Universitat de València

Master's Degree Final Dissertation

MÁSTER UNIVERSITARIO EN PROFESOR/A DE EDUCACIÓN SECUNDARIA, BACHILLER, FORMACIÓN PROFESIONAL Y ESCUELA DE IDIOMAS (LENGUA INGLESA)

AN EDUTAINMENT IMPLEMENTATION IN AN ENGLISH VOCATIONAL TRAINING CLASS

Jorge Pomar Vazquez

Supervised by: Dr. Juan Carlos Casañ Núñez

Academic year: 2020−2021

Abstract

Edutainment is defined as the marriage between education and entertainment, aspects that every teacher would like to incorporate in their lessons. However, there is still not enough implementation of this approach to conclude if it is useful when teaching a foreign language. This study aims to contribute to the educational community with a case that could be a starting point for further experimentation. This research was carried out during 2 weeks involving two groups of students from the 1st year of High Vocational Training class. Edutainment was exercised in the experimental group and Task-Based Learning and Focus on Form methodologies were implemented in a control group to compare the evolution of both groups and indicate which group shows better improvements. The first objective of this research is to find out if Edutainment is a valid pedagogical tool to teach grammar contents such as comparatives and superlatives, giving opinion structures and adjectives that end in -ed and -ing. The second objective is to gain feedback from the students about the approach. Pretests and posttests about the grammar contents showed that the most effective learning method was Task-Based Learning and the initial and final questionnaires revealed that the students enjoyed the Edutainment approach and had a positive opinion about it.

Keywords: Edutainment, Task-Based Learning, Communicative Language Teaching, Focus on Form

Resumen

Edutainment ha sido definido como la unión entre la educación y el entretenimiento, aspectos que todo profesor querría tener en sus clases. Sin embargo, todavía no hay una implementación suficiente del enfoque para afirmar de una forma clara si es útil utilizarlo en las clases de aprendizaje de segundas lenguas o lenguas extranjeras. Este estudio tiene la ambición de contribuir a la comunidad educativa con un caso que podría ser un punto de partida para futuras investigaciones. En este trabajo se describe una investigación que duró 2 semanas en dos grupos de alumnos de 1º de un curso superior de formación profesional, donde se implementó el Edutainment en el grupo experimental y se implementaron las metodologías de Aprendizaje basado en tareas y Focus on Form en el grupo de control con la intención de comparar el desarrollo de ambos grupos e indicar cuál muestra una mayor evolución. El primer objetivo de esta investigación es averiguar si el Edutainment es una herramienta pedagógica válida para enseñar contenidos gramaticales como: comparativos y superlativos, estructuras para dar opiniones y adjetivos que terminan en -ed y -ing. El segundo objetivo es conocer la opinión de los alumnos sobre el enfoque. Los tests previos y posteriores sobre los contenidos gramaticales mostraron que el método más eficaz para aprenderlos era el Aprendizaje basado en tareas y los cuestionarios iniciales y finales revelaron que los estudiantes disfrutaban y tenían una opinión positiva sobre el Edutainment.

Palabras clave: Edutainment, Aprendizaje basado en tareas, Enseñanza comunicativa de la lengua, Focus on Form

Resum

Edutainment va ser definit com la unió entre l'educació i l'entreteniment, aspectes que tot professor voldria tindre en les seues classes. No obstant això, encara no hi ha hagut una implementació suficient de l'enfocament per a afirmar d'una forma clara si és útil utilitzar-lo o no en les classes d'aprenentatge de segones llengües o llengües estrangeres. Aquest estudi té l'ambició de contribuir a la comunitat educativa amb un cas que podria ser un punt de partida per a futures investigacions. En aquest treball es descriu una investigació que es va a dur a terme durant 2 setmanes en dos grups d'alumnes de 1r d'un curs superior de formació professional, on es va implementar el Edutainment en el grup experimental i es van implementar les metodologies d'Aprenentatge basat en tasques i Focus on Form en el grup de control amb la intenció de comparar el desenvolupament de tots dos grups i indicar quin mostra una major evolució. El primer objectiu d'aquesta investigació és esbrinar si el Edutainment és una eina pedagògica vàlida per a ensenyar continguts gramaticals com: comparatius i superlatius, estructures per a donar opinions i adjectius que acaben en -ed i -ing. El segon objectiu és conèixer l'opinió dels alumnes sobre l'enfocament. Els tests previs i posteriors sobre els continguts gramaticals van mostrar que el mètode més eficaç per a aprendre'ls era l'Aprenentatge basat en tasques i els qüestionaris inicials i finals van revelar que els estudiants gaudien i tenien una opinió positiva sobre el Edutainment.

Paraules clau: Edutainment, l'Aprenentatge basat en tasques, Ensenyament comunicatiu de la llengua, Focus on form

Table of Contents

List of tables

List of figures

1. Introduction

Nowadays, schools face a wide variety of challenges related to updating, revision and development of pedagogic practices that give an answer to new necessities and characteristics of a population in constant change (Orozco & Pineda, 2018). The objective of this institution is or should be to leave behind traditional teaching practices that marked the passiveness of a student where the knowledge is not built by the students but transmitted unidirectionally from teachers to them.

Students from vocational training classes today are *digital natives,* a term coined by Marc Prensky in 2001. Pupils from the school where the research was done mentioned that they are more used to swiping or playing on an electronic device than turning a page of a book. Certainly, an exaggeration which reflects a reality, students are active in almost all the activities they participate in nowadays. Considering this, classes should be appealing enough for students to promote encouragement towards learning. Pupils should participate and it could be achieved by designing lessons that suit them and are not only practical to implement for teachers.

Edutainment is a form of entertainment designed to educate (Agarwal et al., 2019). This approach shares the main educational principles as *Communicative Language Teaching* (CLT) and uses the media that most of the students are already consuming and gives it an educational aspect. This approach is wide and, in some ways, abstract. For this reason, it has received some criticism from authors claiming that it needs to be defined more concretely to test if it works. Nevertheless, there are positive aspects of this methodology like increasing learners' excitement to learn trough activities based on entertainment or making students have a good time while they are learning because they are creating and experiencing in class (Aksakal, 2015). This paper tries to make a step forward in that direction, implementing a research in that line to analyze if it shows an improvement of results in adult students comparing it against a *Task-Based Learning* (TBL) methodology (Karaki & Farrah, 2019; Prabhu, 1987) while *Focus on Form* (FonF) procedure (Ellis, 2009) is applied.

This research was carried out in a high vocational training class with adults. The implementation lasted 2 weeks and the class was divided into an experimental group where Edutainment was employed and the control group where TBL and FonF were used. Both groups answered a pretest in the lesson 1 and a posttest in the lesson 6 to answer the research question 1 where they were asked about grammar concepts (comparatives and

superlatives, giving opinion structures and adjectives end in -ed and -ing). The results of these two groups were compared and the progression was measured. In order to answer the research question 2, the experimental group answered an initial questionnaire at the beginning of the implementation and a final questionnaire once these lessons were over. This question has the objective to know what are the thoughts of the participants about taking English lessons following an Edutainment approach.

1.1 Justification

The reason why this paper is written is that I wanted to discover if the way I learnt English could be applied to students from a high vocational training class. I finished Bachiller with an A1/A2 level of English and after a few years of being out of touch with the language, just by being exposed to English entertainment, I passed a B2 level on an English exam. With this research, I want to check if Edutainment could be used in schools, inside the CLT framework (Hymes, 1972), in order to prevent some learning gaps that I found in my language learning process. If I had felt a higher level of motivation produced by an appealing approach like Edutainment during my English lessons, I would have learnt more and most of all, enjoyed those lessons.

Once that the personal motivations have been explained, the next topic for discussion is the academical reasons. Many authors talk about the benefits of using Edutainment as an approach to teaching a second language. Edutainment makes students active in the learning process. They express personal preferences and show a subjective reaction to the proposed activities. Hence, they start to build knowledge easily because the concepts that are being provided to them are meaningful (Chilingaryan & Zvereva 2020).

Another reason to do research in this field is that there is not enough evidence of its efficiency even though, it could be beneficial for education as stated by Anikina and Yakimenko (2018). For these reasons, this paper implements a research and tests if the theories that endorse this approach work in real-life situations.

1.2 Purpose statement and Research questions

This paper aims to investigate if there is a performance improvement in high vocational training class students when an Edutainment approach is used. In order to find out, the experimental group results are compared with those of the control group.

The Research Questions which are the starting point of this paper are the next ones:

- R.Q. 1 Can the active use of the Edutainment approach be a valid pedagogical tool for students from an English as a foreign language class of a high vocational training group to learn grammar contents such as comparatives and superlatives, adjectives that end in -ed and -ing and giving opinion structures?

- R.Q. 2 Do students from a high vocational training class enjoy using Edutainment as an approach to learning in English as a foreign language class?

The general hypothesis is that when both groups are tested, the experimental group shows better results than the control one as a confirmation that Edutainment is an efficient and productive way of teaching.

In relation to R.Q.1 it is hypothesized that because Edutainment promotes intrinsic motivation, practical use of English from the beginning and follows the guidelines of CLT, which is proved to work, the participants of this research embrace the method and it is proved that in fact, Edutainment is a valid tool to learn grammar contents.

Moving on to the hypothesis about which results are obtained from R.Q.2, it is considered that these activities are designed to be fun and at the same time educational. It is contemplated that the objective of putting together these two aspects is achieved because firstly, it worked for me, and secondly, there are studies which prove that fun and enjoyment promote higher motivation in students (Lucardie, 2014). It is believed that students enjoy these lessons because they are designed for them after knowing them for 2 months.

2. Theoretical Framework

This part of the paper describes the methodologies that are chosen to be implemented in the research: Communicative Language Teaching, Edutainment, Task-Based Learning and Focus on Form.

2.1 Communicative Language Teaching

CLT has a long history and evolution that could be enriching to be reviewed since it began as a response to the *Grammar Translation Method* (Rambe, 2017). Chomsky (1965) created the term *Communicative Competence*, declaring a difference between Competence and Performance. Competence for Chomsky is the ideal language system that every person has and while using this system is able to create an infinite number of sentences with a finite number of grammatical rules. Chomsky believes that Competence and Performance can be studied independently due to the fact that Performance is only the process of applying the knowledge acquired by the Competence of the language use.

Hymes (1972) took the general term from Chomsky thinking it was too narrow because the definition of Competence was too idealistic. Because of that, the explanation of Performance was inadequate. Hymes proposes that the relation between Competence and Performance stated by Chomsky only works in an ideal world and it is necessary to take into account that English speakers are a heterogeneous speech community. Hymes does not understand Performance as a direct translation of Competence, like Chomsky does, because some variables that could exist in an exchange of communication are not taken into account as are the following ones: distractions, errors, memory limitation or shifts of attention.

Canale and Swain (as cited in Ohno, 2006) state *"the sociolinguist work of Hymes is important to the development of a communicative approach to language learning"* (p.28). In the article, it is mentioned that there is an important difference that Canale and Swain proclaim between the Communicative Competence from Hymes and the development of the CLT. Hymes suggests that grammar has no use without norms of language rules while Canale and Swain have an opposite idea, rules of language need regulation of grammar to make sense. They underline that the study of grammatical competence is essential to achieve communicative competence (Canale & Swain, 1980).

With the objective of reviewing some of the authors who write about CLT, Richards and Rodgers (2014) summarize the principles of CLT as follows:

1. Make real communication the focus of language learning
2. Provide opportunities for learners to experiment and try out what they know
3. Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence
4. Provide opportunities for learners to develop both accuracy and fluency
5. Link the different skills such as speaking, reading and listening, together, since they usually occur together in the real world
6. Let students discover grammar rules

CLT is a wide and deep approach that could not be defined with closed and hermetic statements because it has so many ramifications. Once that the foundation of the approach is revised it is time to cover how the method is being implemented at the present.

According to Toro et al. (2018), students should be exposed to real situations to discover the vocabulary necessary to resolve these situations when they occur in their real lives. Another highlighted aspect is that students should be exposed to the target language the maximum time possible. In countries like Spain, English is not a second language but a foreign language. Students do not have natural exposure to English in their environment unless they look for it on purpose. That is why teachers in class should use English all the time, especially with adults, probably because these classes are the only English input they receive. The quality of input is also important otherwise, students could learn from pre-recorded lessons and teachers would no longer be necessary. Krashen (1987) talks about *Comprehensible Input* which means teachers should talk in the target language but adapt their discourse to their students, so they can understand them. It could be done using gestures, slowing down the rhythm of speaking or using simpler vocabulary.

