peers (1978, as cited in Souza, 2023). In other words, the mentioned ZPD highlights the importance of social interactions during language learning processes, as learners actively co-construct knowledge through dialogue, simultaneously focusing on both the linguistic form and meaning of the language while shaping their understanding to increase it.

2.2. *Types of learning contexts*

2.2.1. Natural acquisition settings

Those settings that facilitate the natural acquisition of the FL, as the term itself suggests, are characterised by environments in which learners are immersed in the language without the intervention of any kind of structured guidance or formal instruction; thus, learners acquire the FL just by being exposed to it through various forms of communication and interaction with other speakers from the native context. Expanding on this notion, and as Lightbown and Spada (2013) clarify, a natural acquisition setting involves language learning through genuine social interactions, either at work or on the school's playground, which makes it different from a classroom context because there is no explicit instruction.

In their book, the mentioned authors (2013) outline several aspects which characterise this type of context: firstly, learners are exposed to a wide variety of inputs, so that language is not presented step by step; secondly, corrective feedback on errors is generally absent, as pointing out mistakes would be perceived as socially inappropriate within informal or natural interactions; thirdly, there is unmodified

input unless, in a one-to-one conversation, one speaker does not understand the message and the other one needs to adapt the language use to make themselves understood and avoid communication breakdowns; importantly, learners participate in different types of events that involve language like greetings, commercial transactions, workplace interactions and information exchanges; finally, it is the learning context in which there is a widest variety of authentic materials such as TV or series, contributing to a deeper and more naturalistic language acquisition experience.

2.2.2. Structure-based instructional settings

As Gass and Selinker argue, “[o]ne of the main differentiating factors between classroom learning and so-called naturalistic learning is the language available from which learners can come to understand the workings of the L2 and formulate hypotheses” (2008, p. 368-9). Bearing this in mind, it can be deduced that structure-based instruction is the traditional one that has been practised in Spain for many years: being presented with the grammatical rules and vocabulary of the FL, memorising them through repetition, receiving error correction, and using them in an exam—a focus on forms approach (Long, 1988, as cited in Willis & Willis, 2007).

According to Lightbown and Spada (2013), several features are involved: linguistic items are taught and practised step by step from simple to complex notions, usually following a textbook; errors are constantly corrected because accuracy is seen as more important than a meaningful interaction; learners have limited impact because they only receive the language at school, consisting of two or three hours per week; the teacher is the only proficient speaker; there is a limited range of discourse types; students feel pressure to speak correctly, and teachers may sometimes use the learners’ native language. Furthermore, this setting includes two main approaches, which are the grammar translation and the audiolingual approach: the first one uses a considerable amount of reading and writing with learners translating text from their L1 to their L2 after being explicitly taught the grammar rules (Lightbown & Spada, 2013), and the second one involves learners in learning by repetition and habit formation, yet some memorisation of the grammar rules is required (Lightbown & Spada, 2013; Richards & Rodgers, 1986). These aspects problematise this specific instructional approach because they hinder students’ language learning process and, therefore, communicative competence, since they are not given opportunities to truly and freely use the language and receive comprehensible input in order to continue developing their speaking skills.

2.2.3. Communicative instructional settings

Communicative teaching settings focus, mainly, on interaction, conversation, and language use, rather than only learning *about* the language itself. Several aspects characterise this approach, based on the assumption that learners acquire the foreign language similarly to a natural acquisition: meaning is over the form of the language, either student-student or teacher-student; there is a limited amount of error corrections, even though there may be clarifications since negotiation for meaning is central; input is made comprehensible, and students are exposed to a variety of discourse types that can be introduced through authentic materials such as news, articles, television, dialogues, etcetera (Lightbown & Spada, 2013).

One term that can be used to describe this instructional setting is Communicative Language Teaching (CLT), where the primary goal of (foreign) language teaching is the development of communicative competence, seen as “a dynamic source for creating meaning” (Nunan, 2010, p. 6). This perspective

shifts away from the traditional view that learning is a process of habit formation focused on teaching and memorising “a set of grammatical rules, with attendant sets of vocabulary” (Nunan, 2010, pp. 6-7). Examples of this pedagogical approach include Content Language Integrated Learning (CLIL), which involves teaching any subject using the FL, like doing/studying science in English, as well as Task-Based Language Teaching (TBLT) and Task-Supported Language Teaching (TSLT) in the EFL classroom. However, the two latter ones are different and, sometimes, confused.

2.2.3.1. Task-Based Language Teaching (TBLT)

In TBLT, the curriculum is structured around tasks—ideally meaningful ones—that mimic “real-world activities people think of when planning, conducting, or recalling their day,” (Long, 2015, p. 6) such as going to the doctor, attending a job interview, or organising a trip. These tasks are designed not merely as classroom exercises but as communicative events that reflect genuine social interactions, this increasing learners’ engagement and relevance of the learning process. This approach, despite not being the only one, constitutes a strong version of the aforementioned CLT, as it makes “tasks provide the basis for an entire language curriculum”, thereby generating attraction and innovation by seemingly blurring the traditional distinction between syllabus and methodology (Ellis, 2003, p. 30). According to Nunan (2010), TBLT adheres to a set of core principles and practices such as a needs-based approach to choosing the contents, the importance of the development of communicative competence through interaction in the TL, the use of authentic materials, or linking the classroom and outside language(s). Importantly, this approach provides no “reference to any language to be taught and learnt” (Ellis, 2024, p. 7), aligning it with a focus on meaning approach, where learners’ primary concern is effective communication rather than formal accuracy (Willis & Willis, 2007, p. 5; Ellis, 2024). Within this framework, explicit teaching is often viewed as unnecessary, based on the assumption that learners can build their own initial explicit representations of the language (Li et al., 2016). Despite this, and even though more research is needed, some linguists argue that pre-task explicit instruction plays an essential role in helping students truly acquire the language, favouring the so-called alternative approach Task-Supported Language Teaching (Li et al., 2016).

2.2.3.2. Task-Supported Language Teaching (TSLT)

TSLT is similar to TBLT, since it can be related to real-world communication as well, but the key difference here is that pre-task explicit instruction of the linguistic target(s) becomes essential (Ellis, 2024). This means that the curriculum or lesson plan is structured around specific items, and tasks are used to practice them. This does not align with traditional methods, as it retains a strong focus on meaning since it is still based on a communicative approach that fosters speaking skills in itself. However, a sole focus on meaning is insufficient, allowing for a mixture of it and a focus on forms—a traditional classroom practice—, which results in the perfect approach: focus on form (Willis & Willis, 2007; Ellis, 2016), so that there are occasional shifts of attention to language forms in a communicative-based class. Moreover, it is connected to Swain’s (2000) output hypothesis since language must be produced, and to Long’s interaction hypothesis, since the interaction between learners themselves and more proficient speakers is seen as essential, and, during that interaction, negotiation of meaning and feedback are also key (Namaziandost & Nasri, 2019; Gass & Selinker, 2008; Pica, 1994).

The Presentation-Practice-Production (PPP) methodology is embedded here: first, the language feature(s) in question is presented, then learners practice it, and finally, they use it through (oral) language production tasks (Li et al., 2016; Ellis, 2024; Ellis, 2003; Ellis, 2016). Although more research

comparing the effects of instruction is needed, the ‘single or integrated model of memory’ theory claims that explicit instruction plays a crucial role because, through practice, it transforms explicit knowledge into automatised performance, forming the basis of proceduralisation (Shanks, 2005, as cited in Li et al., 2016), which favours TSLT. This proceduralisation helps improve communicative competence as it is simultaneously linked to the Skill Acquisition Theory (DeKeyser, 2015).

Additionally, there are two versions of TSLT: one involving explicit instruction followed by the pertinent task, or another including explicit instruction, a task, and corrective feedback afterwards, which would be the stronger version (Li et al., 2016). It is important to note that in the learning situation for this Master’s Thesis, the latter version is the one that is used in some of the tasks, along with gamified tasks, which are explained in the following section, to foster speaking in the EFL classroom.

2.3. *Gamification and game-based activities in an EFL classroom*

2.3.1. Gamification vs. game-based activities

Before delving into the numerous and significant positive effects of using game-like tasks in the EFL classroom, it is necessary to establish the distinction between ‘gamification’ and ‘game-based’ activities. These types of activities are often mistakenly conflated because they both contain the word ‘game’, which leads English language teachers to believe that both concepts are interchangeable when, in reality, even though they may have similar objectives, they represent distinct pedagogical strategies with different characteristics (Nilubol & Sitthitikul, 2013).

On the one hand, ‘gamification’ is “the application of game design philosophy to nongame applications to make them more enjoyable and engaging,” (Nilubol & Sitthitikul, 2013, p. 385) in this case, the EFL classroom. Besides, it is “based in the gaming industry, social media, and decades of research in human psychology,” making its main objective the increase of participation (Figuroa, 2016, p. 509). Certain mechanics must be followed in these types of activities, without the necessity of them being actual game, such as including levels, point systems, scores, rewards, time limits, and quests, among others (Nilubol & Sitthitikul, 2013; Figuroa, 2016; Raczkowski, 2014). Examples of these types of activities could be those that involve “role-playing, simulations and interactive dialogues” (Nilubol & Sitthitikul, 2013, p. 394), while others can be gamified grammar and vocabulary quizzes conducted through apps or websites like Quizizz. This last one was investigated in Jiménez and Gargallo’s research (2020), and it resulted in an intrinsic and extrinsic motivation for students, which ended up showing positive results in their learning process and outcomes. Apart from that, there are similar online learning games as Baamboozle, which consist of online quizzes that offer interactive experiences where students get points or badges when answering correctly. As Rojas and Quintanilla (2023) show, even though their study is focused on small groups of private lessons, it can be extrapolated to the contexts of a secondary school: Baamboozle can be an incredible option to include web-based games that encourage students to communicate orally and positively, not only during the English lessons, but during any other subject, as it allows for collaboration in small groups. Different options that do not include points per se but that include other features of games such as time constraints and scores are Kahoot! (Sercanoğlu et al, 2021) and Quizlet, which contributes to a better vocabulary acquisition (Dizon, 2016).

On the other hand, while ‘gamification’ is just the application of game design philosophy and principles in a lesson, ‘game-based’ learning entails the use of pre-existing games that have defined learning objectives that allow learners to play and achieve them (Nilubol & Sitthitikul, 2013). In contemporary

society, it is commonly presumed that game-based learning predominantly occurs through digital video games such as *Angry Birds*, *World of Warcraft*, or *Little Big Planet* but, even though it is a possibility, it is not always the case (Plass et al., 2015). Therefore, beyond digital media, traditional board games serve as effective educational tools as well, and they “can be classified into classic games, family games, strategy games, thematic games and war games” such as chess, Monopoly, or Snakes and Ladders (Wong & Yunus, 2021, p. 3). In general, game-based learning aims to integrate theoretical content with interactive gameplay, creating a balanced approach to education through the use of games (Adipat et al., 2021).

Nevertheless, considering the concepts discussed above, the decision to employ the term ‘gamified’ activities rather than ‘gamification’ or ‘game-based’ is because the tasks designed for the learning situation in this paper, while primarily grounded in gamification, also incorporates concepts from both terms, plus some features from TSLT.

2.3.2. Impact on motivation, anxiety, engagement, collaboration, and speaking skills

As previously mentioned in the section about structure-based instructional settings, traditional lessons tend to be boring and passive, provoking disconnection and frustration to students. Thus, as EFL teachers, we need to be conscious of the fact that motivation, collaboration, and engagement are incredibly important aspects that lessons must generate, which contributes to a further development of speaking skills. To achieve that, both gamification and game-based tasks have a range of positive impacts in the classroom, particularly within an EFL one. It is for that reason that they should be used sometimes to help create a better class environment where learning ceases to be traditional and new and meaningful ways of acquiring a foreign language are adopted.

Motivation plays a crucial role when it comes to EFL teaching and learning, and the incorporation of game-like activities presents a promising way to increase it. These activities foster a fun and engaging classroom because they boost students’ motivation in the classroom by creating amusing and funny EFL educational environments that contribute to better and more effective language learning (Nilubol & Sitthitikul, 2013; Figueroa, 2016; Wong & Yunus, 2021; Ahmed et al., 2022). Additionally, gamification, with its possible integration of technology, proves to be even more motivating and engaging for contemporary teenage students, who are constantly in contact with it (Govindarajan, 2020). As a result, these activities enhance students’ focus and attention to their learning, encourage healthy competition among peers, strengthen their confidence and proficiency (Nilubol & Sitthitikul, 2013), and provoke higher levels of empowerment and engagement (Figueroa, 2016). In line with this, numerous gamified language activities promote collaboration and communication between students since they require teamwork (Nilubol & Sitthitikul, 2013; Figueroa, 2016; Plass et al., 2015). Moreover, it is also important to notice that, if teachers use games, a more enjoyable, relaxing, and pleasant situation is fostered, which helps their students lower their anxiety and stress (Sercanoğlu et al., 2021; Wong & Yunus, 2021; Ahmed et al., 2022): comfortability and safety must be always present. In line with this latter concept, Adipat et al. (2021) argue the following: when players begin a game, they naturally anticipate making some mistakes and understand that perseverance is essential to overcoming challenges, which reflects a progressive and growth-oriented mindset grounded in cognitive flexibility, problem solving-skills, and pattern recognition, helping reduce, then, the sense of stress and anxiety.

Ultimately, all of the mentioned impacts—motivation, engagement, collaboration, and healthy classroom atmosphere—collectively contribute to the use and improvement of students’ speaking skills. As Nilubol and Sitthitikul claim, “[b]y integrating gamification effectively, language teachers can create dynamic and motivating learning spaces that encourage student participation, and enhance language skill development,” particularly in terms of “speaking skills in language classrooms,” and “[t]he game-based approach [provides] an interactive and immersive environment, facilitating better memory retention and more effective vocabulary learning” (2013, p. 387-8, 392). In addition, it also leads to an increased willingness to communicate via the TL (John, 2024) which contributes to an improvement in students’ speaking ability simultaneously (Maryam, 2020). To explore this aspect further, several studies have examined the effects of game-like activities on improving speaking skills. Ahmed’s (2021) research is an example: the author analysed the progress and performance of two different groups of learners—a control group that received traditional instruction lessons, and an experimental one that was taught through a structured gamification programme—, focusing on the speaking skill and several characteristics connected to it such as confidence, fluency, vocabulary, grammar, pronunciation, and comprehensibility. The results of the study showed that the experimental group performed better in a general way, which demonstrated that gamified tasks helped enhance learners’ English-speaking skills while, simultaneously, contributing to reduced shyness, and increasing motivation and interaction among peers. Furthermore, as claimed in EFL Cafe (2024), implementing role-plays in the EFL classroom is a highly effective pedagogical tool since it provides a highly structured but flexible approach to (foreign) language learning, turning traditional lessons into more engaging and interactive spaces where students practice the language freely, simulating real-world communication, which demands an authentic and more active use of language, and enhances cognitive processes that promote critical thinking skills.

3. CONTEXTUALISATION

3.1. *Setting: Natzaret School*

As mentioned in the introduction of this paper, this learning scenario has been implemented in the first year of the Baccalaureate course at Natzaret school, which is located in Esplugues de Llobregat. This school is divided into two separate buildings that include different educational offers: one for Primary and Secondary Education including Baccalaureate—social, scientific, technological, humanistic, and dual, the American version—, which is in the street Milà i Pi numbers 29-31, and the other one is the Early Childhood Education school, which is located in street Josep Rodoreda number 18, next to the other one. Overall, there are 788 students, and the school employs 63 teachers, maintaining a relatively stable staff.

Regarding the social and economic context, there are several aspects to comment on. Firstly, even though it admits families of various religious backgrounds, Natzaret consists of a semi-private Catholic school of medium complexity, belonging to a congregation of nuns that constitutes various schools across different autonomous communities in Spain. Secondly, the social composition in terms of cultural and national background is that most of the families are autochthonous (Catalan), but some others come from an immigrant origin (Peru, Ecuador, China...). Furthermore, in general, all of these families belong to the low/middle class, with Spanish being the predominant language. Thirdly, concerning the neighbourhood in which the school is located, the population ranges between 15 and 64 years old and, in 2022, 36.3% of those residents had attained higher education (Idescat, n.d.). However, Natzaret not only includes students from the local town but also others such as Sant Boi, Cornellà de Llobregat, Hospitalet de Llobregat and Sant Joan Despí. Lastly, there is limited competition with other schools, perhaps only with the one that is next to Natzaret, which is called Gras i Soler; nevertheless, it only offers Early Childhood and Primary Education.

The structure of the courses and the methodology implemented by the school are aspects worth highlighting. As for how the courses are divided, it is very straightforward since it is a fairly small and familiar school: there are two lines per course—A and B—, which have an average of twenty to thirty students per class. However, the Baccalaureate courses are an exception, as some classes consist of up to forty students, while others have only seventeen. This is because they are divided into types of Baccalaureates, which explains the difference in the ratio. Additionally, students in Primary and Secondary Education are required to wear the school's uniform and the designated tracksuit during the physical education sessions. Besides, Natzaret school is based on innovation: around ten years ago, the classes were remodelled and now both lines of each course are consecutively positioned and, between them, there is a transparent sliding door that allows the students from one class to see the ones from the other. Nonetheless, the doors are soundproof so as to ensure that teachers conduct their lessons comfortably. Fortunately, students have grown accustomed to these facilities, which is a highly positive aspect as it does not generate distractions. In fact, it helps with the tutoring sessions, given that there are three tutors per course and they open the sliding doors to form a single class among both lines and work more comfortably. Moreover, this arrangement is beneficial for some subjects like Mathematics or English because some co-teaching strategies might be implemented. Apart from this, the school incorporates some projects and most of the time students work in a collaborative environment since the classrooms are furnished with round tables that fit together in order to make small groups of three or four students.

3.2. Participants

The participants of the learning scenario for this master's thesis consist of the first-year Baccalaureate students from Natzaret school located in Esplugues de Llobregat. The course in specific is divided into two different classes which form a total of 72 people: the larger class comprises 41 students—the social and humanistic sector—, and the smaller one includes 31—the technological and scientific sector, plus some of the dual/American mode. The first group is characterised by being talkative yet kind and honest while, in contrast, the latter one is notably diligent and hardworking, and more serious in terms of attitude. Moreover, both classes are heterogeneous in terms of gender and cultural background, and their ages are around 16 and 17 years of age.

It is worth mentioning that within these groups, there are approximately three to four students who are repeating course, and the predominant English proficiency level among the participants is found between a B1 and a B2, according to the Common European Framework of Reference for Languages; nonetheless, there are some students that struggle a little bit with the language, who would be situated in a high A2 or/or low B1 (CEFR, n.d.).

The current course has limited opportunities to practice and develop their English-speaking skills, as oral production is generally confined to a few presentations per didactic unit, which are memorised. Consequently, this was one of the key motivations for selecting these students to implement the proposed learning scenario as a way to help them fostering the mentioned competence.

4. PROPOSAL OF THE LEARNING SCENARIO

Situació d'aprenentatge¹

| | |
|----------------------------|---|
| Títol | Speak to Play, Play to Speak: Reported Speech, Values & Relationships |
| Curs (nivell educatiu) | Primer de batxillerat |
| Matèria/Àmbit ² | Llengua Estrangera (English) |

¹ Les situacions d'aprenentatge són els escenaris que l'alumnat es troba a la vida real i que els centres educatius poden utilitzar per desenvolupar aprenentatges. Plantegen un context concret, una realitat actual, passada o previsible en el futur, en forma de pregunta o problema, en sentit ampli, que cal comprendre, i a la qual cal donar resposta o sobre la qual s'ha d'intervenir. És en la seva resolució que l'alumnat assoleix les competències específiques. ([Decret 171/2022, de 20 de setembre, d'ordenació dels ensenyaments de batxillerat. Article 7 \(Elements del currículum\), punt 1, apartat e](#))

² Agrupació de matèries que s'imparteixen de manera integrada.

DESCRIPCIÓ

Per què aquesta situació d'aprenentatge? Està relacionada amb alguna altra? Quin és el context?³ Quin repte planteja?⁴

“Speak to Play, Play to Speak: Reported Speech, Values & Connections” is a learning scenario designed for implementation with 1st-year Baccalaureate students (two groups, A and B), which consists of 72 people in total, in Foreign Language (English). The course is notably heterogeneous, both in terms of gender and cultural backgrounds, which presents a rich opportunity for diverse perspectives and peer learning within the classroom environment.

The words ‘speak’ and ‘play’ from the learning scenario’s title the pedagogical approach of the lessons: fostering oral communication through game-like activities, in this case, to practice reported speech and vocabulary about values and relationships after an explicit instruction. This learning scenario has been designed because traditional lessons tend to be passive and because speaking is the least practised skill; therefore, using games or gamified activities in the classroom is a positive incentive to promote engagement and motivation to speak and learn the language. Except for the telephone game, most of them are digital–Baamboozle, Wordwall, and Quizlet–, which is more attractive for students given that they are in constant contact with technology. In addition to this, the course has a big TV that is used similarly to a digital board, each student has a laptop, an English students’ book and workbook; therefore, all the activities can be completed, even though the TV will be the most used resource. Moreover, the reported speech is one of the most used grammar structures in English, and the vocabulary about values and relationships nourishes students’ lives with concepts concerning respect, equality, friendship, and kindness, among others, which is very important to keep building a better society.



The main challenge for this learning scenario lies in the use of the speaking skill itself. As aforementioned, encouraging a consistent and confident verbal communication is one of the most complicated aspects in the EFL classroom and the least practised, making students in the Spanish/Catalan context struggle when they have to speak. Students will have to use the grammar and vocabulary knowledge throughout each of the lessons, in which they will have instruction as well, and the final product, plus their critical thinking and sense of social responsibility. Nonetheless, the use of games will distance them from what is considered to be traditional, encouraging them to challenge the expectations that they have about themselves, and pushing them forward.

³ Context: conjunt de circumstàncies que expliquen un esdeveniment o una situació i que envolten un individu, un col·lectiu o una comunitat, etc.

⁴ Repte: tema d'interès plantejat per l'alumnat, observació d'un fenomen, polèmica o controvèrsia entorn d'un fet, informació que crida l'atenció a la ciutadania, problemàtica que afecta la societat o l'entorn de l'alumnat, pregunta sobre un element de la realitat, recerca a partir d'un element investigable, necessitat plantejada per un agent extern, dilema que cal comprendre, manifestació artística, etc.

COMPETÈNCIES ESPECÍFIQUES

Amb la realització d'aquesta situació d'aprenentatge s'afavoreix l'assoliment de les competències específiques següents:

| Competències específiques | <u>Matèria</u> |
|---|--------------------|
| Competència específica 3 Produir textos orals i multimodals amb coherència, la claredat i el registre adequats, atenent les convencions pròpies dels diferents gèneres discursius, i participar en interaccions orals variades de manera activa i espontània, i amb suficient fluïdesa i precisió, per expressar idees, sentiments i conceptes, construir coneixement i establir vincles personals. | Llengua Estrangera |
| Competència específica 10 Posar les pràctiques comunicatives al servei de la convivència democràtica, de la resolució dels conflictes i de la igualtat de drets de totes les persones, utilitzant un llenguatge no discriminatori i refusant els abusos de poder mitjançant la paraula per afavorir un ús eficaç, ètic i democràtic del llenguatge. | Llengua Estrangera |

TRACTAMENT DELS TRES COMPONENTS TRANSVERSALS⁵ DE LES COMPETÈNCIES CLAU DEL BATXILLERAT

Throughout the activities on this learning scenario, the three transversal components ("components transversals") of the key competences are actively included and developed: management and communication of information (gestió i comunicació de la informació (GiC)), problem-solving based on the integrated application of learning (resolució de problemes a partir de l'aplicació integrada dels aprenentatges (RP)), and critical thinking (pensament crític (PC)). To ensure transparency and coherence, they are explicitly indicated next to each task sequence in the learning and assessment activities section using the respective Catalan abbreviations (GiC, RP, PC).

⁵ Components transversals de les competències clau: la resolució de problemes a partir de l'aplicació integrada de coneixements, la gestió i comunicació de la informació i el pensament crític.

OBJECTIUS D'APRENENTATGE I CRITERIS D'AVALUACIÓ

| Objectius d'aprenentatge⁶ Què volem que aprengui l'alumnat i per a què? CAPACITAT + SABER + FINALITAT | Criteris d'avaluació⁷ Com sabem que ho han après? ACCIÓ + SABER + CONTEXT ⁸ |
|---|---|
| <p>1. Participar oralment i produir textos orals de manera coherent i adequada de manera individual o manenint petites conversacions en grups/parelles durant les activitats gamificades sobre el 'reported speech', les quals son 'Baamboozle' i el joc del telèfon, i durant les tasques per a treballar el vocabulari de valors i relacions interpersonals a través de 'Wodwall' I 'Quizlet', a més del 'role-play' final que involucra tant gramàtica com vocabulari. (Llengua Estrangera, CE3)</p> | <p>Expressar oralment amb suficient fluïdesa i correcció textos clars, coherents, ben organitzats, adequats a la situació comunicativa que es dona en els jocs proposats (Baamboozle, Wordwall, Quizlet, joc del telèfon, i, sobre tot, el 'role-play' final) i en diferents registres sobre assumptes de rellevància personal o d'interès social, coneguts per l'alumnat, que permetin descriure, narrar, argumentar i informar, utilitzant recursos verbals i no verbals, i també utilitzar estratègies de planificació, compensació i cooperació. (CA 3.1)</p> <p>Planificar, participar i col·laborar assertivament i activament en situacions interactives (pràctica oral del 'reported speech' a través de Baamboozle, pràctica oral del vocabulari a través Wordwall i Quizlet, i pràctica d'ambdues coses mitjançant el joc del telèfon i el 'role-play'), sobre temes quotidians, de rellevància personal o d'interès social coneguts per l'alumnat (vocabulari sobre valors i relacions entre persones), mostrant iniciativa en al moment de participar, empatia i respecte per la cortesia lingüística i l'etiqueta digital i per les diferents necessitats, idees, inquietuds, iniciatives i motivacions dels interlocutors, i oferint explicacions, arguments i comentaris. (CA 3.2)</p> |
| <p>2. Posar al servei de la convivència democràtica la igualtat de drets de totes les persones, les pròpies pràctiques comunicatives, utilitzant un llenguatge no discriminatori sobre els valors de les persones i relacions entre aquestes, i desterrant els abusos de poder a través de la paraula, per afavorir un ús eficaç, ètic i democràtic del llenguatge durant totes les activitats proposades. (Llengua Estrangera, CE10)</p> | <p>Identificar i rebutjar els usos discriminatoris de la llengua, els abusos de poder mitjançant la paraula i els usos manipuladors del llenguatge a partir de la reflexió i l'anàlisi dels elements lingüístics utilitzats, i dels elements no verbals que regeixen la comunicació entre les persones. Això s'avalua de manera oral i seguint una rúbrica durant el desenvolupament de totes les activitats proposades ja que es treballa vocabulari relacionat amb els valors i les relacions interpersonals. (CA 10.1)</p> |

⁶ Les competències específiques estan formulades de forma general i convé concretar-les per definir quins seran els aprenentatges que s'adquiriran amb la realització de la situació d'aprenentatge. Aquesta concreció ha de permetre formular unes competències pròpies de la situació d'aprenentatge que són l'equivalent dels objectius d'aprenentatge.

SABERS

Amb la realització d'aquesta situació d'aprenentatge es tractaran els sabers següents:

| | Saber | <u>Matèria</u> |
|--|--|--------------------|
| Comunicació – aplicació d'estratègies de producció, comprensió i anàlisi crítica de textos orals, escrits i multimodals de diferents àmbits amb atenció conjunta als aspectes següents: | | |
| 1 | <i>Context</i> Reflexió sobre els components del fet comunicatiu: grau de formalitat de la situació i caràcter públic o privat; distància social entre els interlocutors; propòsits comunicatius i interpretació d'intencions; Canal de comunicació i elements no verbals de la comunicació en situacions d'aula i socials. Aplicació de la reflexió en textos orals, escrits i multimodals | Llengua Estrangera |
| 2 | <i>Processos</i> Anàlisi i aplicació d'estratègies per a la planificació, l'execució, el control i la reparació de la comprensió, la producció, la participació crítica i la coproducció de textos orals, escrits i multimodals, com ara reformular, comparar i contrastar, resumir, col·laborar, debatre, resoldre problemes, rebutjar i gestionar situacions compromeses, identificar informació rellevant, dur a terme interferències i determinar l'actitud i el propòsit del parlant, en situacions comunicatives informals, semiformal, no formals i formals. | Llengua Estrangera |
| 3 | <i>Processos</i> Utilització progressivament autònoma d'eines analògiques i digitals per a la comprensió, la producció i la coproducció oral, escrita i multimodal, i de plataformes virtuals d'interacció i col·laboració educativa (aules virtuals, videoconferències, eines digitals col·laboratives, etc) per a l'aprenentatge, la comunicació i el desenvolupament de projectes en parlants o estudiants de la llengua estrangera. | Llengua Estrangera |

⁷ Els criteris d'avaluació es poden desplegar en indicadors. Un objectiu d'aprenentatge pot relacionar-se amb un, dos o més criteris d'avaluació.