An additional benefit of this approach can be read in Chen (2015), where it is supported, that students show positive learning attitudes and are more active when they perform activities including the use of short videos or role-plays. From this article it can be understood that CLT is a method that puts the student in the center of the class, involving him/her in the process of making decisions. This position of the students creates an engagement between students' attention and teachers that fosters their learning in the sense, that they need to be alert because the lesson demands it. In other methods, pupils can stop listening to the teachers because they know that they are not going to be asked

since teachers ask for volunteers to correct exercises, so their best classmates answer everything. Normally, these kinds of students are the ones with the most difficulties and for this reason, they do not want to answer and look silly in front of their classmates. The problem aggravates little by little when they do not pay attention because they have a lower level, so they stay on their level and it is hard for them to improve.

In CLT lessons, this situation does not happen if the methodology is carried out properly because the final goal is not to use perfect English but maintain the communication flowing (Nunan, 2003). It is mandatory to keep in mind that in CLT the failure is part of the process, errors are not punished (Rambe, 2017). On the contrary, they are seen as windows to clarify concepts and learn from them.

Rambe also confirms the elements of communicative competence that were described in the past by other authors. Linguistic, Sociocultural, Actional, Strategic and Discourse competence should be acquired through the use of the four main skills: listening, speaking, reading and writing. The understanding of the target language that CLT evokes is that it is a tool. In order to learn how to use this "tool" students should always practice with a clear final goal in mind; languages are learnt to be used.

2.2 Edutainment

Chilingaryan and Zvereva (2020) declare that this approach is based on different communicative theories:

- *Petty's theory of persuasion* where it is stated that a person's response to the information, she/he is receiving is conditioned by psychological components as are: improvisation, living, relaxation and reflection. Then the degree of credibility of what the message being transmitted depends on the quantity, quality and form of the arguments that are being provided to defend that statement (Petty & Cacioppo, 1986).
- *Bandura's theory of social learning*, also known as social learning theory explains that human behavior is regulated not only by conditioning, reinforcement and punishment but a complex correlation of external and internal factors, which are an excellent incentive that generates an immediate reaction. Bandura's theory takes into account the internal factors of the individual (Nabavi, 2012).
- *Rogers' diffusion theory*, according to which no new idea ever gets into a group of people as a whole from the beginning. Over time the ideas expand and gain

momentum gradually through a specific population or social system (Rogers, E.M. 2003).

Between all the existent definitions of Edutainment, the one from De Wari (2008) is still updated and keeps the essence of the beginning: Edutainment is an adequate harmony between multimedia contents, psychological techniques, new technologies and information. This approach consists of bringing components of the entertainment as: games, drama, films or songs and use them as educational materials. Therefore, these materials need to be used in a communicative way to make students inductively learn the target language through meaningful examples.

Edutainment proves effective when it comes to gaining more quantity of information by a large number of people in a short period (Donovan, 2010). The objective of teaching English in schools is to make students learn as much as possible or help them create a solid foundation to improve their target language in the future. As shown in the previous article, learning does not need to be boring or tedious; On the contrary, the more fun or excitement students feel the more they learn.

A study performed with adults (Lucardie, 2014) about the relation of fun and learning shows that 63% of adult learners believe that fun and enjoyment impact their learning. Having fun and enjoying the experience of using Edutainment in class means that adult learners are not bored and are more likely to pay attention.

A further key point English lessons should achieve is create permanent learning in students. Edutainment accomplishes this goal by using meaningful materials for students (Aksakal, 2015). This approach makes students engage in lessons because they are taken into account when activities are designed. The teacher needs to know his/her students before creating the didactic units and this is one of the reasons why this approach is hard to implement in the current educational system of Spain. Even though more research needs to be carried out, Edutainment could be enriching and refreshing for students that are used to taking classes where they are passive and they are not the center of the class.

Aksakal (2015) summarizes the next common qualities of Edutainment:

- Entertainment and interaction, which is thought to be missing in education, help to attract learners' attention.
- Combining education and entertainment increase learners' excitement and enthusiasm to learn the subject and information that is hard to learn.
- Pupils learn easily by making subjects and information more enjoyable.

- Attracting learners' attention and supplying permanence of learning by rousing learners' feelings.
- It helps to internalize difficult subjects with visual methods like in real life.
- Teaches how to use resources and methods, regarding the value of life by combining educational aims and measurements.
- Teaches how the individuals in learning environments apply their knowledge.
- Finally, it provides a good time to learners while they create and experience.

Argan and Sever (2010) discuss the positive relationship between active learning and taking part in the lessons experienced by adults, university students, when they are using Edutainment. This approach belongs to the spectrum of communicative approaches where the center of the class is the student, and he/she is required to be active. For this reason, pupils need to be active in classes because it is a mandatory element that must happen to make them learn and make the most of the methodology. It needs to be considered that not only their participation is necessary (Curran & Rose, 2006), they need to be the center of the class. In some methodologies, students are "active" in the sense that they are answering questions but they are not the center of the class, the teacher is. It could be considered that students are in the center of the class when the activities are thought with them in mind and are designed to fulfill their needs, which is what Edutainment does. On top of that, the use of video clips is a type of multimedia resource that claims the attention of students as Muslem et al. (2017) stresses and from this kind of appealing material student-centered activities can be designed.

Having displayed all these arguments providing support for implementing this approach in classes, Chilingaryan and Zvereva (2020) indicate that everybody should consider that Edutainment is not an alternative to regular traditional education. At the moment, it cannot replace traditional forms of education but instead it becomes an excellent addition to them. This idea could be bound to the fact that there is still a need for conducting research that supports this approach as a methodology to implement in regular classes of English. Although, it is an approach that has had a long path, its implementation in classes relies heavily on numerous resources: computers, access to the Internet, projector, smartphones, speakers, etc. If one of these resources fails or simply does not work, the whole session could be a fiasco. Considering the limitations of the educational system of Spain in the current times, it is understandable why some Spanish

teachers would be reluctant to implement it in class just because of the troubles that it could cause.

It can be legitimate to say that further research is necessary to demonstrate that Edutainment is as a valid pedagogical tool, but it is also true that projects have been carried out with positive outcomes using this approach. As cited in Shadiev et al. (2018) we can see some examples of Edutainment applied in class that shed some light on the difficult task of trying to narrow this broad approach into specific lessons. Yen et al. (2018) develops an application to play on smartphones with the objective of promoting students' local cultural learning. Another example is the work of Nguyen et al. (2018) that reports on a study whose goal consists of stimulating the learning of English as a foreign language. In this publication, the use of the application, ezTranslate system, is described to adapt a learning activity to the interests of the students and at the same time, the students participate in physical exercises in a real context.

A third example is Bossavit et al. (2018), where a partnership between a museum and a school to facilitate the students' learning about a modern art artist is explained. Mini-games are designed for primary and secondary students, trying to make them understand various abstract concepts. Representative sculptures are selected to be explained through activities with the goal of approaching these sculptures to students in an interesting way that would not be so obvious at first sight. Last but not least, the final example that is considered worthy to share is the one by Jong et al. (2018). These authors explain the development of a mobile application that supports students performing authentic outdoor inquiry-based learning in the area of social humanities.

2.3 Task-Based Learning

Prabhu is one of the forerunners of TBL which was so popular in the 90s, after him, the educational community started to implement his method in their English classes as a second language or as a foreign language. For these reasons, it is mandatory to start this section with the definition by Task Based Learning (2013).

> Task-based learning is a different way to learn languages. It can help the student
>
> by placing him/her in a situation similar to the real world, a situation where oral
>
> communication is essential for completing a specific task. Task-based learning

has the advantage of getting the student to use his/her skills at his/her current level to help develop language through its use. It has the advantage of making the student focus on achieving a goal so that language becomes a tool, making the use of language a necessity. (p.3).

In the definition, the use of a language as a tool instead of a specific goal is mentioned, confirming that this method shares educational principles with CLT. The target language is learnt by doing, which keeps students active and in the center of the class. A different aspect that can be extracted from this definition is that the method adapts itself to the level of students. The same task could be resolved in so many ways and all of them could be correct because the level of English wanted by the teacher could be distinct. TBL helps transform abstract knowledge, as grammar rules, to real-world applications by students practice since the beginning.

As stated in the title of the methodology, the word *task* has an important meaning to understand what the methodology is about. One of the original explanations for the word task is the next one: "An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'". (Prabhu, 1987, p. 24). Now the TBL has advanced, and to this definition, it would be necessary to add that students apart from the process of thought need to exchange information between themselves, if it is possible in the target language to produce the outcome that would try to solve the task.

Prabhu (1987) states that the method consists of performing two related tasks per lesson, the pre-task and the task itself. In the pre-task, the teacher presents or demonstrates to the whole class the task and changes the difficulty depending on the feedback from his students. Then, students work individually on the task and receive feedback from the teacher (Long & Crookes, 1991).

A few years later, Yuan and Willis (1999) established a clear structure to use TBL. Sessions are divided into the pre task, main task and post-task or language focus. In the first part, students become familiar with the lexicon that is going to be used and at the same time, students are exposed to the target language. In the main task part, there are three parts: task, planning, and report. In the first one, students perform the task in pairs or small groups while they focus on meaning and fluency. The planning part is where students discuss and decide how they are going to report to the rest of the class. The report

stage consists of learners sharing with the class the results of their task, having in mind what they had prepared in the previous stage. In the last phase, the post-task, the teacher should make learners reflect and focus on the language used in the activities to develop their linguistic repertoire. This way of dividing the lesson could be reaffirmed in Task Based Learning (2013).

The resolution of these tasks increases their self-esteem and makes them more confident to face new challenges in the future (Azlan et al., 2019). At the same time, teachers must know how much English their class knows to correct the tasks according to their level and not expect results above their stage. If this happens, students find activities discouraging and the whole point of using this methodology to promote their active behavior could be not achieved.

One of the reasons for choosing TBL in this research is the benefits that can be found in the work of Karaki and Farrah (2019). TBL improves interaction and motivation among students in large classes. As students are using the target language from the beginning, they have the opportunity to test their declarative knowledge. As a result of this, they show a better oral English performance. Moreover, the use of TBL shapes up their critical thinking skills considering that there are not pre-established correct answers to the tasks proposed by the teacher. Students need to be creative and learn how to use common sense to give competent answers.

2.4 Focus on form

Before starting to talk about FonF it is crucial to know the differences that exist between this method and Focus on Forms (FonFs). Shintani (2013) claims that FonFs is an old-fashioned approach which is realized within the framework of the present-practice-production method where the focus of the activity is to teach grammatical structures explicitly, leaving aside the meaning, which is not completely forgotten, but it is not the main focus. Language is divided into isolated elements as words, grammar rules or functions. Then, these items are taught one by one in an additive form following a linear syllabus.

These aspects contradict greatly the educational principles of CLT that is why it is not going to be used in this research and instead, the evolution of the method called FonF is a better match.

In FonF meaning comes before form. What FonF does is shifting the attention of learners from meaning to a linguistic form occasionally, but the general focus always

remains on communication (Long & Crookes, 1992). This shift could be started by students when they have doubts or by the teacher when a frequent error is detected.

There are studies criticizing FonF and FonFs as approaches that do not have empirical results to approve or discard them. However, Ellis (2009) stated that these methods fail if you understand them as an approach because they are procedures that can be used within a TBL method for instance offering positive results.

Ultimately, FonF occurs in activities where meaning is primary, but without forgetting that the secondary goal is to attract attention to form. Hence, as it is discussed before, it is not an approach but rather a set of techniques deployed in a communicative context. These techniques could be performed implicitly (recast) or explicitly (metalinguistic correction). The FonF may be pre-planned to address pre-determined linguistic features that the teacher wants to reinforce or foresee aspects that could be difficult to understand by students. Also, it can be incidental as a response to whatever communicative or linguistic problems that could arise while learners are focused on performing tasks. FonF can also occur before a communicative task is performed or while it is being performed (Ellis, 2016).

3. Methodology

3.1 Study design

This is a quasi-experiment project (Creswell, 2018) because the groups division was done by the high school where I did my internship in Valencia and not randomly by the researcher. This research has a between-subjects design (Keppel & Wickens, 2004) so that two groups participate with different independent variables applied to each of them. Also, a traditional and classical design as it is Pretest-Posttest Control-Group Design is implemented in this research. This procedure involves the random assignment of participants to two groups. In this case, due to the limitations previously mentioned the selection is not random. We follow the original scheme of the design; the treatment is only for the experimental group (implementation of the Edutainment approach) and both groups answer a pretest and a posttest, but the treatment is only for the experimental group.

3.2 Participants

The participants of this study are pupils that attend 1st of DAM (diseño de aplicaciones multimedia). All participants are adults and decided to freely participate in the research. The age of the participants is between 18 and 33. There are no women in the research because there are only men in the group where the implementation is taking place. The two groups are divided in alphabetical order, the first group starts from the first surname starting by A and ends in the letter M. The second group goes from the letter M until the last student of the class. The experimental group has 9 participants and the control one has 7.

During the first weeks of my internship, I noticed that the participants were cooperative and open-minded. Also, they were having lessons in a classroom where every student had their personal computer and the rest of the resources were working correctly. For these reasons, they were asked to participate in the research. The level of English of the participants was quite similar (B1+/B2) except for two exceptions. In the control group, there was a student that had a C1 level of English while in the experimental group one pupil had some trouble following the lessons as probably, he had an A2 level of English.

Before starting the intervention, my tutor told me that they were good students while they were attending face-to-face lessons but, they were not always doing their homework that she usually sent them as autonomous lessons at home.

3.3 Data gathering

To carry out this research, the data gathering instruments are an initial questionnaire answered by the experimental group (see appendix A) to know the students' opinion about the way they were receiving lessons before the research, and a pretest (see appendix B) answered by both groups to know the previous knowledge about the grammar contents that are taught in this implementation. Once that the implementation is done, the participants from the experimental group answer a final questionnaire (see appendix C) to know their opinion about the lessons taken using an Edutainment approach, and both groups answer a posttest (see appendix D) to evaluate their progression learning the selected grammar contents.

The pretest is aimed at evaluating their knowledge about the topic 4 Heritage of the *International Express Intermediate 3ed SB* that we use, and the initial questionnaire has the intention of discovering what are their general thoughts about the English class with their previous teacher.

Then, at the end of the implementation, a posttest evaluate what they have learnt related to grammar contents, and a final questionnaire measures what are their thoughts on the approach they received classes in. The pretests are compared with the posttests inside of each group and then, these results are compared between groups. On the contrary the questionnaires are only compared inside the experimental group. The initial and final questionnaires are only answered for the experimental group because they are the only students that have classes following the Edutainment approach.

Table 1

Students that completed the questionnaires and tests.

	EXPERIMENTAL GROUP (1)	CONTROL GROUP (2)
Initial Questionnaire: *I want to know you better*	8	
Pretest: *Questionnaire about your previous knowledge on the topic 4 of the book Heritage*	8	7
Final questionnaire: *I want to know your opinion about my teaching*	8	
Posttest: *Posttest about topic 4 Heritage*	8	7

3.3.1 Initial questionnaire and pretest

The initial questionnaire, answered only by the Experimental group, is titled: *I want to know you better*. The objective of this questionnaire is to know more about the participants, to know what languages they speak and to gain feedback about their thoughts of the English subject. The title of the questionnaire is informative to communicate the participants that it is necessary to collect information about them. Also, there is an introductory text explaining that it is a confidential questionnaire and it is used only with educational purposes. In this questionnaire, there are different types of questions: open-ended, 5-point Likert scale items and multiple-choice questions. Furthermore, the first 5 questions are sociodemographic. The rest of the questions ask about specific feelings that the researcher considers required to enjoy a lesson. These emotions are: pleasure (item 6), usefulness (item 7), motivation (item 8) and boredom (item 10).

The questions are in English because the level of the participants is high enough to understand them, but just in case someone misunderstood a question, there is an explanation before they start to answer them.

Pretest about your previous knowledge on topic 4 of the book Heritage is the pretest answered by both groups. The title of this text is informative and the introductory text has the aim of explaining to the participants what they are going to answer and stating that it is confidential. In this test there is the same type of questions as in the initial questionnaire but, there are also "fill in the gaps" exercises. The first 4 items ask about

what they know about the term heritage. Then, items 5, 6 and 7 ask about comparatives and superlatives; item 8 is about giving opinion structures and item 9 wants to know if they know how to use correctly adjectives that end in -ed and -ing.

3.3.2 Final questionnaire and posttest

On the last day of the intervention the students from the Experimental group completed *I want to know your opinion about my teaching,* a questionnaire intended to know how they felt about attending my classes and to answer Research question 2. The title is informative and there is an introductory text explaining that the test is confidential and that they need to reflect and express their opinion answering the questionnaire. There are the same questions as in the initial one except for the sociodemographic questions and an extra question asking if they had fun.

The last test both groups answered is called: *Posttest about topic 4 Heritage.* In this test, there is a descriptive title and an introductory text which explains how they should answer the test. The same questions are selected as in the first one because the intention is not to contaminate the results by using easier or more difficult questions. The posttest is used to answer Research Question 1.

3.4 Lesson Planning

3.4.1 General Guidelines

In this research, we implement a six-lesson plan (see appendix E) in two groups, experimental and control, from a high vocational training class for two weeks. Three of these lessons are autonomous work that students should do at home and the other three are face-to-face. In the experimental group, Edutainment is implemented while in the control group the TBL and FonF methods are followed. The contents that are dealt with can be found in Topic 4 "Heritage" from the book International Express Intermediate 3ed SB and are the next ones: definition of Heritage, comparatives and superlatives adjectives, giving opinions structures and adjectives ending in -ed or -ing. These contents were chosen because the tutor of the internship told me that lessons should follow the book because students needed to do an exam about the topic at the end of the implementation.

Considering that CLT is understood as an umbrella where Edutainment and TBL are found, we provide the means to make it possible.

Comprehensible input is taken into account to carry out the research in both groups because the main goal of CLT is to keep the communication flowing. Both activities as well as oral explanations are adapted to the level of the participants and constant questions are asked to check if they are following the class.

Moreover, students see video clips and oral activities are carried out based on them. In the lesson planning section, the videos are cited according APA 7th edition and the links can be found in the references section. Video clips are a type of multimedia resource that claim the attention of students and like it has been demonstrated in Muslem et al. (2017) help improve speaking skills when students work in small groups. In this research, students from the experimental group see video clips based on tv shows or movies and then the teacher engages in oral exchanges with participants to comment the videos. Additionally, students participate in games forming groups to compete with each other.

TBL methodology is implemented in the control group that is used as a reference to test if the approach used in the experimental group works or not. There are several ways of implementing TBL sessions but in this research, students perform activities individually and in groups, while FonF procedures take place during the lesson in case any student needs an assistant but most of all in the post-task part of the lessons. FonF is implemented by a 'focused task' through which learners are required to produce particular target features while performing the task (Ellis 2009; Celce-Murcia et al., 2010). New concepts are presented in an explicit way to students, then they are asked to perform tasks practicing these new elements without ignoring what they have been taught. Furthermore, the use of FonF is incidental, this procedure is realized by two teachers, the internship tutor and the researcher, with the objective of being aware of the majority of errors and mistakes that could appear. Then, these grammar misconceptions are solved depending on the context.

Likewise, FonF is applied during the post-task part of the sessions, after students have realized the task. These interventions could be personalized if the student has confidence enough to admit the correction positively or could be impersonalized if the students have low self-esteem and the correction would aggravate their state of mind.

3.4.2 Specific Guidelines

3.4.2.1 Lesson planning in the experimental group

<u>Lesson 1 Face-to-face</u>

The class starts by introducing the approach that we follow and explaining how we work. Then, they do the pretest and the initial questionnaire. Once they have finished, we play the next clip Linguaclips (2020) as an introduction to Comparatives, but we donot tell them our purpose. This clip uses scenes from famous films like Inception where the characters are using comparatives in different scenarios. We play it twice if it is necessary, and at that moment we ask them if they know what we are going to talk about today, we do a short brainstorming and if they do not find out we tell them that we are going to learn about comparatives. Now, it is time to review some doubts that they could have about comparatives and when these are solved, we move to the next activity.

The comparative section is over and the last activity of the lesson is watching the next clip World Monuments Funds (2019). This video is about remarkable monuments around the world and their importance. We introduce the Heritage topic with the video and we discuss its meaning orally and what it is heritage for them. Before finishing the lesson, there is an explanation about what they have to do in the autonomous lesson.

<u>Lesson 2 Autonomous work</u>

They need to see the next video about cultural heritage: TEDx Talks (2014), this video is about Sada Mire, a woman that describes her cultural heritage and the importance of heritage for communities. After watching the video, they need to talk with their parents about the oldest object that their family possesses or has possessed and explain it to the rest of the class in a presentation that should last around 5 minutes. If they do not feel comfortable talking with their family, they can invent a fictional story and try to trick the rest of the class. After their explanation, we ask them questions to find out if the object is real or not. They can bring a picture, video or prepare a presentation to screen it, so the rest of the class can see it. They are advised to use comparatives adjectives to practice.

<u>Lesson 3 Face-to-face</u>

We start the class by asking for the video we told them to see, we ask them questions and we summarize it orally. After we have done this warm-up, students do their presentations. Considering that between the time they spend presenting, and the questions made by the

rest of the class to guess if the story is real or not, there is no more time to do anything else in this session. It is important to remember that we need to explain to them what they have to do for their autonomous lesson.

Lesson 4 Autonomous work

They need to answer the questions of the video Ivana Rusinova (2020) using comparatives and superlatives. In the video famous songs are played with subtitles, every once in a while, there is a missing word in the subtitles next to a number, participants need to listen to the song to find out what word is missing. Furthermore, they need to create a new Word document and write the number and the correct adjective. If it is too difficult, they can check the lyrics online.

Lesson 5 Face-to-face

The lesson starts with the correction of the exercise they were supposed to do as autonomous work. We finish the presentations that we did not have time to do the last face-to-face lesson. After the expositions, we play a game called noughts and crosses to learn Giving opinion structures. We divide the students into 2 groups. Then, we write 5 categories on the board (giving opinion, agreeing sentences, disagreeing sentences, recognizing someone's point of view and partially disagreeing), after this, we announce the sentence: *I agree 100% with you.* I ask one team to answer the category this sentence belongs to. If they answer correctly, they have the chance to write a cross in a table of 3x3, if they fail, they don't write anything. We continue to provide examples and the first team that gets 3 in a row wins a point. The team with more points wins the game. The sentences that they need to classify are in the giving opinion document (see appendix F). The objective of this game is to make students learn the giving opinion structures inductively through trial-and-error process while they are having fun playing. At the beginning, they do not know to which category the sentence belongs so they have to take risks and little by little they understand what type of sentences are under each category.

Lesson 6 Autonomous work

Students see the next video learnwithvideos by Carlos Gontow (2019). In this video a few scenes from shows like *Grey's Anatomy* and *Big Bang Theory* are presented using adjectives ending in -ed and -ing in different situations. After watching this video, they need to create a dialogue for the characters of the TV show *Big Bang Theory* using adjectives that end in -ed and -ing. The scene has to have at least 150 words. They send it to my email and I will return it to them corrected.

<u>Lesson 7 Face-to-face</u>

They complete the final questionnaires and we thank them for their participation in the research. The rest of the class is taught by their regular teacher.

3.4.2.2 Lesson planning in the control group

<u>Lesson 1 Face-to-face</u>

There is an explanation of the research and the method we use, TBL and FonF. Once this is done, they do the pretest. My internship tutor helps me to carry out the FonF procedure in this group.

Pre-task

We present to them the topic of this unit that is *Heritage*. After this, we ask them what they think the term means and after a short brainstorming, we give the definition of heritage. Then, we ask them if there is any world heritage place in Valencia and after hearing them, we project the next website https://whc.unesco.org/en/list/782 and we will talk about La Lonja de la Seda.

Task

We form pairs or groups of 3. Now, some famous patrimony places examples are offered to each group, but they can choose whatever place they want. We ask them to prepare a short presentation where they need to talk for 2/3 minutes at the end of the lesson about a place with a significant history background. They can use Google Drive, Canva or a website they can access from the computer of the teacher to make their presentation. They can also send it by email and the teacher can access it.

List of famous patrimony places:

Machu Picchu, Peru.	Pyramids of Giza, Egypt.
Bagan, Myanmar.	Angkor Wat, Cambodia.
Great Wall of China.	Roman Colosseum, Italy.
Acropolis of Athens, Greece.	Stonehenge, England.
Borobudur, Indonesia	Mesa Verde, USA
Petra, Jordan	

Post-task

Students need to present using the information they have found on the Internet. When they finish, we correct common mistakes and highlight common aspects they have done correctly as a part of the FonF procedure.

<u>Lesson 2 Autonomous work</u>

Pre-task

They need to read the giving opinion structures sheet (see appendix F) and watch the next clip British Council | LearnEnglish Teens (2018) before the next face-to-face lesson. The video is a short clip where some giving opinion structures are provided. The aim of this pre-task is to prepare the participants for the task they should do the next lesson.

<u>Lesson 3 Face-to-face</u>

Pre-task

We review very quickly if they read the sheet we sent them for their autonomous work and saw the clip. We ask them a few questions and we solve any doubts about how or when to use giving opinion structures.