⁸ El context ha d'incloure les condicions en què s'hauran d'evidenciar els aprenentatges.

| | | |
|----------------------------------|---|--------------------|
| 4 | <i>Reconeixement, anàlisi i ús discursiu dels elements lingüístics</i> Anàlisi i aplicació crítica de convencions i estratègies convencionals, en format síncron o asíncron, per iniciar, mantenir i acabar la comunicació, prendre i cedir la paraula, demanar i donar aclariments i explicacions, reformular, comparar i contrastar, resumir i parafrasejar, col·laborar, debatre, negociar significats, detectar la ironia, etc. | Llengua Estrangera |
| 5 | <i>Reconeixement, anàlisi i ús discursiu dels elements lingüístics</i> Utilització autònoma d'unitats lingüístiques i significats associats a aquestes unitats tals com l'expressió de l'entitat i de les seves propietats, la quantitat i la qualitat, l'espai i les relacions espacials, el temps i les relacions temporals, l'afirmació, la negació, la interrogació i l'exclamació, així com les relacions lògiques en situacions personals, socials i acadèmiques. | Llengua Estrangera |
| 6 | <i>Reconeixement, anàlisi i ús discursiu dels elements lingüístics</i> Valoració i ús progressivament autònom de lèxic comú i especialitzat d'interès per a l'alumnat relatiu a temps i espai; estats i esdeveniments; activitats, procediments i processos; relacions personals, socials i acadèmiques i professionals; educació, treball i emprenedoria; llengua i comunicació intercultural; ciència i tecnologia; història i cultura, així com estratègies d'enriquiment lèxic (derivació, polisèmia i sinonímia, etc) | Llengua Estrangera |
| Reflexió sobre la llengua | | |
| 7 | Aplicació d'estratègies i tècniques per respondre eficaçment i amb autonomia, adequació i correcció a una necessitat comunicativa concreta, superant les limitacions derivades del nivell de competència en la llengua estrangera i llengües familiars. | Llengua Estrangera |
| 8 | Aplicació autònoma d'estratègies i eines d'autoavaluació, de coavaluació i d'autoreparació, analògiques i digitals, individuals i cooperatives, que permetin el desenvolupament, la regulació i la millora del procés d'aprenentatge de la llengua. | Llengua Estrangera |
| 9 | Ús d'estructures morfosintàctiques i de lèxic adequat, tot reflexionant sobre els processos comunicatius implicats en la utilització del metallenguatge específic. | Llengua Estrangera |

| | | |
|----|---|--------------------|
| 10 | Aplicació d'estratègies de prevenció, detecció, rebuig i actuació davant d'usos discriminatoris del llenguatge verbal i no verbal en qualsevol context. | Llengua Estrangera |
|----|---|--------------------|

DESENVOLUPAMENT DE LA SITUACIÓ D'APRENTATGE

Quines són les principals estratègies metodològiques que es preveuen utilitzar?, quins tipus d'agrupament realitzarem?, quins són els principals materials que necessitarem?, etc.

The main teaching methodologies are Task-Supported Language Teaching (TSLT) and gamification. There will also be a formative assessment / assessment for learning, summative assessment / assessment of learning (Harapnuik, 2020), and both individual and, mostly, cooperative learning throughout the learning scenario to make sure that all students understand everything to practice and learn it afterwards.

As regards cooperative learning and the grouping for some of the games, the larger class (group A) will be divided into 6 groups, and the smaller class (group B) into 4 groups. Nonetheless, since the classes are already divided into small groups as that is the school's methodology—this is already specified in section 3.1—, other activities will be completed respecting them.

The materials used will be the classroom's TV to project PowerPoints and different gamified exercises from several online platforms—Baamboozle, Wordwall, Quizlet—, the students' book and laptop.

ACTIVITATS D'APRENTATGE I D'AVUACIÓ

| Activitat | Descripció de l'activitat d'aprenentatge i d'avaluació | | Temporització |
|--|---|---|---------------|
| Activitats inicials <i>Què en sabem?</i> | Reported speech introduction (GiC) The learning scenario is introduced by presenting the topic to the students—speak to play, play to speak—, and what they are going to be doing. The concept of gamification is explained. 1. Reported speech explanation Reported speech is explained to the students through the support of a PowerPoint (Appendix A). During the instruction, elicitation is used in order to encourage students to guess the rules based on clues. The PowerPoint is uploaded to the school's Google Classroom. 2. Reported speech practice and correction Students do some exercises (Appendix B) in order to practice reported speech. At the end, the digital version of the student's book is used to correct the exercise orally (C3). Materials used: the classroom's TV, PowerPoint, student's book (Lowy and Dignen, 2021) and its digital version. | Assessment While students complete the activities to work on reported speech, the teacher walks around the class to solve doubts and ensure everyone's understanding. This consists of formative assessment / assessment for learning (Harapnuik, 2020). | 55 minutes |
| | Vocabulary about values and relationships (GiC, PC) 1. Warm-up Some vocabulary about values and relationships is elicited by asking students some questions to make them share words, ideas, and experiences respectfully (C10). More or less questions may be asked depending on which topics appear. | Assessment While students complete the activities to both introduce the vocabulary through Wordwall and work on it through the | 55 minutes |

| | | | |
|--|--|---|--|
| | <p>2. Wordwall: values</p> <p>The Wordwall (Appendix C) platform is used to introduce all of the the vocabulary about values to the students. The game is projected by the teacher on the classroom's TV, and the students match the word with its English definition orally (C3) while the teacher connects them on the platform and provides them with immediate feedback.</p> <p>The Wordwall game is uploaded to the school's Google Classroom for the students to practice.</p> <p>3. Exercise values</p> <p>Students do an exercise to practice the vocabulary about values (C10) (Appendix D). At the end the digital version of the students' book is used to correct the exercises.</p> <p>4. Wordwall relationships</p> <p>A Wordwall (Appendix E) platform is used to introduce the vocabulary about relationships to the students. The game is projected by the teacher on the classroom's TV, and the students match the word with its English definition orally (C3) while the teacher connects them on the platform and provides them with immediate feedback.</p> <p>The Wordwall game is uploaded to the school's Google Classroom for the students to practice.</p> <p>5. Exercise relationships</p> <p>Students do an exercise to practice the vocabulary about relationships (C10) (Appendix F). At the end the digital version of the students' book is used to correct the exercises.</p> <p>6. Quizlet</p> <p>A Quizlet (Appendix G) game is used to practice orally (C3) and learn the</p> | <p>exercises, the teacher walks around the class to solve doubts and ensure everyone's understanding.</p> <p>This consists of formative assessment / assessment for learning (Harapnuik, 2020).</p> | |
|--|--|---|--|

| | | | |
|--|--|---|------------|
| | <p>vocabulary in an interactive way. The flashcards set is used.</p> <p>Materials used: the classroom's TV, Wordwall, student's book (Lowy and Dignen, 2021) and its digital version, and rubrics (Appendices N and O).</p> | | |
| Activitats de desenvolupament <i>Aprenem nous sabers</i> | <p>Reported speech Baamboozle (GiC, RP)</p> <p>1. Reported speech review and correction</p> <p>Students do some exercises to review the reported speech (Appendix H), and then they are corrected with a PowerPoint (Appendix I).</p> <p>2. Baamboozle</p> <p>A Baamboozle (Appendix J) game is used to keep practicing the reported speech in a playful way. Students are divided into 4 different teams, and they complete the answers to get as many points as they can, including the 'power-ups' feature. During the whole activity, the speaking skill is used, encouraging students to use complete and coherence sentences (C3), apart from using reported speech correctly.</p> <p>Materials used: the classroom's TV, Google Docs, laptops, Power Point, Baamboozle, and rubric (Appendix N).</p> | <p>Assessment</p> <p>While students complete the activity to review reported speech, the teacher walks around the class to solve doubts and ensure everyone's understanding. Moreover, during the Baamboozle game, immediate feedback is provided when something is wrongly answered. This consists of formative assessment / assessment for learning (Harapnuik, 2020).</p> | 55 minutes |
| | <p>The telephone game (GiC, RP)</p> <p>In class, students are given some instructions (Appendix K) on how the game is going to work: formation of teams, the sentences are given in direct speech, each student passes the sentence, and the last student says it using reported speech (C3).</p> | <p>Assessment</p> <p>While students complete the telephone game, the teacher walks around to ensure their</p> | 55 minutes |

| | | | |
|---|--|--|------------|
| | <p>In the playground, students form 4-6 teams—depending on the group—to compete in the traditional telephone game. The sentences (Appendix L) include both the practice of reported speech and vocabulary simultaneously. During the activity, a respectful use of vocabulary is ensured, given the topics of values and interpersonal relationships (C10).</p> <p>Materials used: Google Docs, paper, pen, and rubrics (Appendices N and O).</p> | <p>understanding and if they are speaking in English between them. This consists of formative assessment / assessment for learning (Harapnuik, 2020).</p> | |
| <p>Activitats d'estructuració <i>Què hem après?</i></p> | <p>Let's prepare a role-play (GiC)</p> <p>1. Role-play explanation and guidelines Students are explained, via Power Point, the final product (Appendix M) of the learning scenario and they are given the possible topics that are shared through the school's Google Classroom. The topics are connected to specific—and somehow delicate—hypothetical situations that require respectful and democratic words; therefore, they are required to use the vocabulary about values and relationships (C10).</p> <p>2. Time to prepare the role-play The pairs are arranged and they start brainstorming their role-play. The teacher walks around the class to solve doubts and provide the students with help and additional guidance if necessary.</p> <p>Materials used: the classroom's TV, laptops, PowerPoint, and rubric (Appendix N).</p> | <p>Assessment While students complete the activities to work on reported speech, the teacher walks around the class to solve doubts and ensure everyone's understanding. This consists of formative assessment / assessment for learning (Harapnuik, 2020).</p> | 55 minutes |
| <p>Activitats d'aplicació <i>Apliquem el que hem après</i></p> | <p>Role-play performance (GiC, RP, PC) During 3 different days, each pair will perform the 3/4-minutes role-play following the chosen topic, introducing both reported speech and vocabulary about values and interpersonal relationships (C3, C10).</p> | <p>Assessment The assessment in this part will consist of a final mark out of 10 points, which are</p> | 3 hours |

| | | | |
|--|--------------------------------------|---|--|
| | Materials used: rubric (Appendix P). | calculated following the rubric. This is an assessment of learning / summative assessment (Harapnuik, 2020). | |
| | | | Total: 7 hours and 35 minutes (15 hours and 10 minutes between the two groups) |

MESURES I SUPORTS [UNIVERSALS](#)⁹

The main teaching methodologies are Task-Supported Language Teaching (TSLT) and gamification. As for the types of assessment, there is a formative assessment / assessment for learning as students are served ongoing feedback by the teacher during all of the activities to ensure their understanding and solve their doubts, and summative assessment / assessment of learning for the final activity, the role-play, since each student will have a mark out of 10 points which will help the teacher determine their progress (Harapnuik, 2020).

Furthermore, individual and cooperative learning are other measures developed through the whole learning scenario to make sure that all students understand everything to practice and learn it afterwards.

Additionally, there are other measures such as the facilitation of clear instructions for all of the activities and the creation of a respectful classroom environment.

MESURES I SUPORTS [ADDITIONALS](#)¹⁰ O [INTENSIVUS](#)¹¹

Quines mesures o suports addicionals o intensius es proposen per a cadascun dels alumnes següents:

| Alumne/a | Mesura i suport addicional o intensiu |
|---------------------------------|--|
| A professional theatre actress. | Mesura i suport addicional The final product of the learning scenario, which is the role-play, is done on March 27 th and 28 th and April 1 st . However, she is going to Seville to perform a play and, therefore, her activity is postponed until April 8 th . |
| Dyslexic student. | Mesura i suport intensiu He is close to the teacher to receive the information clearly and, if necessary and requested, he is explained the topics in more detail. Finally, he is given more time during the role-play task. |

⁹ Les mesures i els suports universals són els que s'adrecen a tots els alumnes. Han de permetre flexibilitzar el context d'aprenentatge, proporcionar als i les alumnes estratègies per minimitzar les barreres de l'entorn i garantir la convivència i el compromís de tota la comunitat educativa.

¹⁰ Les mesures i els suports addicionals s'adrecen a alguns alumnes. Permeten ajustar la resposta educativa de forma flexible, preventiva i temporal, focalitzant la intervenció educativa en aquells aspectes del procés d'aprenentatge que poden comprometre l'avenç personal i escolar.

¹¹ Les mesures i els suports intensius són específics per als i les alumnes amb necessitats educatives especials, estan adaptats a la seva singularitat i permeten ajustar la resposta educativa de forma extensa, amb una freqüència regular i, normalment, sense límit temporal.

5. OBSERVATIONS & REFLECTIONS

Throughout the implementation of the learning scenario, the sequence of lessons needed to be adapted to better address students' needs and facilitate their learning process. In the learning scenario planning charts, I had to categorise the lessons into four stages: initial, developmental, structuring, and application. Nonetheless, during the actual implementation of the lessons, it became necessary to combine some initial and developmental activities. I chose to explain, first, the grammatical rules of reported speech, followed by the practice session through the Baamboozle platform. The same occurred with the vocabulary since I introduced it via Wordwall in the third lesson, and used the fourth one to practice it through Quizlet. Consequently, the organisation of the implemented lessons differs from the one that appears in the original learning scenario explanation, as it was more logical to complete all of the parts related to reported speech before introducing the vocabulary about values and interpersonal relationships. What was maintained was the order of the telephone game and the role-play and its explanation, given that the first one required the use of both reported speech and vocabulary, and the second one was the final product.

The previous concern has to do with the implementation of the TSLT approach. Following a structure where explicit instruction was given on the first place—both for reported speech and vocabulary—, and then some practice through communicative tasks was incredibly successful and effective, yielding positive outcomes regarding oral skills and the organisation of the lessons. Providing the students with explicit pre-task instruction of reported speech and vocabulary was helpful because it ensured that they approached the following tasks with clear grammatical rules and concepts in mind, minimising confusion during the gamified parts of the learning scenario. Moreover, using communicative tasks, especially the final role-play, definitely contributed to an increase in the use of students' speaking skills as they tried to actively and orally participate throughout all of the sessions. In fact, students themselves commented on the benefits of teaching it beforehand because, if not, even though games were fun for them, they would have got lost during the activities and would have asked me to stop several times for clarifications. Furthermore, they also mentioned that doing interactive activities was funnier and more entertaining than just completing written exercises and correcting them, which would be more of a structure-based classroom context. In general, I believe that TSLT has been an appropriate and effective choice since it successfully aligned with my intention to explain the rules explicitly to later engage them in communicative—and gamified—tasks that were meaningful for them as a way to reinforce their understanding.

Moving on to the communicative tasks through the use of gamification, the incorporation of Baamboozle to practice reported speech was a double-edged sword. In group B, the smaller and hardworking one, the integration of this platform into the lesson proved to be highly effective, particularly in terms of fostering students' engagement, active participation and motivation. The students responded very positively to the interactive nature of the activity, which not only promoted spontaneous speaking practice but also supported collaborative teamwork where learners were eager to contribute and support each other. Collaboration played a particularly central role in the success of the activity in this group, as students actively listened to their peers, built on one another's ideas, and worked together to achieve shared goals. This cooperative dynamic not only enhanced their linguistic output in English, but also contributed to a strong sense of group cohesion, mutual respect, and peer encouragement. Certainly, in this smaller group setting, the playful and collaborative format of the game also appeared to reduce speaking anxiety among students who might otherwise feel self-conscious during oral tasks. The team-based approach and the focus on collective success rather than individual performance created a low-

pressure environment that encouraged even more reserved learners to participate more confidently. In contrast, while group A, which was the larger and talkative one, showed high levels of enthusiasm as well, their excessive excitement occasionally became counterproductive, resulting in increased noise levels making classroom management more difficult. Their energy, although being rooted in genuine engagement, posed some challenges in maintaining focus and ensuring a smooth progression of the activity. Nevertheless, the overall impact remained positive, as students were clearly motivated and willing to participate. Moreover, and in general, a notable aspect of the Baamboozle platform was the use of 'power-ups', which added an element of surprise and further heightened student involvement. These features, in spite of the commented challenges, helped sustain attention throughout the lesson and encouraged students to remain engaged until the end of the activity, while trying to use English as much as possible despite some occasional moments in which Spanish appeared. When that happened, students were kindly asked to maintain conversational exchanges in English, which improved throughout the lesson.

Continuing with another tool to gamify the lessons, I consider Wordwall a versatile platform for enhancing classroom instruction. During the lesson, students responded positively to the interactive nature of the activities, which helped maintain their motivation and encouraged greater individual and collaborative participation. However, one limitation that I encountered involved the accessibility of the tool for learners with specific educational needs, such as dyslexia. The game was played only by using the classroom's TV while the students read from it and told the answers orally and, in my experience, dyslexic students sometimes require additional time to fully understand and complete an activity. Therefore, this affected the dyslexic student's engagement and sense of achievement, since he commented at the end of the session that he was a little bit frustrated and felt anxious because he needed more time to match the words with the corresponding definitions. A better option might be to let those students use their own laptops to read and complete the task at their own pace. However, despite this consideration, Wordwall remains a valuable digital resource that I would confidently integrate into a wide range of classroom contexts due to its ease of use and ability to support engaging and student-centred learning experiences. In general, considering both groups, the platform encouraged learners to articulate their ideas clearly and enhanced their oral use of English by prompting spontaneous responses during the game. Additionally, an aspect that is not usually considered in the use of gamification is the teacher's perspective. Wordwall offered a wide range of automatically generated interactive activities, which significantly reduced preparation time, allowing the creation of a single exercise that could then be transformed into multiple game formats with minimal additional effort. This functionality proved to be highly efficient and beneficial from a teaching perspective, as it provided a flexible and engaging way to reinforce learning objectives while catering to different learning preferences.

Integrating Quizlet was another interesting way to introduce gamification, foster speaking skills and help with vocabulary acquisition. Among its various features, the flashcard activity set stood out as particularly beneficial for fostering rapid word retention. The activity encouraged active recall and reinforced learning by repeating incorrectly answered parts until they were mastered. Students from both groups themselves reported that Quizlet aided their understanding and memorisation of the vocabulary, especially because it provided a more dynamic and interactive alternative to the traditional mode of repetition, which they generally find boring. Even though the platform does not provide competitive elements such as points, it does track and display learners' accuracy rates and overall learning progress. Besides, some students from group B asked me to share those games because they wanted to study using them, which I find very positive and demonstrates that the efficiency of implementing games improves students' intrinsic motivation to learn. In addition to strengthening lexical knowledge, the activity also provided an opportunity to reinforce speaking skills, as students were encouraged to read the sentences

orally and try to guess the potential word that was missing. This dynamic could be done in an individual way or with the classmates they had close to them, which gave students the necessary freedom to feel comfortable and collaborate if wanted in order to engage in brief oral exchanges of information using the learned vocabulary. This verbal element, although simple, proved valuable to develop pronunciation since I gave them immediate feedback—formative assessment / assessment for learning (Harapnuik, 2020)—when something was mispronounced, and reinforced word recognition and increased fluency through repeated oral exposure. In a broader sense, integrating Quizlet helped students strengthen their command of language and contributed to improved language autonomy, as students felt empowered to manage their own progress and wanted to get 100% of the answers correct, which is an important step in developing motivation and long-term learning strategies.

The classic telephone game was a game-based activity, and it partially worked, given the differences between groups A and B. In group A, the larger of the two, the game was complicated with minimal issues, and students participated as expected; however, the overall atmosphere lacked the enthusiasm typically associated with gamified tasks. Their engagement was present but somewhat faint, possibly due to the difficulties regarding the management of a large class in the playground, as some students were more focused on looking at the Primary Education students that were doing Physical Education; probably, it was the wrong time to schedule this activity. In contrast, group B, the smaller one, was easier to manage, and it responded to the game with higher levels of motivation and engagement when I mentioned that we were going to the playground. Students were visibly more invested in the task, laughing, reacting to others' mistakes regarding reported speech and pronunciation, and showing a genuine interest in maintaining message accuracy to send the correct sentence to their last classmate. One of the most valuable outcomes observed in this group was the collaborative effort that students maintained, and their attempts to address each other in English, clarifying misunderstandings and negotiating meaning together without feeling frustrated, which made me realise that they were unconsciously using authentic language. Thus, they naturally developed their speaking skills in a low-pressure context. Nonetheless, at this point in the learning scenario, what I noticed the most and positively surprised me was that students in both groups began to use reported speech and the vocabulary more fluently and consistently, considering that they did not have any kind of notes in front of them. Moreover, they tried to pronounce everything as accurately as possible from what I could hear, as they were whispering the sentences, and they actively listened to each other, trying to understand the sentences to pass them to the following peer in an organised way, which shows the implicit collaboration that this game implied. In other words, watching it from the teacher's perspective was like seeing them working on an assembly line.

Lastly, the implementation of the role-play activity proved to be a highly effective gamified strategy for promoting group A and B students' speaking skills in a contextualised, meaningful and supportive environment. By simulating real-life communicative situations, the activity required students to assume specific roles and use target language in semi-prepared dialogues, therefore encouraging some spontaneous speech, pronunciation practice, and the functional use of the learned vocabulary and grammatical structures in context; that is, they found themselves in productive speaking opportunities. A key strength of the activity lay in the fact that performances were conducted in pairs or groups of three students in front of the teacher only, rather than in front of the class. This format significantly reduced speaking anxiety for many learners, particularly those who tend to feel self-conscious during oral tasks; therefore, students were clearly more relaxed and confident, which allowed for more natural and fluent language production. Furthermore, I noticed that many of them pronounced everything much better than they did in front of the entire class, even with a good accent. When I realised this, I decided to talk to those students at the end of the activity to emphasise this positive aspect, and many commented that it

was because being alone with me made them feel less observed and more comfortable speaking as they really knew how. It seems that in front of the class, they force themselves to pronounce incorrectly, so that they will not be judged, which I find both disheartening and revealing of the anxiety and social pressure that learners often experience in language classrooms. Both groups reacted positively to the task and showed similar levels of engagement and willingness to participate in a collaborative way, trying to search for ways which included both reported speech and the vocabulary about values and interpersonal relationships inside a role-play situation. This peer collaboration not only enhanced language output but also created a sense of shared purpose and mutual encouragement, which further contributed to their confidence and motivation. In addition, I must say that many pairs/groups were highly creative with the topics, generating additional ones beyond the ones that I offered them. They created engaging contexts and interesting ways to introduce what they were asked.

As a final comment, I must say that, although they are part of the learning scenario, I was not able to incorporate the observational rubrics (Appendices N and O) during the lessons. However, I plan to use them in the near future in my classes, as they are a useful tool for evaluating students' daily use of the language, as well as their empathy and respect.

6. PROPOSAL OF CONTINUITY

While reflecting on the implementation of gamification through a TSLT approach in the learning scenario that I designed, I realised that it has a significant impact on students' learning processes and overall progress. Hence, based on my experience, I firmly believe that it should be continued and expanded in future EFL lessons at Natzaret school, or indeed in any other educational context that values communicative competence, learner autonomy and motivation, and inclusive, student-centred methodologies.

Based on the consistently positive impact observed through the use of gamified strategies during my learning scenario "Speak to Play, Play to Speak: Reported Speech, Values & Relationships", I consider that further continuity and expansion could and should be implemented across the EFL lessons. Gamification, understood not only as the use of digital tools but also as the incorporation of game-like elements such as competition, collaboration, points, time limits, challenges, and reward (Nilubol & Sitthitikul, 2013; Figueroa, 2016; Raczkowski, 2014) can be an effective tool to enhance students' participation and willingness to use the FL. From a practical perspective and my viewpoint as a teacher, it is fairly easy to create games through existing online platforms or to gamify existing games; however, it can be somewhat time-consuming, depending on what one wants to create. Furthermore, I think that students would get used to it, and there would come a point where they would no longer be so excited. For this reason, I believe that a potential possibility of continuity would be using those type of games not as a daily routine during all of the sessions, but rather as a strategic tool carefully selected and implemented at the end of each didactic unit as a way to help students review the syllabus and give them extra tools to study differently. This would be an interesting way to keep fostering communicative skills other than focusing exceptionally on oral presentations; therefore, students would end up using natural and spontaneous speech. Beyond unit reviews, additional ways to implement gamification in the EFL classroom could include weekly language missions—the Taboo game, Kahoot!, exit tickets to practice what has been done in a specific lesson, etc—or small simulated escape-rooms in which students complete communicative challenges individually or in small groups, accumulating points towards classes. Then, those three who get the most points could obtain a small prize at the end of each term. Moreover, gamified tasks could also be introduced flipped-classroom technique, where students are the ones who create games—either digital or not—to practice and review the syllabus, always focusing on promoting oral communication when playing them. At the end of each didactic unit, students could choose a winner game in order to play it and learn the contents while developing their speaking skills and exploring their creative side.

In summary, the use of gamification within a TSLT framework and a gamified approach could continue to have a positive impact on students' engagement, collaboration, motivation and speaking development. At Natzaret school—and in any other school and educational context—it would serve as an effective and interesting tool to make language learning more enjoyable and meaningful for students, sustaining this effect over time and gradually improving speaking skills.

7. CONCLUSIONS

The present Master's Thesis aimed to, mainly, design and implement a learning scenario at Natzalet school in Esplugues de Llobregat for first-year Baccalaureate students, using gamification and game-based activities, preceded by explicit instruction via a communicative TSLT approach, to enhance speaking skills. Importantly, previous to the design of the learning scenario, significant research has been included in the Theoretical Background to investigate several key aspects relevant to this paper: the importance of interaction in the EFL classroom, the value of communicative learning contexts, and the impact of gamified activities including peer interaction, collaboration, motivation, anxiety, and willingness to speak in English. After the research and the implementation of the learning situation, several conclusions have been reached.

The implementation of the TSLT approach proved to be both appropriate and effective in achieving the intended learning outcomes. Structuring the lessons with initial explicit instruction—covering reported speech and relevant vocabulary—followed by communicative tasks led to positive results, particularly in enhancing students' oral skills, which coincided with Ellis's (2024) claims and maintaining a coherent lesson organisation. This structure also enabled students to approach subsequent activities with clarity, reducing confusion during the gamified components of the learning scenario. Notably, learner feedback confirmed the usefulness of the explicit instruction phase, highlighting that, without it, they would have felt lost in terms of grammatical structures and vocabulary despite enjoying the games, which emphasises even more the impact of the TSLT approach. Furthermore, students expressed a clear preference for interactive tasks over traditional, structure-based exercises (Long, 1988, as cited in Willis & Willis, 2007; Lightbown and Spada, 2013), finding them more enjoyable and engaging. Additionally, since there has been assessment for learning / formative assessment (Harapnuik, 2020) during most of the lessons, the stronger version of TSLT has been adopted, which, once more, has benefited students' understanding (Li et al., 2016). Therefore, after implementing the learning scenario, the observations led to the conclusion that adopting a communicative approach through TSLT—and Presentation-Practice-Production—where pre-task instruction plays a pivotal role, is particularly effective in fostering speaking skills and providing meaningful communicative practice (Li et al., 2016; Ellis, 2003; Ellis, 2016, Ellis, 2024).