Task

The task consists on distributing the same topics to every student and they have to ask the rest of their classmates their opinions on the subjects and write them down. They need to use the giving opinion structures they have learnt as a rule. The topics chosen are based on previous conversations that they had in Spanish, so it is easy for them to express their thoughts. My tutor and I walk around the class checking mistakes and correcting them.

Topics to talk about:

- Which is the biggest animal you can beat with your bare hands?
- Would you rather gain 100 euros every time you make 10 push-ups or 1,000,000 euros one time and never exercise again?
- 3 objects you would take to a desert island
- Would you rather drink 4 liters of water in 30 minutes or 1 liter of vinegar in 24 hours?

Post-task

We ask every student to explain their opinions to the rest of their classmates about the topics we provided them with and we apply the FonF procedure again.

<u>Lesson 4 Autonomous work</u>

Pre-task

Participants need to read page 43 from their book (see appendix G) and the next clip about comparatives Linguaclips (2020). It is the same video the experimental group used and

as it is explained before, this clip uses scenes from famous films to provide examples of comparatives used in different situations.

<div align="center">Lesson 5 Face-to-face</div>

Pre-task

As we did in the previous face-to-face lesson, we make sure students have done their autonomous work and we check doubts about comparatives and superlatives.

Task

They need to read page 45 from the book (see appendix H) which is a city profile of Kyoto, Japan. Then, they need to write a city profile about a place where they lived or visited. If they do not want to write about any of these places because they think they are not interesting enough, they can write about a place that starts with the first letter of their name. In both cases, they need to point out patrimony monuments or the oldest aspects of the city they are writing about. The composition should have around 120 words. It is important to do this task in class because the teachers can help when content or grammatical problems arise.

Post-task

Some of the pupils present their compositions in class as they work for a travel agency. If there are students that do not want to do it or due to time limitations, could not present in class, they need to record themselves for 2/3 minutes at home doing it and we correct it afterwards. If they only want to record audio it is fine. We apply the FonF procedure to the presentations in class and we send an email with the correction to the students that send an audio.

<div align="center">Lesson 6 Autonomous work</div>

Pre-task

Participants have to read the next explanation about adjectives:

An adjective that ends in **-ING** is used to describe: the **characteristic** of a person, a thing or a situation. These adjectives are written to describe something that causes a feeling too.

An adjective that ends in **-ED** is used to describe: a **feeling** (or how a person feels) or an **emotion**. It is used to describe a temporary thing. Since only people (and some animals) have feelings, -ed adjectives cannot be used to describe an object or situation.

Task

They have to create a short audio clip (2/3 mins) explaining a joyful event, which could be vacations, birthdays or a day on the beach for instance. The students should use 3

adjectives ending with -ed and another 3 ending in -ing. Pupils send them by email to me and I correct them.

Post-task

Participants have to complete a language focus exercise about adjectives that end in -ed and -ing (see appendix I) and send it by email and I return it to them corrected.

<u>Lesson 7 Face-to-face</u>

They complete the final questionnaires and we thank them for their participation in the research. The rest of the class is carried out by their regular teacher.

3.5 Intervention

In the previous section, the original planning for the lessons is explained. Now the results are explained (see appendix J) and the reasons for them.

We start by talking about the experimental group. The first two lessons occurred almost as I expected. To be honest, my class time management was not too accurate and the activities lasted longer than I expected. The third session, the one where students needed to present a heritage object, was shocking, to say the least. Some of them performed at a level that was not expected, they surpassed my expectations talking about the use of language and content. One of them not only presented correctly, but he created a hilarious story that started as the others but ended in pure fantasy. All the participants knew it was fake, however, he showed a lot of talent.

As you can see in appendix J, we had a change of plans the last two lessons because when my tutor and I organized the intervention we did not know that they were having a week of exams when pupils do not attend classes and also, they were on strike for one day. Due to these circumstances, lessons 5 and 6 were both of them face to face. In the fifth lesson, we changed the contents and we talked about adjectives ending in -ED and -ING. Then we played a game that was created specifically for this lesson (see appendix K). This game recreates a contest where two teams gain and lose points answering questions about the adjectives that end in -ed and -ing. Sometimes it is unfair and the game subtracts points to one team for no reason. This aspect generates randomness and keeps the game interesting. Participants loved it and they were highly engaged.

Finally, in the last session, we had time to do the final questionnaire and posttest so we did not have to use the beginning of the next lesson to do them, which was nice because my tutor gave me already too much time from her previous class organization.

Moving on to the control group. In the first lesson, students were supposed to create a presentation about a famous patrimony place and represent it in front of their classmates. I expected that they would create the presentations faster but it did not happen. The presentations were finished in the second face-to-face lesson. Once again, my class time management was not correct, this is going to be a crucial point in the limitations that this research has suffered. This action created a domino effect and the activity from the lesson 3 where they had to ask the rest of the class to know their opinions was done rapidly and the results were not as good as I expected. I took full responsibility for this because the pupils were participative and understanding when activities were shortened due to lack of time.

As stated in the participants' section, before my arrival students were not always doing their homework and although a lot of effort was put into motivating them to do the tasks, it was not fully achieved. In lesson 5, they had to send me an audio if they did not present in class, and a few of them did it. Maybe they saw the measure as unfair because they had more homework than their classmates that presented their texts in class. If I could create this activity again, I would ask the whole class to do the same activity.

A similar situation happened in lesson 6. They had to create a short audio talking about a happy moment in their lives and not all of them did it. I asked them why they did not send me the audio clips and I received two answers. The first one was that they preferred to do written exercises because it was less embarrassing for them. This was a total surprise because I asked them to do speaking activities thinking that they will be more motivated to do them instead of the writing ones. Once again, I was wrong, and I learnt from that. The second answer was only from one student, the oldest one, this participant told me that he did not do the autonomous activities because he knew that I was doing my internship and I did not have the authority to give him a bad mark. I thanked him for his honesty and I told him that he was right.

3.6 Data analysis

Table 2

Relation between Research Questions, instruments and their analysis.

Research Question	Research Instrument	Analysis
R1	Pretest and Posttest	Percentages and Arithmetic Mean
R2	Initial and Final Questionnaire	Percentages and Arithmetic Mean

The R1 is answered using the Pretest and the Posttest in both groups. These tests are analyzed quantitatively and qualitatively because they show numeric results that are represented in figures and tables. Also, there are open questions asking for their opinion, so their feelings are considered too. Furthermore, the pretest and the posttest are divided into three sections: Comparatives and Superlatives, Giving opinions structures and Adjectives that end in -ed and -ing. The number of questions from the category of Comparatives and Superlatives is 31 so, a percentage of the correct answers from every participant is calculated. We do this with both tests with the goal of comparing the results between them, then we analyze if they got better or worse results in the posttest than in the pretest. We do the same with the 5 questions from the Giving opinion structures and the 8 questions from the Adjectives that end in -ed and -ing. Once we have the outcomes from every group, we compare them to see which groups had a better progression and we finish with a conclusion.

The R2 is only addressed to the Experimental group, so it is the only group that answers the initial and final questionnaire. We count the responses taken from the 5-point scale items and display them as percentages in pie graphs. There is an open-ended question that is considered too. This question wanted to clarify what was the reason of their selection in a specific question. Once again, we compare the results from the initial and final questionnaire and set a conclusion if it is possible.

4. Results and Discussion

In this section of the dissertation, in order to answer R.Q.1 where we wonder if the use of Edutainment could be an effective approach to teach certain grammar contents to high vocational training students, the results of the experimental and control groups are presented individually to show their impact in the group statistics. Therefore, results of the both groups are displayed showing the differences between the tests. Firstly, inside of their own group and secondly, there is a comparison between the experimental and the control one. Now, with the aim to answer if participants enjoy taking lessons using Edutainment that is the objective of R.Q. 2, we analyze the results collected from the questionnaires that are represented by pie graphs.

4.1 Research Question 1

The first objective of this research is to find out if students could learn grammar contents using Edutainment at school lessons that is why the first research questions is: Can the active use of the Edutainment approach be a valid pedagogical tool for students from an English as a foreign language class of a high vocational training group to learn grammar contents as comparatives and superlatives, adjectives that end in -ed and -ing and giving opinion structures?

In this section, this question is answered using percentages and graph bars. Table 3 represents the individual results of the experimental group and figure 1 the group results. Then, the individual results of the control group are represented in table 4 and the results as group in figure 2. Once that the results of both groups are that represented separately, a comparison of both groups is displayed in table 5 to establish a final answer for this question.

Participants of the experimental group are represented by an E and a number, while the participants from the control group are shown with a C and a number as well.

Table 3

Individual results of the participants from the Experimental group

P	Grammatical contents	E	Correct answers in Pretest	Correct answers in Posttest	I/D %
E.1	Comparatives and Superlatives	5, 6, 7	28/31= 90.3%	26/31= 83.8%	- 6.5%
	Giving opinion structures	8	4/5 =80%	4/5 =80%	0%
	Adjectives that end in -ED and -ING	9	7/8 = 87.5%	7/8 = 87.5%	0%
E.2	Comparatives and Superlatives	5, 6, 7	22/31= 70.9%	23/31= 74.1%	+3,2%
	Giving opinion structures	8	2/5 = 40%	3/5 = 60%	+20%
	Adjectives that end in -ED and -ING	9	8/8 = 100%	7/8 = 87.5%	-12,5%
E.3	Comparatives and Superlatives	5, 6, 7	20/31=64.5%	18/31= 58%	-6.5%
	Giving opinion structures	8	0/5 =0%	0/5 =0%	0%
	Adjectives that end in -ED and -ING	9	7/8 =87.5%	8/8 =100%	+12.5%
E.4	Comparatives and Superlatives	5, 6, 7	29/31=93.5%	29/31=93.5%	0%
	Giving opinion structures	8	5/5 =100%	5/5 =100%	0%
	Adjectives that end in -ED and -ING	9	8/8 =100%	8/8 =100%	0%
E.5	Comparatives and Superlatives	5, 6, 7	24/31=77.4%	23/31=74.1%	-3.3%
	Giving opinion structures	8	3/5 =60%	0/5 =0%	-60%
	Adjectives that end in -ED and -ING	9	7/8 =87.5%	8/8 =100%	+12.5%
E.6	Comparatives and Superlatives	5, 6, 7	23/31=74.1%	29/31=93.5%	+19.4%
	Giving opinion structures	8	4/5 =80%	5/5 =100%	+20%

	Adjectives that end in -ED and -ING	9	7/8 =87.5%	8/8 =100%	+12.5%
E.7	Comparatives and Superlatives	5, 6, 7	3/31=9.6%	5/31=16.1%	+6.5%
	Giving opinion structures	8	1/5 =20%	0/5 =0%	-20%
	Adjectives that end in -ED and -ING	9	5/8 =62.5%	3/8 =37.5%	-20%
E.8	Comparatives and Superlatives	5, 6, 7	23/31=74.1%	27/31=87%	+12.9%
	Giving opinion structures	8	0/5 =0%	0/5 =0%	0%
	Adjectives that end in -ED and -ING	9	7/8 =87.5%	8/8 =100%	+12.5%

Note: Abbreviations. P=Participants, E= Exercises of the test, I= Improvement, D=Deterioration and %= Percentage.
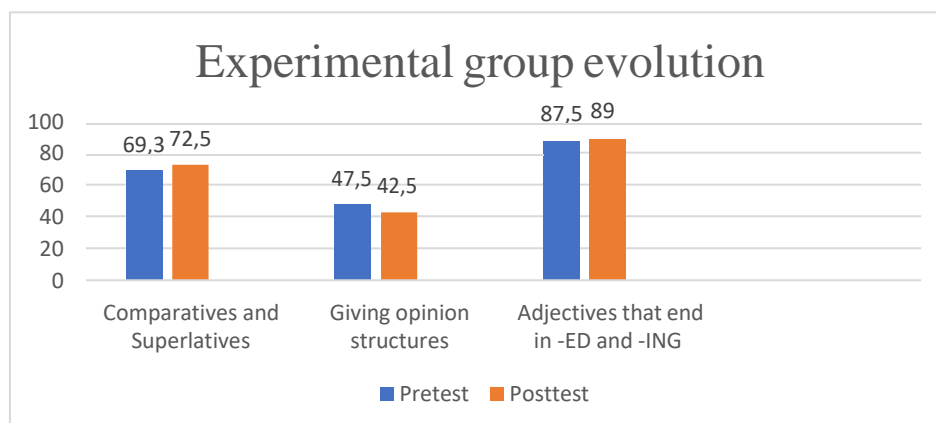
In the Comparative and Superlatives section, it can be seen that 4 participants improve; 3 pupils show worse results in the posttest than in the pretest and the participant E.4 does not show an improvement nor a deterioration.