The integration of gamified communicative tasks, especially through the use of the Baamboozle platform, demonstrated considerable pedagogical value in promoting learner engagement, collaboration and spoken language development. In the case of group B—the smaller and more academically focused one—the implementation of this activity to practice reported speech was particularly successful, as students responded positively to the interactive format, which facilitated spontaneous oral production, peer interaction and collaboration (Nilubol & Sitthitikul, 2013; Figueroa, 2016; Plass et al., 2015), and mutual support, following, then, the Interaction Hypothesis (Gass & Selinker, 2008; Gass & Varonis, 1994; Sarem & Shirzadi, 2014; Pica, 1994; Loewen & Sato, 2018; Namaziandost & Nasri, 2019) and the Sociocultural Theory (Mahn & Fazelehaq, 2020). This cooperative environment not only enhanced learners' linguistic output but also contributed to the development of group cohesion, speaking anxiety and encouraged participation among typically reticent students since the majority of the students decided to speak at a given point of the lesson, and they constantly exchanged information (Figueroa, 2016; Adipat et al., 2021). Conversely, while group A—larger and more energetic—also exhibited high levels of enthusiasm, their excessive excitement at times hindered effective classroom management and disrupted the flow of the activity. Thus, the groups of students with which a teacher plays this kind of games should be carefully selected to avoid problems like the one mentioned, since not everything will work with everyone. Perhaps a Taboo game that requires more silence to be focused would be a great

activity to try with groups like this. Nevertheless, the overall impact of the game remained favourable, with learners demonstrating sustained motivation and willingness to engage and participate (Figueroa, 2016), which simultaneously ensured a low-anxiety environment (Sercanoğlu et al., 2021; Wong & Yunus, 2021; Ahmed et al., 2022). Considering both groups, the integration of features such as ‘power-ups’ added an element of unpredictability that helped maintain attention and provided students with a sense of mystery that made them enjoy the activity even more, an aspect that has been noted by many researchers on the field (Nilubol & Sitthitikul, 2013; Figueroa, 2016; Raczkowski, 2014). Continuing with the latter concept, it encouraged students even more since they already anticipated making some mistakes, which pushed them even more to get more points and try to answer correctly, aligning with Adipat’s and colleagues’ (2021) claim. Overall, the findings suggest that gamifying lessons through Baamboozle serves as an effective tool to foster oral proficiency in a motivating and learner-centred and fun environment, which supports previous findings (Nilubol & Sitthitikul, 2013; Figueroa, 2013; Wong & Yunus, 2021; Ahmed et al., 2022), even though the observations also conclude and highlight the importance of adapting implementation strategies to suit the specific dynamics and behaviours of different learner groups.

As regards Wordwall and Quizlet, they have been useful tools for both groups to work on the vocabulary and encourage (brief) conversational exchanges in English between classmates, despite some marked differences. Considering Wordwall, it proved to be an effective and versatile gamification tool that enhanced student engagement and collaboration (Nilubol & Sitthitikul, 2013; Figueroa, 2016; Plass et al., 2015). It also encouraged spontaneous language use because students were discussing the potential definition for each word and, even though there were some exchanges in Spanish, the use of English was reinforced throughout the lesson. Moreover, the platform also offered practical benefits for teachers through its ease of use and time-saving features. Nonetheless, despite resulting in an engaging activity for most of the students, those with learning difficulties such as the dyslexic student from group A and some others with lower English levels, the use of Wordwall was somewhat frustrating and it raised their anxiety levels due to the limited time to complete the exercise and read everything properly to understand it, which contradicts previous findings on the topic (Sercanoğlu et al., 2021; Wong & Yunus, 2021; Ahmed et al., 2022). This does not mean that implementing games is something that causes stress, since the opposite has been concluded in the previous paragraph and learners from group B did not have any inconveniences, but this might mean that not every kind of game or task is suited for everyone, as people have different learning styles and paces. For this reason, in contexts like this one, I would consider opting for alternative tools or methods better suited to the pace and processing needs of such students, or maybe letting them use their own laptops and giving them more time to complete the activity. As for Quizlet, this gamified tool was incredibly helpful and worth using for both groups of students. It indeed fostered collaborative conversational exchanges between peers (Nilubol & Sitthitikul, 2013; Figueroa, 2016; Plass et al., 2015), discussing which word was the most suitable for each sentence. However, they were very brief and did not encourage sustaining a whole conversation in English, which leads to the conclusion that, perhaps, Quizlet is not the best gamified tool to work on speaking skills, although learners do exchange some information. Surprisingly, the most significant gain with this tool was that it notably helped students acquire the vocabulary about values and interpersonal relationships rapidly and productively, which coincides with Dizon’s (2016) claim about the implementation of this platform. This outcome can be largely attributed to Quizlet’s flashcard option, which provides repetitive exposure to target vocabulary in an engaging and interactive format, allowing students to test themselves at their own pace. What this tool did brought to the classroom environment was a sense of clam (Sercanoğlu et al., 2021; Wong & Yunus, 2021; Ahmed et al., 2022), were students were continuously engaged and focused, showing intrinsic motivation—more present in group B—since they asked me to

share the game with them to practice at home (Nilubol & Sitthitikul, 2013; Figueroa, 2016; Wong & Yunus, 2021; Ahmed et al., 2022).

The two last games—the classic telephone game and a final role-play—were game-based tasks that showed their effectiveness, particularly in fostering speaking skills and collaboration, while the motivational aspect was more present in group B. Starting with the telephone game, its implementation in the smaller group created a motivating environment and a highly notable sense of collaboration and cooperation since students needed to work in a sequential, chain-like format (Nilubol & Sitthitikul, 2013; Figueroa, 2016; Plass et al., 2015; Wong & Yunus, 2021; Ahmed et al., 2022) and they completed the task successfully. Students listened to each other and attempted to convey information using English, often unconsciously incorporating both reported speech and the vocabulary that they had been working on during the lessons. Although group A displayed less enthusiasm, they still collaborated and used English to complete the exercise as well (Nilubol & Sitthitikul, 2013; Figueroa, 2016; Plass et al., 2015). Once again, these results reinforce the idea that game-based learning can be effective in the EFL classroom, but must be tailored to the specific needs and preferences of each group. For instance, a more suitable alternative for group A might have been staying indoors or using another digital platform like Kahoot!, which has also been proven to support collaboration and speaking skills (Sercanoğlu et al., 2021). Notwithstanding, to better know the students and adjust the activities to them, more time getting to know them and becoming more familiar would be needed. Regarding final product, the role-play, by sharing real-life communicative situations with students, the activity enabled students from both groups to engage in semi-private dialogues and use spontaneous language use, pronunciation practice, and the successful application of key vocabulary and grammatical structures (Nilubol & Sitthitikul, 2013; Maryam, 2020; John, 2024). Furthermore, the task was engaging, creative, and fun (EFL Cafe, 2024), with students maintaining meaningful conversations and interactions while exploring the English language, which has been, by far, the gamified task that has most supported both the Interaction Hypothesis by Long (Gass & Varonis, 1994; Sarem & Shirzadi, 2014; Pica, 1994; Loewen & Sato, 2018; Namaziandost & Nasri, 2019) and the Sociocultural Theory by Vygotsky (Mahn & Fazelehaq, 2020). Since the task was conducted in small groups, it helped create a sense of calm in which students could express themselves comfortably. However, while this seems to support existing claims (Sercanoğlu et al., 2021; Wong & Yunus, 2021; Ahmed et al., 2022), further research would be needed to determine whether the anxiety reduction stemmed from the role-play itself or from the semi-private format in which it was conducted.

As a general conclusion, this learning scenario demonstrates the effectiveness of shifting from a structure-based approach (Lightbown & Spada, 2013) to a communicative TSLT (Lightbown & Spada, 2013; Li et al., 2016; Ellis, 2003; Ellis, 2016, Ellis, 2024) for introducing new vocabulary and grammatical structures. Besides, gamified activities have been shown to foster speaking skills and peer collaboration, with learners reporting them as more engaging and enjoyable than traditional workbook exercises (Nilubol & Sitthitikul, 2013; Figueroa, 2016; Plass et al., 2015; Wong & Yunus, 2021; Ahmed et al., 2022). In particular, the Baamboozle activity, the telephone game, and the final role-play have emphasised the importance of interaction, supporting the Interaction Hypothesis (Gass & Varonis, 1994; Sarem & Shirzadi, 2014; Pica, 1994; Loewen & Sato, 2018; Namaziandost & Nasri, 2019) and the Sociocultural Theory (Mahn & Fazelehaq, 2020). This interaction occurred both teacher and students and among students themselves, helping learners engage in active conversational exchanges, which are shown to be necessary to improve one's speaking skills (Adams, 2018; Namaziandost & Nasri, 2019; Gass & Selinker, 2008; Pica, 1994). In general, the successful completion of the final role-play further underscores how gamified activities maintain motivation and increase students' willingness to speak, helping them, finally, improve their communicative skills.

8. REFERENCES

- Adams, R (2018). *Enhancing student interaction in the language classroom*: Part of Cambridge Papers in ELT series. [pdf]. Cambridge UP. https://www.cambridge.org/gb/files/4815/7488/4742/CambridgePapersInELT_EnhancingInteraction_2018_ONLINE.pdf
- Adipat, S., Laksana, K., Busayanon, K., Asawasowan, A., & Adipat, B. (2021). Engaging students in the learning process with game-based learning: The fundamental concepts. *International Journal of Technology in Education (IJTE)*, 4(3), 542-552. <https://doi.org/10.46328/ijte.169>
- Ahmed, S. (2021). A Gamification Program to Enhance Speaking Skills of EFL Secondary Stage Students and their Motivation towards Learning these Skills A Research. *Journal of the Faculty of Education*, 116(3), 21-43. [10.21608/maed.2021.235826](https://doi.org/10.21608/maed.2021.235826)
- Ahmed, A.; Segarawati, E.; Komariah, A.; Hassan, I.; Thahir, I.; Hussein, M.; Fawzi, A. & Zafarani, P. (2022). Investigating the Effect of Using Game-Based Learning on EFL Learners' Motivation and Anxiety. *Education Research International*, 2022, 1-9. <https://doi.org/10.1155/2022/6503139>
- CEFR. (n.d.). *Global scale – Table 1 (CEFR 3.3): Common Reference Levels*. Common European Framework of Reference for Languages. <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>
- Crandall, J. (1999). Cooperative language learning and affective factors. In D. W. Johnson, R. T. Johnson & E. J. Holubec (Eds.), *Cooperative Language Learning: A Teacher's Resource Book* (pp. 226-245). Longman.
- Decret 150/2017, de 17 d'octubre, de l'atenció educativa a l'alumnat en el marc d'un sistema educatiu inclusiu. Diari Oficial de la Generalitat de Catalunya, núm. 7477, 19 d'octubre de 2017. <https://portaldogc.gencat.cat/utillsEADOP/PDF/7477/1639866.pdf>
- DeKeyser, R. (2015). Skill Acquisition Theory. In B. VanPatten & J. Williams (Eds.), *Theories in Second Language Acquisition: An Introduction*. (2nd ed.). (pp. 94-112). Routledge.
- Dizon, G. (2016). Quizlet in the EFL classroom: Enhancing academic vocabulary acquisition of Japanese university students. *Teaching English with Technology*, 16(2), 40-56.
- Dweck, C. (2014). Can You Develop a Growth Mindset About Teaching? *Phi Delta Kappa International*, 93(2), 15.

- EFL Cafe. (2024, July 20). *Improving EFL/ESL Speaking Skills Through Role-Play*. EFL Cafe. https://eflcafe.net/improving-efl-esl-speaking-skills-through-role-play/#Theoretical_Foundations_of_Role-Play_in_Language_Learning
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford UP. https://books.google.es/books?id=coO0bxnBeRgC&pg=PA1&hl=ca&source=gbv_toc_r&cad=2#v=onepage&q&f=false
- Ellis, R. (2016). Focus on form: A critical review. *Language Teaching Research*, 20(3), 405–428. <https://doi.org/10.1177/1362168816628627>
- Ellis, R. (2024). Task-based and Task-supported Language Teaching. *International Journal of TESOL Studies*, 6(4), 1-13. <https://doi.org/10.58304/ijts.20240401>
- Figuerola, J. (2016). Gamification and Game-Based Learning: Two Strategies for the 21st Century Learner. *World Journal of Educational Research*, 3(2), 507-522. <https://doi.org/10.22158/wjer.v3n2p507>
- Gass, S. M. & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*. (3rd ed.). Routledge.
- Gass, S. M. & Varonis, E. (1994). Input, Interaction, and Second Language Production. *SSLA*, 16, 283-302. Cambridge UP. <https://doi.org/10.1017/S0272263100013097>
- Govindarajan, R. (2020). Exploiting Gamification and Interactive Activities to Achieve Better Students' Engagement in ELT Classes. *Arab World English Journal*, 238-251. <https://dx.doi.org/10.24093/awej/MEC2.17>
- Harapnuik, D. (2020, December 24). *Assessment OF/FOR/AS Learning*. It's About Learning. <https://www.harapnuik.org/?p=8475>
- Idescat. (n.d.). *Indicadors econòmics: Empleat per municipi*. Institut d'Estadística de Catalunya. Retrieved from: https://www.idescat.cat/emex/?id=080771&lang=en&utm_campaign=home&utm_medium=cercador&utm_source=territori
- Jiménez, M. & Gargallo, M. (2020). Gamification and Students' Motivation: Using Quizizz in the English as a Foreign Language (EFL) Classroom. *Acta Marisiensis. Philologia*, 2(1), 1-13. <https://doi.org/10.2478/amph-2022-0035>
- John, A. (2024). Gamification In English Language Teaching: A Pathway to Fostering Teacher-Student Rapport, Teacher Immediacy and Students' Willingness to Communicate. *XLinguae*, 17(4), 47-58. [10.18355/XL.2024.17.04.04](https://doi.org/10.18355/XL.2024.17.04.04)

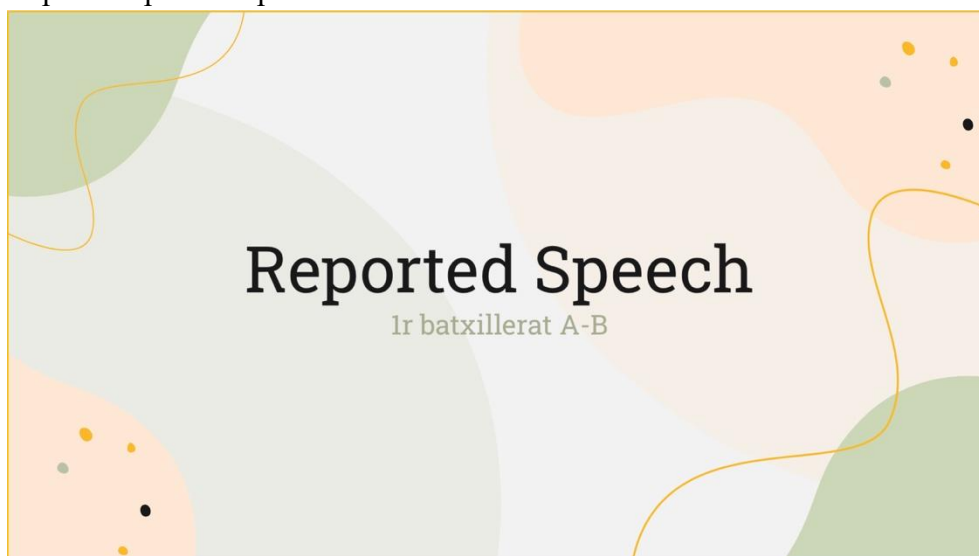
- Li, S., Ellis, R., & Zhu, Y. (2016). Task-Based Versus Task-Supported Language Instruction: An Experimental Study. *Annual Review of Applied Linguistics*, 36, 205-229. Cambridge UP. <https://doi.org/10.1017/S0267190515000069>
- Lightbown, P., & Spada, N. (2013). *How Languages are Learned* (4th ed.). Oxford UP.
- Loewen, S. & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching*, 51(3), 285-329. Cambridge UP. <https://doi.org/10.1017/S0261444818000125>
- Long, M. (2015). *Second Language Acquisition and Task-Based Language Teaching*. Wiley Blackwell.
- Lowy, A. & Dignen, S. (2021). *Key: Teacher's Guide and Resources* (2nd ed.). Oxford UP.
- Mahn, H. & Fazelehaq, H. (2020). Vygotsky and Second Language Acquisition. In C. A. Chapelle (Ed.) *The Encyclopedia of Applied Linguistics* (pp. 1-9). <https://doi.org/10.1002/9781405198431.wbeal1272.pub2>
- Maryam, S. (2020). Utilizing Communicative Language Games To Improve Students' Speaking Ability. *Journal of Languages and Language Teaching*, 8(3), 251-263. [10.33394/jollt.v8i3.2733](https://doi.org/10.33394/jollt.v8i3.2733)
- Namaziandost, E. & Nasri, M. (2019). A Meticulous Look at Long's (1981) Interaction Hypothesis: Does It Have Any Effect on Speaking Skill? *Journal of Applied Linguistics and Language Research*, 6(2), 218-230.
- Nilubol, K. & Sitthitikul, P. (2023). Gamification: Trends and Opportunities in Language Teaching and Learning Practices. *PASAA Journal*, 67, 378-400.
- Nunan, D. (2010). *Task-Based Language Teaching*. Cambridge UP. <https://doi.org/10.1017/CBO9780511667336.001>
- Pica, T. (1994). Review Article. Research on Negotiation: What Does It Reveal About Second-Language Learning Conditions, Processes and Outcomes? *A Journal of Research in Language Studies*, 44(3), 497-527. <https://doi.org/10.1111/j.1467-1770.1994.tb01115.x>
- Plass, J., Homer, B. & Kinzer, C. (2015). Foundations of Game-Based Learning. *Educational Psychologist*, 50(4), 258-283. Routledge. <https://doi.org/10.1080/00461520.2015.1122533>
- Raczkowski, F. (2014). Making Points the Point: Towards a History of Ideas of Gamification. *Messon Press*, 141-160. <https://doi.org/10.25969/mediarep/626>

- Richards, J. & Rodgers, T. (1986). *Approaches and Methods in Language Teaching*. Cambridge UP.
- Rojas, A. & Quintanilla, A. (2023). Baamboozle's Influence on Willingness To Communicate In English In Small Group Private Lessons. *Journal of Namibian Studies*, 34(2923), 6646-6661. <https://doi.org/10.59670/jns.v34i.2674>
- Sarem, S. & Shirzadi, Y. (2014). A Critical View of the Interactionist Approach to Second Language Acquisition. *Journal of Applied Linguistics and Language Research*, 1(1), 62-74.
- Sercanoğlu, M., Bolat, Y. İ., & Göksu, İ. (2021). Kahoot! as a gamification tool in vocational education: More positive attitude, motivation and less anxiety in EFL. *Journal of Computer and Education Research*, 9(18), 682-701. <https://doi.org/10.18009/jcer.924882>
- Souza, B. (2023). Regular schools as a straitjacket for zone of proximal development: A Vygotskian perspective of Malawian inclusive secondary education. *Perspectives in Education*, 41(4), 50-64. <https://doi.org/10.38140/pie.v41i4.6880>
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.) *Sociocultural Theory and Second Language Learning* (pp. 97-114). Oxford UP. https://books.google.es/books?hl=ca&lr=&id=imwsewtZKSMC&oi=fnd&pg=PA97&dq=swain%27s+output+hypothesis&ots=5SK9qQbQZy&sig=CmRH01V4OF89mZT0SB6CL3jpZ_w&redir_esc=y#v=onepage&q=swain's%20output%20hypothesis&f=false
- Willis, D. & Willis, J. (2007). *Doing Task Based Teaching*. Oxford UP.
- Wong, C. & Yunus, M. (2021). Board Games in Improving Pupils' Speaking Skills: A Systematic Review. *Sustainability*, 13(8772), 1-11. <https://doi.org/10.3390/su13168772>
- Zhou, Y. & Chen, Y. (2020). A Study on Reticence in College EFL Classrooms: The Role of Diffusion of Responsibility. *English Language Teaching*, 13(6), 133-143. <https://doi.org/10.5539/elt.v13n6p133>

9. APPENDICES

9.1. Appendix A

Reported speech explanation



When do we use reported speech?

To express what another person has said (an indirect voice)

Direct speech → "The book is super interesting" Mark said.

Reported speech → Mark said that the book was super interesting.

FORMAL LANGUAGE
We use 'that' to begin the clause

INFORMAL LANGUAGE
We omit the ~~'that'~~



Direct speech → "I'm a nurse" she said.

Reported speech → She said she was a nurse.

Tense changes

We need to put the verb tense further into the past.

| DIRECT SPEECH | REPORTED (INDIRECT) SPEECH |
|---|--|
| PRESENT SIMPLE "I <u>like</u> ice cream" she said. | PAST SIMPLE She said she <u>liked</u> ice cream. |
| PRESENT CONTINUOUS "I <u>am doing</u> my homework" she said. | PAST CONTINUOUS She said she <u>was doing</u> her homework. |
| PRESENT PERFECT SIMPLE "I <u>have lived</u> in London" he said. | PAST PERFECT SIMPLE He said he <u>had lived</u> in London. |
| PAST SIMPLE "I <u>passed</u> the exam" he said. | PAST PERFECT SIMPLE He said he <u>had passed</u> the exam. |
| PAST CONTINUOUS "I <u>was visiting</u> my grandparents" she said. | PAST PERFECT CONTINUOUS She said she <u>had been visiting</u> her grandparents. |
| PAST PERFECT SIMPLE "I <u>had taken</u> English lessons" she said. | PAST PERFECT SIMPLE She said she <u>had taken</u> English lessons. |
| AM / IS / ARE GOING TO "I <u>am going to</u> the shopping centre" he said. | WAS / WERE GOING TO He said he <u>was going to</u> the shopping centre. |

It stays =



Tense changes & modal verbs

Most modal verbs do NOT change tense in reported speech

Direct speech → "You should call him" Maria said.

Reported speech → Maria said I should call him.

Exceptions!

Will → would

Can → could

Must → had to



Direct speech → "I will call him" she said.

Reported speech → She said she would call him.

Pronouns & possessive adjectives

We must change the words which refer to 'who' the speaker is talking about

EXAMPLES:

Pronoun

Direct speech → "We arrived early" he said.

Reported speech → He said that they had arrived early.

| Direct speech | Reported speech |
|----------------|-----------------|
| I | He / she |
| Me | Him / her |
| We | They |
| Us | Them |
| You (singular) | I / he / she |
| You (plural) | They |

Possessive adj.

Direct speech → "My mum is a nurse" she said.

Reported speech → She said that her mum was a nurse.

| Direct speech | Reported speech |
|-----------------|-----------------|
| My | His / her |
| Our | Their |
| Ours | Theirs |
| Your (singular) | My / his / her |
| Your (plural) | (Our / their) |

Time expressions

| DIRECT SPEECH | REPORTED (INDIRECT) SPEECH |
|--|--|
| NOW "I'm doing homework <u>now</u> " she said. | THEN or AT THAT MOMENT She said (that) she was doing homework <u>at that moment</u> . |
| TODAY "I'll go to school <u>today</u> " she said. | THAT DAY She said (that) she would go to school <u>that day</u> . |
| TONIGHT "I'm going to a concert <u>tonight</u> " he said. | THAT NIGHT He said (that) he was going to a concert <u>that night</u> . |
| THIS "I have missed the bus <u>this</u> morning" he said. | THAT He said (that) he had missed the bus <u>that</u> morning. |
| YESTERDAY "I met Julia <u>yesterday</u> " she said. | THE DAY BEFORE She said (that) she had met Julia <u>the day before</u> . |
| LAST (WEEK, MONTH...) "I took an exam <u>last week</u> " he said. | THE (WEEK, MONTH...) BEFORE He said (that) he had taken an exam <u>the week before</u> . |
| TOMORROW "Maria will come <u>tomorrow</u> " she said. | THE NEXT / FOLLOWING DAY She said (that) Maria would come <u>the next day</u> . |
| NEXT (WEEK, MONTH...) "I am going to London <u>next week</u> " he said. | THE NEXT / FOLLOWING (WEEK, MONTH...) He said (that) he was going to London <u>the following week</u> . |

PLACE EXPRESSIONS

| DIRECT SPEECH → | REPORTED (INDIRECT) SPEECH |
|-----------------|----------------------------|
| THIS | THAT |
| THESE | THOSE |
| HERE | THERE |

SAY & TELL

These verbs mean the same, but they are used differently:

- SAY + (THAT) + RS → John said (that) he could speak Italian.
- SAY + TO + INDIRECT OBJECT + (THAT) + RS → John said to me (that) he could speak Italian.
- TELL + INDIRECT OBJECT + (THAT) + RS → John told me (that) he could speak Italian.
- ORDER or INSTRUCTION → TELL + INDIRECT OBJECT + (NOT) + TO + INFINITIVE
 ↳ He told me not to drive fast

REPORTING VERBS & STRUCTURES

We use → *ask, tell, order, remind, warn* to GIVE ORDERS / COMMANDS:

- (+) SUBJECT + VERB + OBJECT + TO INF. → He ordered them to sit down.
- (-) SUBJECT + VERB + OBJECT + NOT + TO INF. → She reminded him not to send her a text.

We use → *suggest, recommend* with SUGGESTIONS:

- Using 'that' → Martha suggested that we go to the beach.
- Without ~~that~~ → verb -ing → Martha suggested going to the beach.

REPORTED QUESTIONS

Change of tense + change of order SUBJECT-VERB:

- We respect the question words → *who, why, when, how, what*
 Direct speech → "How old are you?" she asked.
 Reported speech → She asked me how old I was.
- Yes / no questions → we use 'if' or 'whether'
 Direct speech → "Will you come to the party?" John asked.
 Reported speech → John asked us if we would come to the party.

9.2. Appendix B

Exercise 1, page 62: reported speech

5C Grammar Reported speech

Grammar Workshop Page 114-115

▶ Watch the video and then do the activities.

A REPORTED STATEMENTS

Read the examples of direct speech and reported speech. Answer the questions.

- Which of the **tenses** don't shift back in time?
 'I **love** a night at home. I **stayed in** all last weekend and I **had** a great time. I **'m doing** it again tonight.'
 He said he **loved** a night at home. He **'d stayed in** all the previous weekend and he **'d had** a great time. He said he **was doing** it again that night.
- How do the **modal verbs** change?
 'I **have to** help my mum tonight, so she **won't** let me go out. I **would** like to see you, but I **can't**.'
 She said that she **had to** help her mum that night and so her mum **wouldn't** let her go out. She told me that she **would** like to see me, but she **couldn't**.
- What else changes apart from the verbs?

B SAY & TELL

Read the examples. Complete the rules with **say, tell** or **both**.

He said that he was happy. He said (to me) he was happy.
 He told me he was happy.

- We must use a direct object after ...
- We can use **to** + object after ...
- We can omit **that** after ...

C REPORTING VERBS & STRUCTURES

Match the groups of verbs A and B with 1-3. Then write the negative forms of the sentences.

A: asked ordered reminded told warned advised
 B: recommended suggested

- 'Go home!' → (1) Paula ... us to go home.
 'You should go home,' → (2) Paula ... that we go home.
 OR (3) Paula ... going home.

D REPORTED QUESTIONS

Read the examples and answer the questions.

- When do we use **if** and **whether**?
 - Do we use **what, where, when, which, why** and **how**? When?
 - Do we use the same word order as positive sentences?
 - Do we use the auxiliaries **do** and **did**?
- 'Do you want to meet?' He asked me whether I wanted to meet.
 'Are you busy tonight?' He asked me if I was free that night.
 'When do you want to meet?' He asked me when I wanted to meet.
 'Where do you want to go?' He asked me where I wanted to go.

Practice

1 Copy and complete the statements using reported speech. Change the pronouns and the adverbs if necessary.

- 'I can't meet you because I'm working.'
 Paul told Cathy that ...
- 'It doesn't matter because I must do some work anyway.'
 She replied that ... because ...
- 'You've always been kind to me.'
 Jen said to Mike and Paul that ...
- 'We're going to help you.'
 My friends said that ...
- 'I won't go out with her if she doesn't like my friends.'
 He said that ...
- 'I'll see you tomorrow, Kate, and I won't be late.'
 Danny told ...
- 'I'm really looking forward to meeting your sister, Jackie.'
 Steve said ...
- 'I met your mum when we were both studying in Sydney.'
 Mike's dad told ...
- 'I went out last night with my boyfriend and we didn't get home until late.'
 Kerry told Barbara ...
- 'My sister has been living in Dublin with our cousins since last month.'
 Fiona said ...

2 Read the Key errors. Then correct the sentences. Do not change the verbs.

KEY ERRORS

say and tell

Use **tell** with an object pronoun.
 Do not use **say** with an object pronoun.

- I told he that I had a boyfriend.
- Susan said me that she was going.
- We spoke to Dan and he told that he was busy.
- I told to Julia that she should text me.
- The police said us that we should move.