In the part of Giving opinion structures, the group gets worse results comparing the pretest with the posttest. A possible reason for this situation could be participant E.5 that in the posttest deteriorates his results by 60%. With only 8 participants in this group, this result affects greatly the general results.

In the category Adjectives that end in -ed and -ing, 4 participants improve, 2 students show worse results and another 2 students do not change their results.

Figure 1

The evolution of the Experimental group

This group shows an improvement in the Comparatives and Superlatives part by 3.2% and in the Adjectives that end in -ed and -ing by 1.5%. We have to take into account that in both sections where participants improved the number of correct answers was already high, between 69.3 and 87.5. As a consequence, showing a significant improvement was difficult for participants.

However, figure 1 shows a deterioration in the Giving opinion structure category by 5%. The group as a whole did not improve, even though they started from a low level of success, 47.5%. One of the reasons to explain this incident could be the difficulty of the area, perhaps if more lessons are carried out, better results would be obtained. Another possibility could be that Edutainment does not function in this specific grammar content are because it is too complex to be understood in such short time in an inductive way. This section was dealt with by playing the game noughts and crosses without a formal explanation. The objective was that participants, by playing, would learn the kind of structures that should be used in different situations, but looking at the results, it can be suggested that this objective was not achieved.

Table 4

Individual results of the participants from the Control group

P	Grammatical contents	E	Correct answers in Pretest	Correct answers in Posttest	I/D %
C.1	Comparatives and Superlatives	5, 6, 7	20/31= 64.5%	23/31= 74.1%	+9.6%
	Giving opinion structures	8	0/5 =0%	1/5 =20%	+20%
	Adjectives that end in -ED and -ING	9	8/8 = 100%	8/8 = 100%	0%
C.2	Comparatives and Superlatives	5, 6, 7	29/31= 93.5%	24/31= 77.4%	-16.1%
	Giving opinion structures	8	3/5 = 60%	5/5 = 100%	+40%
	Adjectives that end in -ED and -ING	9	8/8 = 100%	8/8 = 100%	0%
C.3	Comparatives and Superlatives	5, 6, 7	27/31= 87%	29/31= 93.5%	+6.5%

		E			
	Giving opinion structures	8	5/5 =100%	4/5 =80%	-20%
	Adjectives that end in -ED and -ING	9	8/8 =100%	7/8 =87.5%	-12.5%
C.4	Comparatives and Superlatives	5, 6, 7	5/31=16.1%	14/31=45.1%	+29%
	Giving opinion structures	8	1/5 =20%	3/5 =60%	+40%
	Adjectives that end in -ED and -ING	9	4/8 =50%	4/8 =50%	0%
C.5	Comparatives and Superlatives	5, 6, 7	19/31=61.2%	28/31=90.3%	+29%
	Giving opinion structures	8	0/5 =0%	2/5 =40%	+40%
	Adjectives that end in -ED and -ING	9	8/8 =87.5%	n.d.	n.d.
C.6	Comparatives and Superlatives	5, 6, 7	22/31=70.9%	30/31=96.7%	+25.8%
	Giving opinion structures	8	1/5 =20%	5/5 =100%	+80%
	Adjectives that end in -ED and -ING	9	8/8 =100%	8/8 =100%	0%
C.7	Comparatives and Superlatives	5, 6, 7	24/31=77.4%	26/31=83.8%	+6.4%
	Giving opinion structures	8	0/5 =0%	5/5 =100%	+100%
	Adjectives that end in -ED and -ING	9	7/8 =87.5%	8/8 =100%	+12.5%

Note: Abbreviations. P=Participants, E= Exercises of the test, I= Improvement, D=Deterioration and %= Percentage.

In the Comparatives and Superlatives section, 6 participants improved their results while pupil C.2 showed worse results comparing the pretest and the posttest but only by 16.1%.

In the Giving opinion structures category, all participants improved but participant C.3 got worse results in the posttest than in the pretest (-20%). Among the participants

that improved, it can be observed that participants C.7 and C.8 improved greatly by 80% and by 100% respectively.

In the last category analyzed, Adjectives that end in -ed and -ing, we had diverse results, pupil C.7 improved by 12.5%, participant 3 obtained worse results (-12.5%) and 3 students maintained the same results. There is a participant, C.5, that did not answer the final questionnaire so, he has been removed from this posttest results.

Figure 2

The evolution of the Control group
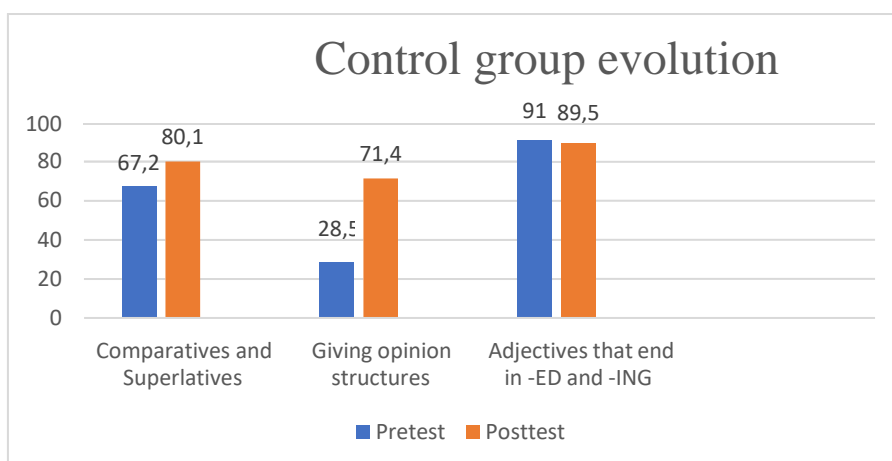
The group showed improvement in all the categories except in the Adjectives that end in -ed and -ing that deteriorated by -1.5%. This result is not too significant because they started from a high level of correct answers (91%) proving they knew this grammar content before the implementation.

It can be seen a considerable improvement in the section of Giving opinion structures (42.9%) that is quite shocking taking into account the results of the other group. They started at 28.5% of correct answers and after the implementation they improved significantly. This result demonstrates that in this specific scenario, the activity where students needed to use giving opinion structures to answer the questions from their classmates was highly effective.

In the Comparatives and Superlatives section the group improved by 12.9%. Overall, participants showed a good performance maintaining the high results in the sections that they started with high number of correct answers whereas they improved in the section they did not know too much about it at the beginning.

Table 5

Comparison between the Experimental group and Control group

	Experimental group	Control group
Comparatives and Superlatives	+3.2%	+12.9%
Giving opinion structures	-5%	+42.9%
Adjectives that end in -ED and -ING	+1.5%	-1.5%

As it can be seen in table 5, now the comparison between experimental and control group is analyzed. With the purpose of answering research question 1 where we wonder if Edutainment is a valid tool to teach some grammar contents. We can suggest that considering the progress observed in both groups, TBL applied with FonF procedures worked better than the Edutainment approach. We propose that if the distribution of the lessons was done better and they were adjusted to the difficulty of the contents, Edutainment could be a valid pedagogical tool too. Although, it is observed that TBL and FonF worked better in terms of efficiency and obtained better results. This result contradicts the study realized by Yulandari and Rahman (2019) where they used computer edutainment to improve writing skills and by that, their participants from secondary education improved in some grammar contents at the end of the research. This Edutainment implementation is indeed different because in this research, the materials used are rudimentary or basic compared with all the possibilities that Edutainment offers, and because of all this, the implementation did not obtain the expected results.

4.2 Research Question 2

With the ambition to answer research question 2 where we wanted to know if participants from the experimental group enjoyed receiving Edutainment lessons, we select items 3, 4, 5 and 8 from the final questionnaire and compare them with the items from the initial questionnaire (6, 7, 8 and 10) respectively. The item 7 from the final questionnaire was

only asked at the end of the implementation to discover if participants had fun. Through several figures, the results are going to be presented and discussed.

Figure 3

Do you find attending English classes a pleasant activity?

Initial questionnaire (item 6)   Final questionnaire (item 3)
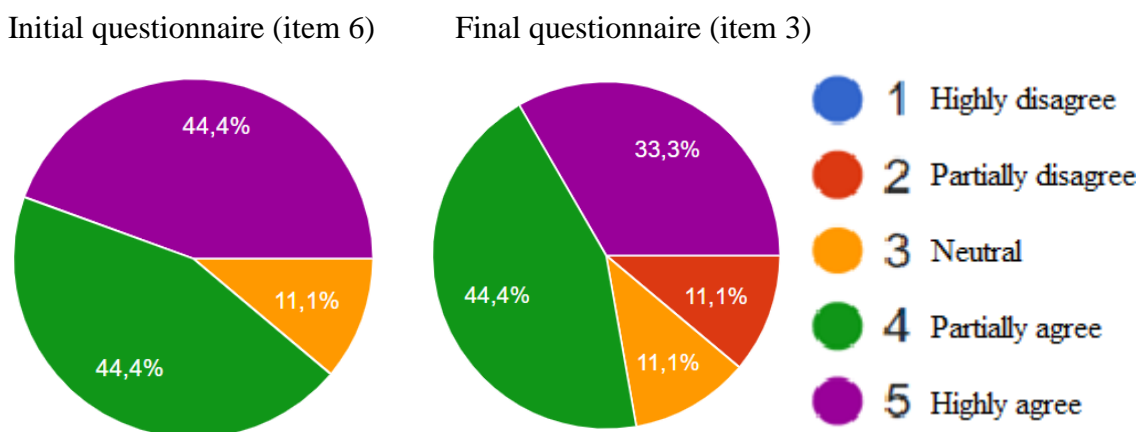
In the final questionnaire, we can see that the number of participants that highly agree that English class is a pleasant activity has diminished in 1 participant, the number of students that partially agree stays the same and there is 1 participant that partially disagrees with the statement of the questionnaire, showing his discomfort with the Edutainment approach followed in class. We can suggest that most of the participants found English lessons a pleasant activity but by a short difference they preferred the style used before by their teacher in previous lessons.

Figure 4

Do you find these classes useful?

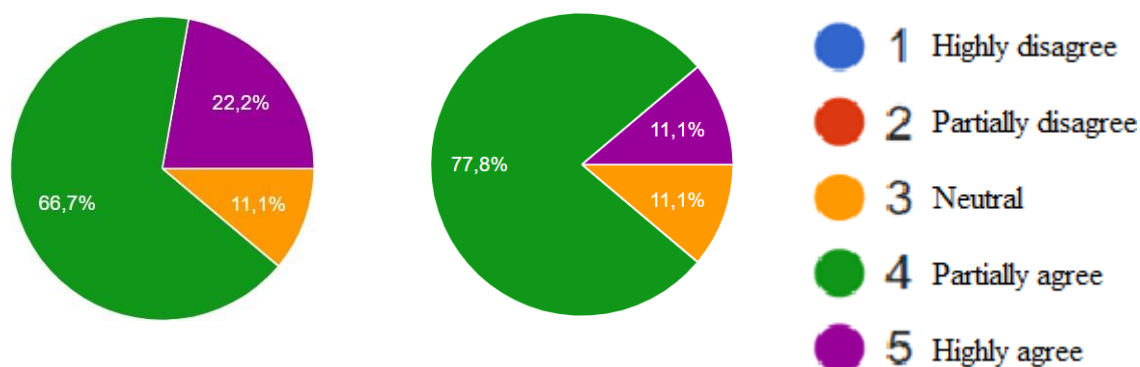Initial questionnaire (item 7)   Final questionnaire (item 4)
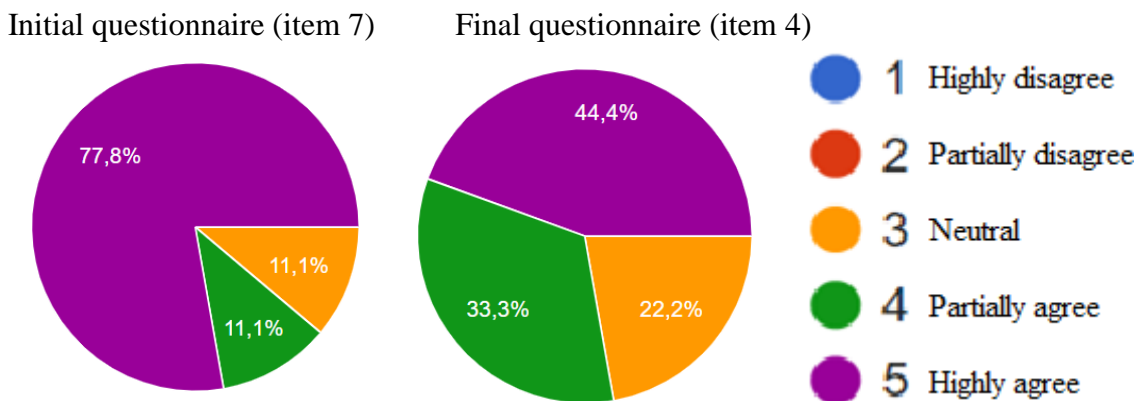
The number of participants that highly agree with finding the classes useful has diminished but on the other hand, the number of students that partially agree has increased. Also, there are more participants that are neutral in the final questionnaire than in the initial questionnaire. These results show that students did not find lessons following the Edutainment approach useful enough compared with their lessons before the implementation.

Figure 5

Do you feel motivated towards learning English?

Initial questionnaire (item 8)   Final questionnaire (item 5)

In this question, we can see the same scenario like in the previous question. The number of participants that highly agree with the question where we wanted to know if they were motivated to learn English has diminished but the number that partially agrees has increased. The difference between the initial questionnaire and the final one is only 1 participant that changed his mind. These results indicate that students' motivation was not heavily influenced by the Edutainment approach.
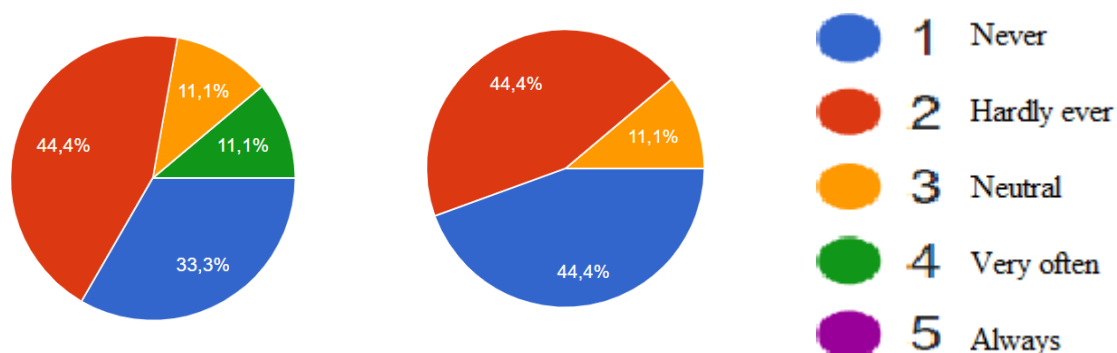
Figure 6

Do you ever feel bored in class?

Initial questionnaire (item 10)   Final questionnaire (item 8)

In figure 6, the number of participants that never feel boredom in class has increased and the pupils that very often feel this sensation has disappeared. These outcomes show an improvement in their opinion about the Edutainment approach but only 1 participant changed his opinion so it is not significant.

- If you ever felt bored in class, why do you think is the reason? You can select as many options as you need

In the initial questionnaire, 3 students believed that lessons were too easy. 1 participant wrote that he did not like the materials used in class. Furthermore, another participant mentioned that he felt bored in class when he was tired. While another pupil wrote that he felt bored in English classes because he struggled with the subject. The last comment on this question talked about that he felt bored in class when he was not in the mood to learn English that day.

In the final questionnaire, 2 participants answered that lessons were too easy and other 2 believed that were too difficult. 1 student wrote that his reason to feel bored in class was the style of teaching and that he did not like to participate in competitive games in class. Another 3 pupils suggested that they felt bored due to personal reasons like having a bad day or getting distracted easily.

Figure 7

Did you have fun?

Item 7 from the final questionnaire
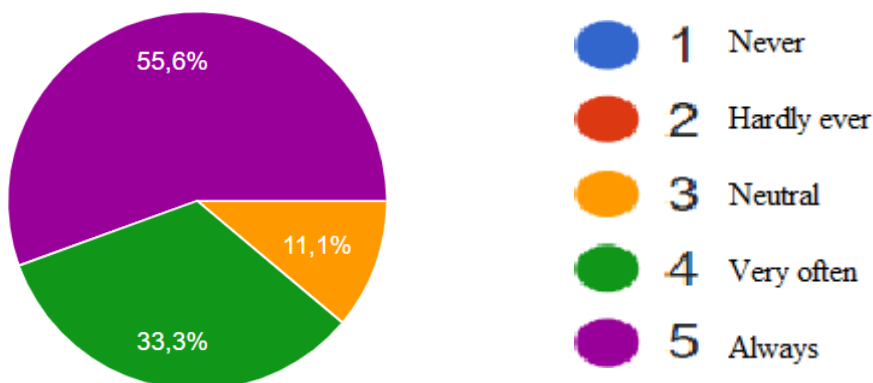
More than half of the class maintained that they always had fun in class, 33.3% answered that they experienced this emotion very often while 1 participant remained neutral to the statement.

From these questions, we can conclude positive and negatives aspects that answer the research question 2: Do students enjoy using Edutainment as an approach to learn English? In on hand, participants found these lessons less useful and they felt that the previous way of receiving lessons was more pleasant. On the other hand, they felt more motivated towards English and less bored overall. The answer to the final question is clear, they had fun attending these lessons. This answer agrees with the previous research done by Lucardie (2014) where university students declared that while they had fun and enjoyment in class they performed better in class.

The results obtained after the implementation are ambiguous because the sample is too small and the opinion of one student highly affects the group results but besides that, the results suggest that participants have a positive opinion about Edutainment but, it is similar to what they think about the way they received lesson before the implementation. The answer to research question 2 will be that, in this particular case, students enjoyed using the Edutainment approach to learn English.

5. Conclusion

5.1 Main results

The objective of this paper was to discover if the Edutainment approach could be a valid pedagogical tool to teach grammatical concepts and to know if the students would enjoy using this approach to learn English. A research was implemented during two weeks to answer these questions in two groups, an experimental one where Edutainment was applied and a control one where TBL and FonF were the methodologies used to teach the same concepts.

   The project focuses on calculating the progression of every group, comparing a pretest and an initial questionnaire with a posttest and a final questionnaire. The results obtained from the tests to answer R.Q. 1 suggest that in general terms the experimental group where the Edutainment approach was used got better but in a small percentage. However, in the control group where the TBL and FonF procedures were conducted the group as a whole improved significantly. These results suggest that Edutainment may be used in class but if the aim of the lessons is to teach grammatical concepts, TBL and FonF are a more effective way of doing it.

   Whereas, in this specific case, the questionnaires that had the goal to answer R.Q. 2 answered by the students show 88.9% of positives responses to the question if they enjoyed attending lessons that are based on Edutainment principles. These responses suggest that this approach based on entertainment designed to educate, results in a suitable way of preparing lessons to teach English.

   All in all, this research has presented results that Edutainment is not efficient as TBL to teach grammar, but it is an approach that students enjoy while they learn English. The current study, therefore, wants to help with an example of how Edutainment can be applied to English lessons and contribute to helping with the lack of evidence that this approach suffers.

5.2 Didactic implications

This project intends to shed some light on the implementation of Edutainment to teach English in educational centers. This approach has a set of principles that can be beneficial

for students and can help them to be more motivated (Aksakal, 2014). Still, it is not used by a lot of educators. Due to these circumstances, this small and modest research wants to be an example of how this approach can be portrayed in reality. This studytriesto teach grammar concepts using Edutainment and it witnessed that it is not too efficient. However, the response of participants was positive and they enjoyed the approach. For these reasons, Edutainment could be used in class but always complemented with more methods to compensate for its weaknesses.

5.3 Limitations

This research faces limitations that are explained in this segment of the paper. The population sample that participated is too small to generalize the results of this research. Results are analyzed individually and as a group. In the group's results, the outcome of only one participant highly affected the rest.

It is mandatory to mention that the instruments used to gather and analyze the results have not been scientifically checked, so the reliability of this study should not be high or used as proof that the approach works. The number of instruments of recollecting data is not appropriate because there were only tests and questionnaires. If this research had used interviews or a research journal, there would have been more explanations to some aspects that are not clear.

The Covid-19 situation is a factor that we cannot forget, this study is designed to have 3 face-to-face lessons per week and the realization of exercises (homework) in their free time. However, participants of this study had blended classes, so one week they came to one lesson, and they had to do autonomous work in their houses equivalent to the other two lessons, while the other group had two regular classes at the center and one session of autonomous work at home.

Finally, the inexperience of the researcher to implement the methods in class may have been an obstacle to acquire valid results. The methods could be more effective than it was demonstrated in this project, but the researcher may not have been able to reproduce them appropriately. An example that can prove this idea is class time management. Activities were changed or rescheduled because at the beginning, the researcher thought that some activities would be done faster but when students performed them, it took more time than expected and affected the whole organization of the lessons.

5.4 Future lines of research

All this being said, it would be interesting for experienced teachers to implement Edutainment with all ranges of ages and then share with the rest of the educational community their results. The inclusion of more participants would help test the approach and check its effectiveness.

Verified instruments to do the data gathering and analysis would be an appropriate aspect to have in mind in the future. Instead of using isolated exercises to find out if the students have learnt, it would be interesting to see the use of contextualized tests that help students show their real knowledge.

Moreover, it would be intriguing to see this approach applied to adults and verify if it is a valid way of improving their written and oral competence. Additionally, it is the moment to remember that the goal of this study is to promote further professional research to provide results that could be generalized.

References

Agarwal, S., Khalid, M. N. A., & Iida, H. (2019). Using curiosity model to characterize Edutainment based on learner's growth rate. *Japan Advanced Institute of Science and Technology*. 2-8. https//doi.org//10.4108/eai.18-7-2019.2287827

Ahmed, S. (2019). *An outline of communicative language teaching in Bangladesh*. Islamic University.

Aksakal, N. (2015). Theoretical view to the approach of the Edutainment. *Procedia - Social and Behavioral Sciences, 186,* 1232-1239. https//doi.org/10.1016/j.sbspro.2015.04.081

Argan, M., & Sever, N. S. (2010). Constructs and relationships of Edutainment applications in marketing classes: how Edutainment can be utilized to act as a magnet for choosing a course? *Contemporary Educational Technology*, *1*, 118-133.

Azlan, N. A. B., Zakaria, S. B., & Yunus, M. M. (2019). Integrative task-based learning: developing speaking skill and increase motivation via Instagram. *International Journal of Academic Research in Business and Social Sciences*, *9*(1), 620–636.

Bossavit, B., Pina, A., Sanchez-Gil, I., & Urtasun, A. (2018). Educational Games to Enhance Museum Visits for Schools. *Journal of Educational Technology & Society, 21*(4), 171-186.

British Council | LearnEnglish Teens. (2018). Phrases for expressing opinion. Youtube. https://www.youtube.com/watch?v=I5l7e6oW-GM&ab_channel=BritishCouncil%7CLearnEnglishTeens.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*(1), 1-38.

Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, J. M. (2010). Teaching pronunciation: a reference for teachers of English to speakers of other languages. *Cambridge University Press*.

Chen, W. (2015). A case study of action research on communicative language teaching. *Journal of Interdisciplinary Mathematics, 18*(6), 705-717. https://doi.org/10.1080/09720502.2015.1108075

Chilingaryan, K., & Zvereva, E. (2020). Edutainment as a new tool for development. INTCESS 2020- 7th International Conference on Education and Social Sciences.

Chomsky, A.N. (1965). *Aspects of the Theory of Syntax.* MIT Press.

Colace, F., De Santo, M., & Pietrosanto, A. (2006). Work in progress: Bayesian networks for Edutainment. 36th ASEE/IEEE Frontiers in Education Conference. https://doi.org/10.1109/FIE.2006.322573

Creswell, J. W., & Creswell, J. D. (2018). Research design (5th ed.). SAGE.

Curran, J.M., & Rosen, D.E. (2006). Student attitudes toward college courses: an examination of influences and intentions. *Journal of Marketing Education, 28*(2), 135-148.

De Vary, S. (2008) Educational gaming interactive edutainment. *Distance learning: For Educators, Trainers and Leaders. 5*(3), 35-44.

Donovan, R. (2010). Henley Nadine principles and practice of social marketing, an international perspective. *Cambridge University Press*, 504.

Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings. *International Journal of Applied Linguistics, 19*(3).

Ellis, R. (2016). Anniversary article focus on form: a critical review. *Language Teaching Research. 20*(3), 405-428.

Harding, K., & Alastair, L. (2018). *International Express Intermediate.* (Third Edition). Oxford University Press.

Hymes, D.H. (1972). On communicative competence. *J.B. Pride and J. Holmes (eds) Sociolinguistics. Selected Readings. Harmondsworth: Penguin, 1*, 269-293.