Exercises 3 and 4, page 63: reported speech

3 Copy and complete the reported sentences.

- | | |
|---------------------------------|-------------------------|
| 1 'You should stay in tonight.' | My mum advised me ... |
| 2 'Stop texting my boyfriend.' | She warned me ... |
| 3 'Don't mention it to John.' | She told her friend ... |
| 4 'Why don't we go out?' | A friend suggested ... |
| 5 'Go to see that new film.' | He recommended ... |
| 6 'Take some tissues with you.' | He told me ... |

4 Copy and complete the reported questions.

- | | |
|--|----------------------------------|
| 1 'Do you think you'll get married?' | The reporter asked the actor ... |
| 2 'How did your parents first meet?' | I asked him ... |
| 3 'Are you doing anything at the weekend?' | She asked us ... |
| 4 'Who would you most like to meet?' | I asked Katy ... |
| 5 'Where did you go for your last holiday?' | She asked me ... |
| 6 'Have you seen any good films recently?' | He asked me ... |
| 7 'Could you help me with my homework, Tom?' | I asked Tom ... |

5 2.12 LISTENING OPTION Listen to people ask and answer the questions in exercise 4. Then write sentences reporting the answers. Use the reporting verbs in the box.

answered that replied that said that told ... that

6 SPEAKING OPTION Work with a partner. Follow the instructions. Then write a report of what your partner said to you.

- Ask what your partner normally does in the summer.
'What do ...?'
- Suggest somewhere to go together after school today.
'Why don't we ...?'
- Remind your partner what homework there is.
'Don't forget ...'
- Tell your partner to tell you about a good night out they had once.
'I once ...'
- Say what your ideal weekend would be.
'My ideal weekend ...'
- Advise your partner what not to do this weekend.
'Whatever you do, don't ...'

Consolidation

7 Read the text. Which of King Lear's daughters loved him?

A Goneril. B Regan. C Cordelia.

8 Read the text again and choose the correct options.

Shakespeare in 200 words: King Lear

King Lear is one of Shakespeare's most famous tragedies. Lear, the king of Britain, (1) *told / told to / said* his three daughters that he didn't want to be king anymore. He suggested (2) *dividing / divide / to divide* his kingdom into three parts, but first he asked (3) *they / to them / them* to tell him how much they loved him. Goneril and Regan, the two eldest sisters, told their father they (4) *loved / loving / to love* him greatly and the king gave them a share of his power. But when he asked Cordelia, the youngest sister, (5) *did she love / if she loved / does she love* him, she replied simply that she (6) *loves / loved / to love* him as a daughter should. Lear saw this response as rejection and he ordered Cordelia (7) *leaving / to leave / leave* his house.

The king (8) *said / told to / said* to his other two daughters that he would spend half the year with each of them; six months with Goneril and six months with Regan. However, the two sisters privately admitted to each other that they (9) *were lying / have lied / had lied* to their father, and that they (10) *have not / did not / can not* respect him. In fact, they ordered the king (11) *to give up / give up / giving up* his servants and to live in poverty. His daughters' disloyalty made the king angry because he had trusted them and he had been unkind to Cordelia, who loved him the most. Finally, Lear died unhappy and alone. *King Lear* is one of Shakespeare's greatest plays, and I recommend (12) *to see / seeing / saw* it when you get the opportunity to do so.






Complete all activities in your notebook.

Unit 5 63

9.3. Appendix C

Wordwall: vocabulary about values

| | | |
|----------------|----------------------|---|
| Equality | <input type="text"/> | Discriminating people based on their race or ethnicity. |
| Trust | <input type="text"/> | The quality of being kind, compassionate, and caring for others. |
| Respect | <input type="text"/> | Always telling the truth and being trustworthy. |
| Loyalty | <input type="text"/> | Unfair treatment of people based on race, gender, age, or other factors. |
| Dignity | <input type="text"/> | The firm belief in the reliability, truth, or integrity of someone or something. |
| Prejudices | <input type="text"/> | The idea that all people should be treated the same, with the same rights and opportunities. |
| Discrimination | <input type="text"/> | The quality of being friendly, generous, and considerate toward others. |
| Racism | <input type="text"/> | The sense of self-respect and worth that every person deserves. |
| Humanity | <input type="text"/> | Unfair opinions or judgments about people before knowing them. |
| Kindness | <input type="text"/> | The quality of being faithful and supportive to someone or something, even in difficult situations. |
| Honesty | <input type="text"/> | Treating others with kindness and consideration. |

 [Submit Answers](#)  

9.4. Appendix D

Exercise 2, page 58: vocabulary about values

5

Connecting with people

Unit contents

- **Vocabulary**
Values, idiomatic expressions, relationships: verbs
- **Grammar**
Reported speech
- **Speaking**
Agreeing & disagreeing
- **Listening**
Multiple choice, answering questions
- **Reading**
Multiple choice, true or false, answering questions, matching words to definitions
- **Writing**
An informal email
- **Skills extra lessons**
Literature

5A Introduction Being a good citizen


Vocabulary Workshop Page 128-129

Lead in


Vocabulary Values

1 What qualities make somebody a good citizen?

2.07 Read the quotes. Which word in the boxes do you think completes each one? Listen and check.



TREAT PEOPLE WITH KINDNESS



1 There should be no ... against languages people speak, skin colour or religion. (MALALA YOUSAFZAI, Nobel Peace Prize Laureate)

2 What makes a family is love and ... (GENEVIEVE DEWEY, author)

3 Women themselves have the right to live in ... in freedom from want and freedom from fear. (KOFI ANNAN, former Secretary General of the United Nations)

loyalty discrimination dignity

4 Gender ... is the unfinished business of the 21st century. (ELIZABETH BRODERICK, lawyer and former Australian Gender Equality Commissioner)

5 Show ... to yourself and others will respect you. (CONFUCIUS, philosopher and politician)

respect equality

6 I believe that ... , hatred and evil can be healed with music. (BOB MARLEY, musician)

7 ... is the first chapter in the book of wisdom. (THOMAS JEFFERSON, third president of the USA)

honesty racism

8 Kindness is the best form of ... (DORIS LEE, artist)

9 ... is built on telling the truth, not telling people what they want to hear. (SIMON SINEK, inspirational speaker)

humanity trust

10 We can get the new world we want if we want it enough to abandon our ... every day, everywhere. (GWEN BRISTOW, author and journalist)

11 ... is a language which the deaf can hear and the blind can see. (MARK TWAIN, author)

kindness prejudices

9.5. Appendix E

Worldwall: vocabulary about relationships

| Flirt | Have children | Go out with | Get to know each other |
|-------------|-------------------|-------------------------------|------------------------|
| Get on well | Get over | Have something in common with | Ask somebody out |
| Break up | Make a commitment | Get married | Meet somebody |

| | | | |
|----------------------|---|----------------------|---|
| <input type="text"/> | To share similar interests or experiences. | <input type="text"/> | To learn more about someone over time. |
| <input type="text"/> | To invite someone on a romantic date. | <input type="text"/> | To behave in a way that shows romantic or playful interest in someone. |
| <input type="text"/> | To recover emotionally from a breakup or difficult situation. | <input type="text"/> | To become a parent and raise kids. |
| <input type="text"/> | To end a romantic relationship. | <input type="text"/> | To date someone. |
| <input type="text"/> | To come into contact with someone for the first time. | <input type="text"/> | To promise to stay in a relationship or be dedicated to something. |
| <input type="text"/> | To have a good relationship with someone. | <input type="text"/> | To legally or ceremonially commit to a lifelong partnership with someone. |

9.6. Appendix F

Exercise 3, page 65: vocabulary about relationships

2 Discuss the questions.

- Which statistics do you find most surprising? Why?
- What differences do you think there are between the US and your country? Do you think the statistics would be higher or lower in your country?

3 Copy and complete the text with the correct forms of verbs in the box.

ask (somebody) out break up flirt
get / be married get on (well / OK / badly) with
get over get to know (somebody) go out (with)
have children have (something) in common
make a commitment meet somebody

So, are you in a relationship now?

No, I was (1) ... with this girl for a long time, but unfortunately we (2) ... about three months ago. I still haven't (3) ... it. She said that we didn't (4) ... anything ... , but I thought that we did a lot of interesting things together. I also thought that we (5) ... OK ... each other. I was obviously wrong. She said I was too friendly with other girls and that I (6) ... a lot, but I think I'm just a friendly person.

What's your advice to other people now?

Well, spend some time with a person and (7) ... them. There's no hurry. My friend knew his girlfriend for a year before he (8) ... her

Would you ever (9) ... ?

Yes, I hope I'll (10) ... the right person one day and have a partner for life. I love kids and if you want to (11) ... I think it's important to (12)

4 Read the sentences and give the people advice.

You could / should ... , Don't ... , If I were you, I'd ...

- Paul wants to ask a girl out but is too shy.
- Tanya is always flirting with her friends' boyfriends.
- Alex and Mark are seventeen and want to get married next year.

5 SPEAKING OPTION Say what advice you gave in exercise 4.

I advised / told / said to Paul ...

I suggested that Tanya ...



Listening

6 2.13 Read the questions. Then listen to four conversations. Which questions do the people answer in each conversation?

- What's the best age for marriage?
- Is there such a thing as love at first sight?
- Do you research somebody online before dating them?
- What do you look for in a partner?
- What's the best age to have children?
- Would you start or finish a relationship by text / email?

7 2.13 Listen again. How do they answer the questions?

Speaking

8 Discuss the questions in exercise 6. Use some of the Key phrases. Make notes about your partner's opinions.

KEY PHRASES

Agreeing and disagreeing

I agree / disagree with you about that.
Exactly!
I know / see what you mean, but ...
I don't really see it that way ...
I'm not so sure about that.

9 Write about what your partner said in exercise 8.

Complete all activities in your notebook.

Unit 5 65

9.7. Appendix G

Quizlet to practice the vocabulary

We should always show _____ to everyone.

_____ is important in a good friendship; you should always tell the truth.

Helping the poor and sick is an act of _____.

We should challenge our _____ and get to know people before judging them.

It takes time to build _____ in a relationship, but it can be lost quickly.

A small act of _____, like a smile, can brighten someone's day.

They _____ in a beautiful ceremony last month.

We _____ a lot _____, like our love for music and animals.

They _____ yesterday, after three years together.

It took him months to _____ his ex.

I _____ them at a summer festival last year.

I want to _____ in the future to become a mother/father.

He will _____ her _____ for dinner today.

They decided to _____ and move in together.

_____ is a serious problem that affects many societies around the world.

9.8. Appendix H

Exercises to review reported speech

Reported speech exercises

Exercise 1: Change the sentences into reported speech.

1. "We're studying for our final exams." they said.

0. "I have never been to Paris." Mark told me.

0. "She was waiting for you at the station." John said.

0. "I'll call you tomorrow." Anna said.

0. "Don't touch this button!" the engineer warned.

0. "We can begin the project." my boss suggested.

Exercise 2: Rewrite the questions using reported speech.

1. "Where do you live?" she asked me.

0. "Did you enjoy the concert?" he asked.

0. "What is he doing today?" she asked.

0. "Will you be at the meeting tomorrow?" John asked.

9.9. Appendix I

Reported speech exercise correction

EXERCISE 1

1. "We're studying for our final exams," they said. —————> They said they were studying for their final exams.
2. "I have never been to Paris," Mark told me. —————> Mark told me that he had never been to Paris.
3. "She was waiting for you at the station," John said. —————> John said that she had been waiting for me at the station.
4. "I'll call you tomorrow," Anna said. —————> Anna said she would call me the next day.
5. "Don't touch this button!" the engineer warned. —————> The engineer warned us not to touch that button.
6. "We can begin the project," my boss suggested. —————> a) My boss suggested beginning the project
b) My boss suggested that we begin the project.

EXERCISE 2

1. "Where do you live?" she asked. —————> She asked me where I lived.
2. "Did you both enjoy the concert?" he asked. —————> He asked us if we had enjoyed the concert.
3. "What is he doing today?" she asked. —————> She asked me what he was doing that day.
4. "Will you be at the meeting tomorrow?" John asked.
—————> John asked me whether I would be at the meeting the following day.

9.10. Appendix J

Baamboozle game

My Library Games Blog News ¹ Class PIN Upgrade

GAME PREVIEW

Reported speech

Game Code: 3063116

English 20 Public

Practicing reported speech!

Hide

Play

Study

Slideshow

Share

4 weeks ago ▶ 7

"I love playing video games," Alex said.

"We went to Barcelona last week," Maria said.

"I will call you tomorrow," Peter told me.

"Inma and Ainhoa are the best," she told us.

"Let's go to the beach this weekend," Anna suggested.

"Help me carry this bag," my mom told me.

"Are you coming to the party?" she asked.

My Library Games Blog News ¹ Class PIN Upgrade

"Inma and Ainhoa are the best," she told us.

"Let's go to the beach this weekend," Anna suggested.

"Where do you live?" she asked him.

WHERE?

"You must wear a seatbelt," the police officer said.

"I can swim very fast," Mike told us.

"Help me carry this bag," my mom told me.

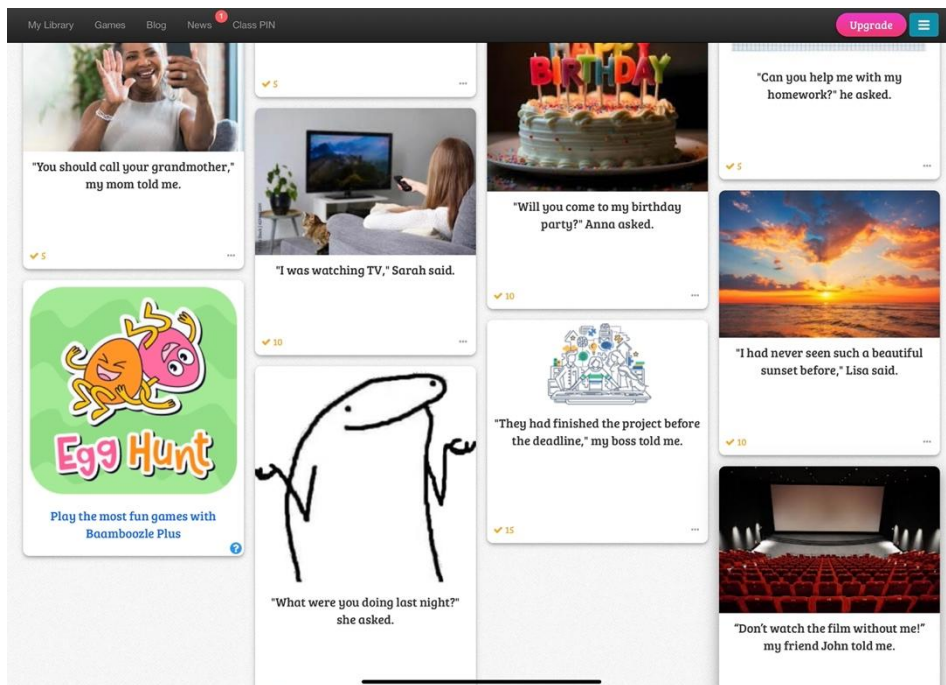
"We might go to Paris next summer," Sarah said.