Jong, M. S.-Y., Chan, T., Hue, M.-T., & Tam, V. W. L. (2018). Gamifying and mobilising social enquiry-based learning in authentic outdoor environments. *Journal of Educational Technology & Society, 21*(4), 277-292.

Karaki, R., & Farrah, M. (2019). Task based learning in the textbook English for Palestine. *English Review: Journal of English Education, 8*, 19. https://doi.org/10.25134/erjee.v8i1.2352

Keppel, G., & Wickens, T. D. (2004). *Design and analysis: a re-searcher's handbook* (4th ed.). PearsonPrentice-Hall.

Krashen, S.D. (1987). *Principles and practice in second language acquisition*. Prentice-Hall International.

Learnwithvideos by Carlos Gontow. (2019). Youtube. Ing x ed - practice "participles as adjectives" with scenes from tv series. https://www.youtube.com/watch?v=DMZduL7AFK8&t=2s&ab_channel=MariangelGutierrezMariangelGutierrez

Lin, Y.-T., Tseng, Y.-M., Lee, Y.-S., Wang, T.-C., Tsai, S.-I., & Yi, Y.-J. (2018). Development of a SoLoMo Game-Based Application for Supporting Local Cultural Learning in Taiwan. *Journal of Educational Technology & Society*, *21*(4), 115–128.

Linguaclips. (2020). Comparatives Movies & TV Series. Youtube. https://www.youtube.com/watch?v=nojoWgMnTEA&ab_channel=linguaclips

Long, M., & Crookes, G. (1991). Three approaches to task-based syllabus design. *University of Hawai'i Working Papers in ESL.*

Long, M., & Crookes, G. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly, 26*, 27-56. https://doi.org/10.2307/3587368

Lucardie, D. (2014). The impact of fun and enjoyment on adult's learning, *Procedia - Social and Behavioral Sciences*, *142*, 439-446. https://doi.org/10.1016/j.sbspro.2014.07.696

Muslem, A., Mustafa, F., & Rahman, A. (2017). The application of video clips with small group and individual activities to improve young learners' speaking performance. *Teaching English with Technology, 17*, 25-37.

Nabavi, R.T. (2012). Bandura's Social Learning Theory & Social Cognitive Learning Theory. *University of Science and Culture.*

Nguyen, T.-H., Hwang, W.-Y., Pham, X.-L., & Ma, Z.-H. (2018). User-Oriented EFL Speaking through Application and Exercise: Instant Speech Translation and Shadowing in Authentic Context. *Educational Technology & Society*, *21*(4), 129.

Nunan D. (2003). *Methodology.* Practical English Language Teaching.

Ohno, A. (2006). Communicative competence and communicative language teaching. *International Publication of the Bunkyo Gakuin University*, 25-31.

Petty, R., & Cacioppo, J. (1986). The elaboration likelihood model of persuasion. *Advances in Experimental Social Psychology, Elsevier. 19*, 123-205. https://doi.org/10.1016/S0065-2601(08)60214-2

Pineda, E. & Orozco, P. (2018). La relación entre ludificación y primera infancia desde la perspectiva del aprendizaje. Un estado del arte. *IEYA revista.* 4-2. https://doi.org/10.22370/ieya.2018.4.2.974

Prabhu, N.S. (1987). *Second language pedagogy*. Oxford University Press.

Prensky, M. (2001). Digital natives, digital immigrants part 2: do they really think differently?, *On the Horizon, 9*(6), 1-6. https://doi.org/10.1108/10748120110424843

Rambe, S. (2017). Communicative language teaching. *English Journal for Teaching and Learning. 5*, 54. https://doi.org/10.24952/ee.v5i2.1180

Richards, J., & Rodgers, T. (2014) *Approaches and Methods in Language Teaching.* Cambridge University Press.

Rogers, E.M. (2003). *Diffusion of innovations* (5th ed.). Free Press.

Rusinova, I. (2020). Comparatives and superlatives in songs. Youtube. https://www.youtube.com/watch?v=Vji0xPpB_VY&ab_channel=IvanaRusinova

Shadiev, R., Hwang, W., Ghinea, G., & Chang, M. (2018). Authentic Edutainment with Advanced Technologies. *International Forum of Educational Technology & Society*, *21*(4), 111–114.

Shintani, N. (2013). The effect of focus on form and focus on forms instruction on the acquisition of productive knowledge of L2 vocabulary by young beginning-level learners. *TESOL quarterly, 47*(1), 36-62.

Task Based Learning. (2013). www.languages.dk. https://www.languages.dk/archive/Methods/manuals/TBL/TBL%20UK.pdf

TEDx Talks. (2014). Cultural heritage: a basic human need - Sada Mire at TEDxEuston. Youtube.
https://www.youtube.com/watch?v=V4UQYem6Dvc&ab_channel=TEDxTalks

Toro, V., Camacho-Minuche G., Pinza-Tapia E., & Paredes. F. (2019). The use of the communicative language teaching approach to improve students' oral skills. *Canadian Center of Science and Education.* https://doi.org/10.5539/elt.v12n1p110

World Monuments Fund. (2019). The 2020 world monuments watch. Youtube. https://www.youtube.com/watch?v=-LZEVwSBVF8&ab_channel=WorldMonumentsFund

Yuan, F., & Willis, J. (1999). A framework for task-based learning. *TESOL Quarterly, 33*(1), 157. https://doi.org/10.2307/3588204

Yulandari, E., & Rahman, A. (2019). Improving XI-Grade student's writing essay skill using computer Edutainment. *Journal Of Languages and Language Teaching*, *7*(2), 96. https://doi.org/10.33394/jollt.v7i2.1957

Appendixes

Appendix A. initial questionnaire: I want to know you better

Initial questionnaire I want to know you better

This information is confidential and it will be used only for educational purposes. Please take your time to read the questions and if you have any doubts, please ask them to me and I will gladly help you. Thank you for your time.

*Obligatorio

1. What is your name? *

   _____

2. How old are you? *

   _____

3. What is your mother tongue? If you are bilingual say it, please. *

   _____
   _____
   _____
   _____
   _____

4. What languages do you speak? You can select as many as you need. *

   Selecciona todos los que correspondan.

   ☐ Spanish
   ☐ Valencian
   ☐ English
   ☐ French
   Otro: ☐ _____

5. How did you access to this degree/class? *

    Selecciona todos los que correspondan.

    ☐ Vocational training (technician)
    ☐ Vocational training (higher technician)
    ☐ Access test
    ☐ Bachiller
    Otro: ☐ _____

Choose the number that describes better how do you feel. 1 means you highly disagree, 2 partially disagree, 3 neutral, 4 partially agree and 5 highly agree.

6. Do you find attending English classes a pleasant activity? *

    Marca solo un óvalo.

    ◯ 1
    ◯ 2
    ◯ 3
    ◯ 4
    ◯ 5

7. Do you find these classes useful? *

    Marca solo un óvalo.

    ◯ 1
    ◯ 2
    ◯ 3
    ◯ 4
    ◯ 5

8. Do you feel motivated towards learning English? *

Marca solo un óvalo.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5

9. Do you think English will be an advantage in order to find a job in the future? *

Marca solo un óvalo.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5

Choose the number that describes better how do you feel. 1 never, 2 hardly ever, 3 neutral, 4 very often and 5 always.

10. Do you ever feel bored in class? *

Marca solo un óvalo.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5

Choose as many options as you need to express yourself

11. If you ever felt boredom in class, why do you think the reason is? You can select as many options as you need

   Selecciona todos los que correspondan.

   ☐ they are too easy
   ☐ they are too difficult
   ☐ I don't like the materials (book, listenings used in class, videos showed)
   ☐ I don't like the style of teaching
   ☐ I think the teacher is dull
   Otro: ☐ _____

12. If you think there is something I didn't ask you and you want to share it, please write it here

   _____
   _____
   _____
   _____
   _____

Appendix B. pretest: Pretest about your previous knowledge on the topic 4 of the book Heritage.

Pretest about your previous knowledge on the topic 4 of the book Heritage

This is a confidential test that only has educational purposes. You will find questions about the topic described in the title to evaluate your previous knowledge on the subject. Thank you for your time.

Obligatorio

Correo *

_____

What is your name? *

_____

Exercise 1. Do you know the meaning of Heritage?

Marca solo un óvalo.

◯ Legacy of resources and intangible attributes of a group or society that is passed down from past generations.

◯ The legally or formally recognized union of two people as partners in a personal relationship.

◯ A professed believer who maintains religious opinions contrary to those accepted by his or her church or rejects doctrines prescribed by that church.

◯ The process of dealing with or controlling things or people.

Exercise 2. Can you give a few examples of world heritage?

_____

_____

_____

Exercise 3. Select which of these concepts are or could be considered a world heritage? You can choose more than one

Selecciona todos los que correspondan.

- [ ] A regular building but in the inside an historic event occurred
- [ ] An architectural structure that represents a masterpiece of human creative genius
- [ ] A 1/2 kilo piece of gold bar (lingote)
- [ ] A folk dance

Exercise 4. Is there any world heritage site in Valencia?

_____

_____

_____

_____

Comparatives section. Exercise 5

Could you write the comparative form of these adjectives? Big, small, wide, thick, thin, good, bad and far.

_____

_____

_____

_____

Could you write the comparative form of these adjectives? Masculine, dangerous, important, natural and electric,

_____

_____

_____

_____

Could you write the comparative form of these adjectives? Happy, funny, angry, busy and pretty.

_____

_____

_____

_____

_____

Comparatives and Superlatives. Choose the correct option, there is only one. Exercise 6

Santander is _____ Sevilla

Marca solo un óvalo.

⬭ wetter than

⬭ more wet than

⬭ the wettest

Juan is _____ Mary

Marca solo un óvalo.

⬭ more happy than

⬭ happier than

⬭ happyier than

Please give me _____ box

Marca solo un óvalo.

⬭ the smallests

⬭ the smaller

⬭ the smallest

The sun is _____ the moon

Marca solo un óvalo.

- ( ) hoter than
- ( ) more hot than
- ( ) hotter than

I'm _____ in this class

Marca solo un óvalo.

- ( ) the shortest
- ( ) the shorter
- ( ) the shortests

He went to bed _____ she did

Marca solo un óvalo.

- ( ) early than
- ( ) earlier than
- ( ) more early than

Dogs are _____ cats

Marca solo un óvalo.

- ( ) the friendliest
- ( ) more friendly than
- ( ) friendlier than

_____ tourist destination in the world is Paris

Marca solo un óvalo.

◯ the more popular

◯ the most popular

◯ the popularest

Comparatives. Correcting Section. Exercise 7

Correct the next sentences if it is necessary.

New York is more bigger than London

_____

_____

_____

_____

_____

My brother is taller that my sister

_____

_____

_____

_____

_____

John is happyer than Alfred

_____

_____

_____

_____

_____

Hawaii is hoter than Montana

_____

_____

_____

_____

Harriet is as faster than Usain

_____

_____

_____

_____

Giving opinion structures section. Sentences to express thoughts. Write at least 2 options. Exercise 8

Could you write sentences/expressions to give your opinion about something?

_____

_____

_____

_____

Could you write sentences/expressions to agree with something or someone?

_____

_____

_____

_____

Could you write sentences/expressions to disagree with something or someone?

_____

_____

_____

_____

_____

Could you write sentences/expressions to recognize someone's point of view?

_____

_____

_____

_____

_____

Could you write sentences/expressions to partially agree with something or someone?

_____

_____

_____

_____

_____

Adjectives that ends in -ed or -ing section. Exercise 9

Do you know why or when an adjective ends in -ed or -ing?

_____

_____

_____

_____

_____

Yoga is very _____

Marca solo un óvalo.

- ( ) relaxing
- ( ) relaxed

I am _____ to meet her

Marca solo un óvalo.

- ( ) exciting
- ( ) excited

The trip was very _____

Marca solo un óvalo.

- ( ) interesting
- ( ) interested

She is not _____ with her car

Marca solo un óvalo.

- ( ) satisfying
- ( ) satisfied

Phrasal verbs are _____

Marca solo un óvalo.

- ( ) frustrating
- ( ) frustrated

They were_____after the match

Marca solo un óvalo.

( ) tiring

( ) tired

The music is really_____

Marca solo un óvalo.

( ) annoying

( ) annoyed

This game is_____

Marca solo un óvalo.

( ) amusing

( ) amused

Appendix C. Final questionnaire: I want to know your opinion about my teaching

Final questionnaire Group 1 I want to know your opinion about my teaching

This is a confidential questionnaire with the only objective of educational purposes. You need to reflect and express your opinion about the implementation of the Edutainment approach that you received the last 6 lessons. Thank you for your time.