"Are you coming to the party?" she asked.

"Don't talk during the exam," the teacher told us.

ssh

HOMEWORK



9.11. Appendix K

Instructions for the telephone game

TELEPHONE GAME (INSTRUCTIONS)

Divide students into **4-6 groups** (lines or circles):

- 1) The teacher **whispers** a sentence in **direct speech** to the first student in each group. The sentence includes a **word** from the vocabulary.
- 2) Each student **passes** the sentence to the next person in their group.
- 3) When the sentence reaches the last student in all of the groups, they must:
 - a) Say it out loud but using **reported speech**.
 - b) Write the **meaning** of the word (to avoid cheating) and say it out loud.
 - c) SIDE NOTE: the last student can write down the sentence in DIRECT SPEECH → the REPORTED SPEECH one will only be spoken.

How to get points:

- **2 points** → correct sentence + correct word meaning.
- **1 point** → Correct sentence, but incorrect word meaning (or vice versa).
- **0 points** → incorrect sentence and word meaning.
- The group that has more points at the end, **wins**.

9.12. Appendix L

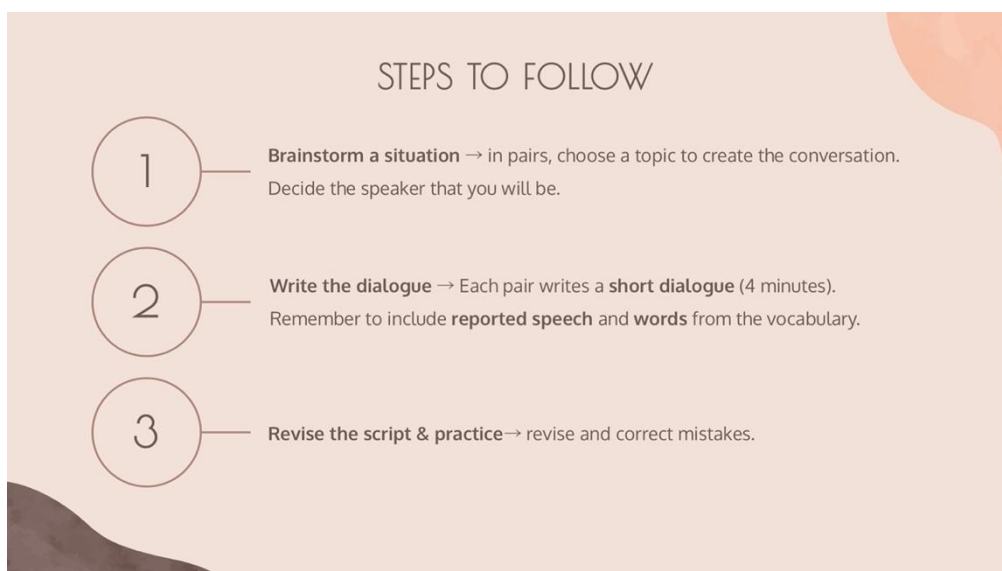
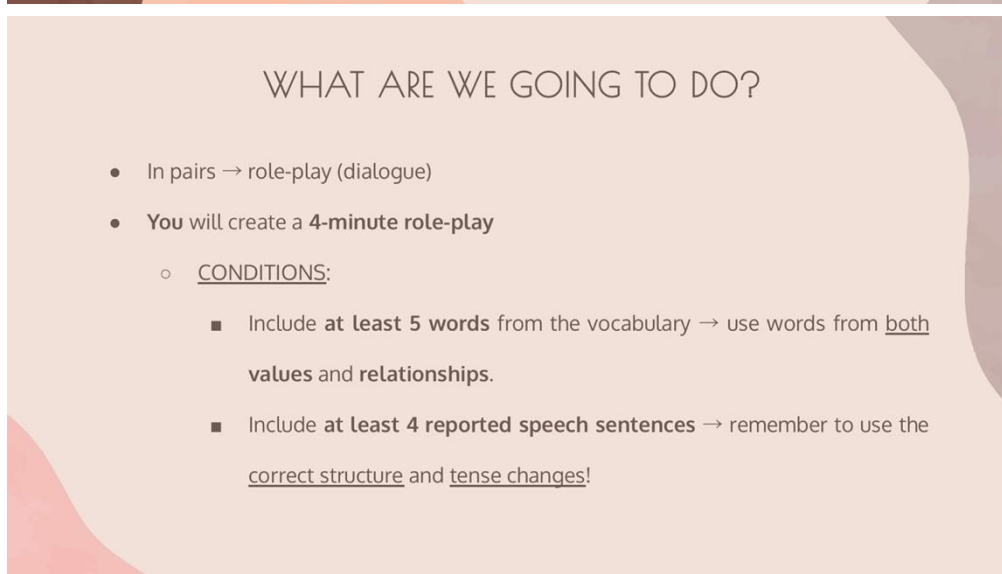
Telephone game sentences (reported speech and vocabulary)

TELEPHONE GAME SENTENCES (key)

1. "Honesty is very important in every friendship," Tom said.
 - a. Tom said honesty was very important in every friendship.
2. "Respect is helping people get on well," she said.
 - a. She said respect was helping people get on well.
3. "All types of discrimination should end," they said.
 - a. They said all types of discrimination should end.
4. "Don't trust someone who lacks honesty," my friend told me.
 - a. My friend told me not to trust someone who lacks honesty.
5. "I'd never gone out with her until today," he told me.
 - a. He told me he'd never gone out with her until that day.
6. "I'm going to make a commitment tomorrow," James said.
 - a. James said he was going to make a commitment the following day.
7. "Prejudices will not be tolerated in this job" the manager warned.
 - a. The manager warned THAT prejudices would not be tolerated in that job.
8. "Loyalty must be an important value for everyone," she said.
 - a. She said loyalty had to be an important value for everyone.
9. "Do you have something in common with him?" she asked.
 - a. She asked WHETHER / IF I had something in common with him.
10. "You should get to know each other better," my friend recommended.
 - a. My friend recommended THAT we should get to know each other better.
 - b. My friend recommended getting to know each other better.
11. "'When did they have children?'," Anna asked.
 - a. Anna asked when they had had children.
12. "I was travelling to France one year ago when we broke up," she said.
 - a. She said she had been travelling to France the year before when they broke up.

9.13. Appendix M

Role-play instructions



CHOOSE 1 OF THESE TOPICS

1. "Relationship Gossip & Advice"

One friend is going through a breakup and shares their feelings with another friend. They discuss what went wrong and what others have said about the situation.

2. "Standing up for a Friend"

A student overhears a classmate saying something unfair or unkind about a friend. He/she later talks to the friend about it, reporting what was said and deciding how to handle the situation.

3. "A Family Discussion About the Future"

A teenager is talking to their parents about future life plans. The parents express their hopes and expectations, while the teenager shares a different perspective. Later, the teenager tells a friend about the conversation, reporting what was said.

4. "A Social Media Scandal"

Two friends are discussing the latest controversy involving a famous influencer. They debate whether the influencer's actions were right or wrong, sharing what they read online and how different people have reacted.

Example of role-play script: "Getting Over a Breakup"

Emma: I still can't believe it... Jake and I **broke up** yesterday. He told me he wasn't ready to **make a commitment** and said that we were too young to plan our future together.

Lucas: So, are you saying that he doesn't want to **get married** one day?

Emma: Exactly! And you know what? Our friend Sophia told me that Jake had been flirting with another girl! When I asked him, he just said that it wasn't true, that he respected me and that he would never lie. But I don't know if I can trust him anymore...

Lucas: That's awful. Honesty is so important in a relationship.

Emma: Yeah... but you know what's worse? Yesterday, after we argued, Jake told me that I was overreacting. And then, when I talked to him again, he said that we should take a break. But later, he told our friends that we had already **broken up!**

Lucas: Wow. That's not fair to you. He should have had the **dignity** to tell you directly, not let you find out through someone else.

Emma: That's what I think too! And I feel like people are judging me. One of my classmates said that maybe Jake had been right to break up with me. Can you believe that?

Lucas: That's so unfair. You deserve **respect**. A good relationship is built on **trust** and **kindness**.

Emma: Thanks, Lucas. I guess I just need time to **get over** this.

Lucas: You will. And who knows? Maybe one day, you'll **go out with** someone who really values you.

Emma: Yeah... but first, I need a break from dating. Let's just enjoy our milkshakes!

Lucas: Agreed!

9.14. Appendix N

Observation rubric during oral activities. Created with the help of ChatGPT.

1. Participation

Actively participates in oral activities and shares relevant ideas.

NA (0-4) – Does not participate or only speaks when required, without contributing ideas.

AS (5-6) – Participates occasionally; ideas are limited or require prompting.

AN (7-8) – Participates consistently and shares appropriate, relevant ideas.

AE (9-10) – Participates with enthusiasm; contributions show critical thinking and originality.

2. Collaboration

Engages constructively with peers, contributes to group tasks, and supports shared goals.

NA (0-4) – Does not cooperate; may interrupt or ignore group dynamics.

AS (5-6) – Attempts to collaborate but may dominate or remain passive.

AN (7-8) – Collaborates effectively; respects group roles and contributions.

AE (9-10) – Promotes teamwork, encourages peers, and improves group interaction.

3. Respect and Turn-Taking

Listens attentively, respects each person's turn to speak, and expresses themselves politely.

NA (0-4) – Interrupts, talks over others, or uses inappropriate tone.

AS (5-6) – Sometimes forgets to wait their turn or needs reminders.

AN (7-8) – Waits patiently, listens without interrupting, speaks respectfully.

AE (9-10) – Consistently models respectful communication and encourages turn-taking among peers.

4. Reflection

Reflects on personal and group communication, identifying ways to improve interaction and dialogue.

NA (0-4) – Does not reflect on communication or learning.

AS (5-6) – Offers superficial reflections or needs support to self-assess.

AN (7-8) – Reflects on performance and identifies areas for improvement.

AE (9-10) – Provides insightful self-reflection and suggests strategies to enhance dialogue.

9.15. Appendix O

Observation rubric during the oral activities about values and relationships. Created with the help of ChatGPT.

1. Empathy

Shows understanding and respect for others' feelings, ideas, and viewpoints.

NA (0-4) – Shows little or no awareness of others' perspectives.

AS (5-6) – Occasionally acknowledges others but may be dismissive.

AN (7-8) – Listens and responds with sensitivity to others' emotions and ideas.

AE (9-10) – Demonstrates deep empathy; validates and builds on others' contributions.

2. Democratic Use of Language

Uses inclusive and respectful language that encourages equal participation and diversity of opinion.

NA (0-4) – Dominates conversation or excludes others from participating.

AS (5-6) – Occasionally includes peers but may overlook or interrupt others.

AN (7-8) – Uses language that encourages participation and values all voices.

AE (9-10) – Facilitates open, balanced discussion and actively supports equal dialogue.

3. Non-Discriminatory Use of Language

Uses respectful language free of stereotypes, prejudice, or bias.

NA (0-4) – Uses language that is offensive, stereotyped, or discriminatory.

AS (5-6) – Occasionally uses inappropriate expressions without realising impact.

AN (7-8) – Consistently uses respectful and inclusive language.

AE (9-10) – Proactively avoids bias and promotes fairness and equality in communication.

9.16. Appendix P

Rubric for the role-play. Created with the help of ChatGPT.

| CRITERIA | POOR (1) | SATISFACTORY (2) | GOOD (3) | EXCELLENT (4) |
|-------------------------------------|---|--|--|---|
| Fluency | Frequent pauses, hesitations, and difficulty forming sentences. | Some hesitation, unnatural pace, or difficulty maintaining conversation. | Generally fluent with occasional pauses or hesitations. | Speaks smoothly with few or no hesitations; natural pace. |
| Pronunciation | Frequent pronunciation errors make understanding difficult. | Pronunciation errors occasionally affect understanding. | Generally clear pronunciation with minor errors. | Clear and accurate pronunciation with minimal errors. |
| Grammar & accuracy | Frequent errors that interfere with communication. | Several grammatical errors but meaning is still understandable. | Mostly correct grammar with occasional errors. | Uses a variety of correct grammatical structures. |
| Vocabulary | Very basic or incorrect vocabulary, affecting communication. | Limited vocabulary, some difficulty expressing ideas. | Good range of vocabulary, occasional misuse of words. | Wide range of appropriate vocabulary, well-adapted to the role-play. |
| Interaction & engagement | Struggles to interact, lacks engagement, or minimal response. | Some difficulty responding naturally, limited engagement. | Engages well with the partner, mostly appropriate responses. | Fully engages with the partner, responds naturally, and shows strong understanding. |

| | | | | |
|---------------------------------|--|---|---|--|
| Comprehensibility | Difficult to understand, requiring significant effort. | Requires effort to understand due to errors or pauses. | Mostly understandable, minor effort needed. | Speech is easily understood with little or no effort. |
| Content: reported speech | Does not include reported speech / uses reported speech incorrectly. | Includes some reported speech sentences, more or less accurately. | Includes the minimum of reported speech sentences, and their use is mostly accurate and understandable. | Includes the minimum of reported speech sentences or more, and their use is perfectly accurate and understandable. |
| Content: vocabulary | Does not include words from the vocabulary / uses the words incorrectly. | Includes some of the words more or less accurately. | Includes the minimum of words, and their use is mostly accurate and understandable. | Includes the minimum of words or more, and their use is perfectly accurate and understandable. |
| Mark out of 10 | No assleix (0-4) Assleix satisfactoriamet (5-6) Assleix notable (7-8) Assleix excel·lent (9-10) | | | |