*Obligatorio

1. Correo *

_____

2. What is your name? *

_____

Choose the number that describes better how do you feel. 1 means you highly disagree, 2 partially disagree, 3 neutral, 4 partially agree and 5 highly agree.

3. Do you find attending English classes a pleasant activity? *

Marca solo un óvalo.

⬭ 1

⬭ 2

⬭ 3

⬭ 4

⬭ 5

4. Do you find these classes useful? *

Marca solo un óvalo.

1
2
3
4
5

5. Do you feel motivated towards learning English? *

Marca solo un óvalo.

1
2
3
4
5

6. Do you think English will be a future advantage in order to find a job in the future?
*

Marca solo un óvalo.

1
2
3
4
5

Choose the number that describes better how do you feel. 1 never, 2 hardly ever,
3 neutral, 4 very often and 5 always.

7. Did you have fun?

Marca solo un óvalo.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5

8. Do you ever feel bored in the class? *

Marca solo un óvalo.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5

Choose as many options as you need to express yourself

9. If you ever felt bored in class, why do you think is the reason? You can select as many options as you need

Selecciona todos los que correspondan.

- ☐ they are too easy
- ☐ they are too difficult
- ☐ I don't like the materials (book, listenings used in class, videos showed)
- ☐ I don't like the style of teaching
- ☐ I think the teacher is dull

Otro: ☐ _____

10. If you think there is something I didn't ask you and you want to share it, please write it here

_____

_____

_____

_____

_____

Google Formularios

Appendix D. posttest: Posttest about topic 4 Heritage

Posttest about topic 4 Heritage

This is confidential and only used for educational purposes. Please take your time to read the questions and if you have any doubts, I will be very glad to answer them. Thank you for your time

Correo *

_____

What is your name? *

_____

Exercise 1. Do you know the meaning of Heritage?

Marca solo un óvalo.

◯ Legacy of resources and intangible attributes of a group or society that is passed down from past generations.

◯ The legally or formally recognized union of two people as partners in a personal relationship.

◯ A professed believer who maintains religious opinions contrary to those accepted by his or her church or rejects doctrines prescribed by that church.

◯ The process of dealing with or controlling things or people.

Exercise 2. Can you give a definition and a few examples of world heritage?

_____

_____

_____

_____

_____

Exercise 3. Select which of these concepts are or could be considered a world heritage? You can choose more than one

Selecciona todos los que correspondan.

- [ ] A regular building but in the inside an historic event occurred
- [ ] An architectural structure that represents a masterpiece of human creative genius
- [ ] A 1/2 kilo piece of gold bar (lingote)
- [ ] A folk dance

Exercise 4. Is there any world heritage site in Valencia?

_____

_____

_____

_____

_____

Comparatives section. Exercise 5

Could you write the comparative form of these adjectives? Big, small, wide, thick, thin, good, bad and far.

_____

_____

_____

_____

_____

Could you write the comparative form of these adjectives? Masculine, dangerous, important, natural and electric,

_____

_____

_____

_____

_____

Could you write the comparative form of these adjectives? Happy, funny, angry, busy and pretty.

_____

_____

_____

_____

_____

Comparatives and Superlatives. Choose the correct option, there is only one.
Exercise 6

Santander is _____ Sevilla

Marca solo un óvalo.

( ) wetter than

( ) more wet than

( ) the wettest

Juan is _____ Mary

Marca solo un óvalo.

( ) more happy than

( ) happier than

( ) happyier than

Please give me _____ box

Marca solo un óvalo.

( ) the smallests

( ) the smaller

( ) the smallest

The sun is _____ the moon

Marca solo un óvalo.

◯ hoter than

◯ more hot than

◯ hotter than

I'm _____ in this class

Marca solo un óvalo.

◯ the shortest

◯ the shorter

◯ the shortests

He went to bed _____ she did

Marca solo un óvalo.

◯ early than

◯ earlier than

◯ more early than

Dogs are _____ cats

Marca solo un óvalo.

◯ the friendliest

◯ more friendly than

◯ friendlier than

_____ tourist destination in the world is Paris

Marca solo un óvalo.

- ( ) the more popular
- ( ) the most popular
- ( ) the popularest

Comparatives. Correcting Section. Exercise 7

Correct the next sentences if it is necessary.

New York is more bigger than London

_____

_____

_____

_____

_____

My brother is taller that my sister

_____

_____

_____

_____

_____

John is happyer than Alfred

_____

_____

_____

_____

_____

Hawaii is hoter than Montana

_____

_____

_____

_____

_____

Harriet is as faster than Usain

_____

_____

_____

_____

_____

Giving opinion structures section. Sentences to express thoughts. Write at least 2 options. Exercise 8

Could you write sentences/expressions to give your opinion about something?

_____

_____

_____

_____

_____

Could you write sentences/expressions to agree with something or someone?

_____

_____

_____

_____

_____

Could you write sentences/expressions to disagree with something or someone?

_____

_____

_____

_____

_____

Could you write sentences/expressions to recognize someone's point of view?

_____

_____

_____

_____

_____

Could you write sentences/expressions to partially agree with something or someone?

_____

_____

_____

_____

_____

Adjectives that ends in -ed or -ing section. Exercise 9

Do you know why or when an adjective ends in -ed or -ing?

_____

_____

_____

_____

_____

Yoga is very _____

Marca solo un óvalo.

◯ relaxing

◯ relaxed

I am _____ to meet her

Marca solo un óvalo.

◯ exciting

◯ excited

The trip was very _____

Marca solo un óvalo.

◯ interesting

◯ interested

She is not _____ with her car

Marca solo un óvalo.

◯ satisfying

◯ satisfied

Phrasal verbs are _____

Marca solo un óvalo.

◯ frustrating

◯ frustrated

They were_____after the match

Marca solo un óvalo.

◯ tiring

◯ tired

The music is really_____

Marca solo un óvalo.

◯ annoying

◯ annoyed

This game is_____

Marca solo un óvalo.

◯ amusing

◯ amused

Appendix E. Original Planning Lesson

This research will start 16th of February 2021 with the experimental group and it will finish the 8th of March 2021 with the control group.

Original Planning

	16-2-21	17-2-21	22-2-21	23-2-21	24-2-21	1-3-21	3-3-21	8-3-21
Group 1 Experimental	Face to face class	Autonomous work	Face to face class	Autonomous work	Face to face class	Autonomous work	Face to face class to posttest	
Group 2 Control		Face to face class	Autonomous work	Face to face class	Autonomous work	Face to face class	Autonomous class	Face to face lesson posttest

Appendix F. Giving opinion document

Giving your opinión list
- I agree with …
- I feel that …
- I guess/imagine …
- I have no doubt that / I'm certain that …
- I strongly believe that …
- I've never really thought about this before, but …
- My personal **opinion** is that / Personally, my **opinion** is that …
- To be honest / In my honest **opinion**, …
- In my opinion.
- As far as I'm concerned – This phrase is often used in a more authoritative sense.
- I **believe** that…
- I am of the opinion that…
- It is my belief…
- It seems to me/It appears to me.
- To my way of **thinking**/In my way of **thinking**.
- I honestly **think** that/ I honestly **believe** that…

Agreeing sentences
- I **agree** with you 100 percent.
- I couldn't **agree** with you more.
- That's so true.
- That's for sure.
- (slang) Tell me about it!
- You're absolutely right.
- Absolutely.
- That's exactly how I feel.

Disagreeing sentences
- I'm afraid…
- I'm sorry but…
- You may be right, but…
- That might be true, but… I beg to differ.
- I don't agree with you on that / what you say
- . I don't think you're right.
- I don't share your view.
- I think otherwise.
- I take a different view.

Recognize someone's point of view
- I understand what you mean/ are saying
- I totally understand your view
- I can see your point
- I know what you mean
- (Informal) You just nailed it!
- I see what you are doing

Partially agree
- I **agree** up to a point, but…
- That's true, but…
- You could be right.
- It sounds interesting, but…
- I see your point, but…
- That's **partly** true, but…
- I'm not sure about that.
- It is only **partly** true that…

Appendix G. Page 43 of DAM book, comparatives

Figure 8

Exercise to practice comparatives

Focus

Use the sentences in 3 to complete the rules with the following.

more / less   -er   -est   most / least

One-syllable adjectives

We add _____ to the end of the adjective to make the comparative.

We add _____ to the end of the adjective to make the superlative.

Two-syllable and three-syllable adjectives

We put _____ before the adjective to make the comparative.

We put _____ before the adjective to make the superlative.

Two-syllable adjectives ending in -y

We change the *-y* to *-i* and add *-er / -est* to the end of the adjective.

Irregular adjectives

good	better	best
bad	worse	worst
far	further	furthest

We use *as* + adjective + *as* to show that things are the same or equal.

The National is **as good as** the Louvre.

We use *not as* + adjective + *as* to show that things are not the same or equal.

The Met is **not as old as** the Louvre.

Source: International Express Intermediate 3ed SB page 43

Appendix H. Page 45 of DAM book, Tokyo city profile

Figure 9

Reading text about a city profile of Kyoto

City profile: Kyoto, Japan

If you're **interested** in Japan, then you must visit Kyoto. Along with Tokyo, it's one of the most cosmopolitan and **fascinating** cities in Japan. A mixture of the traditional and the modern, you'll find ancient temples, lively bars, and wonderful restaurants. If you go, you won't be **disappointed**. The local people are always **pleased** to see visitors, and the food is **amazing**!

Geography and history

Kyoto is in the western part of Japan's main island Honshu. It is surrounded by three mountains and the Kamogawa river passes through the centre of the city. For most of Japanese history, Kyoto was the official capital where the Japanese emperor lived. But Kyoto isn't just a city of tourism. Many people are **surprised** to learn that Kyoto is also an important centre for information technology and education. The electronic games company Nintendo is one of many IT companies that have their headquarters in the city, and Kyoto University is one of the top universities in the world.

When to go

Kyoto has a sub-tropical climate, with mild winters and hot and humid summers. The most popular time to visit is autumn, when the leaves change colour and the temple gardens look **stunning**. But be warned! This time of year is very popular, so if you're **annoyed** by large crowds, go another time when it is less busy.

What to see

Kyoto has so many **interesting** places to visit, including 17 World Heritage sites. Highlights include:

- Temples: the most famous temple in Kyoto is Kinkaku-ji ('The Golden Temple').
- Castles: Nijo Castle has a 'nightingale floor' – a wooden floor that squeaks to warn the shogun of possible assassins.
- Geishas: in Gion, the traditional geisha district, you can still see trainee geishas, called 'maiko', walking down the street in their wooden shoes.
- Bamboo forests: if you go to Arashiyama in the north of the city, you can walk through forests of giant bamboo.

What to eat

If you're feeling **tired** from looking at so many temples, stop and try the incredible food on offer in Kyoto. A famous kind of food is kaiseki ryori, which has many small dishes presented in the most beautiful way. Shojin ryori is based on the vegetarian food eaten by Buddhist monks. It contains tofu in a pot, which sounds **boring**, but is actually very tasty.

Where to stay

There are hundreds of hotels in the city centre. If you want a **surprising** experience, you could stay in a capsule hotel where you sleep inside a small space set into a wall. If you want a more relaxing place to stay, why not stay in a ryokan (a traditional Japanese inn)? You'll sleep well and eat the most delicious food.

Source: International Express Intermediate 3ed SB page 45

Appendix I. Language focus exercise -ED and -ING adjectives

Listening to classical music is very relaxed/relaxing

I am excited/exciting to know him

The museum was very interested/ interesting

Tim was surprised/ surprising with the party his family had prepared

Laura is not satisfied/satisfying with her bike

Learning mathematics is frustrated/frustrating for me

My mom was tired/tiring after her workout

Jack is worried/worrying about me

Your parrot is really annoyed/annoying!

This movie is amused/amusing

Appendix J. final Intervention planning

This research was carried out from the 16th of February 2021 with the experimental group and finished the 10th of March 2021 with the control group.

Real Planning

	16-2-21	17-2-21	22-2-21	23-2-21	24-2-21	1-3-21 to 5-3-21	8-3-21	9-3-21	10-3-21
Group 1 Experimental	Face to face class	Autonomous work	Face to face class	Autonomous work	Face to face class	Exams' weeks	Strike	Face to face less on post test	
Group 2 Control		Face to face class	Autonomous work	Face to face class	Autonomous work	Autonomous work and Exams' week	Strike		Face to face less on post test

Appendix K. Screenshot of baamboozle -ed and -ing adjectives

Figure 10

Baamboozle game used to practice adjectives that end in -ed and -ing