

UNIVERSITAT DE VALÈNCIA

MASTER'S DEGREE FINAL DISSERTATION

MÁSTER UNIVERSITARIO EN PROFESOR/A DE EDUCACIÓN SECUNDARIA
(LENGUA INGLESA)



**Teaching vocabulary
in the ESL classroom
with H5P interactive activities**

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Academic year: 2021-2022

ABSTRACT

The integration of new technologies and digital tools into education, and especially into language learning, is becoming increasingly common nowadays. The emergence of educational technology has brought about tons of benefits for language learners; however, there are still many tools and applications that have not been sufficiently exploited and studied. This research project focuses on the introduction of H5P multimedia and interactive activities into the teaching of English as a second language. The main goal of the study is to evaluate the impact of H5P activities Memory game, Dialog cards and Interactive video on the vocabulary acquisition of second year English students at the Escuela Oficial de Idiomas (EOI). It also aims to find out the opinions and attitudes of both EOI students and teachers towards this tool. To this end, a comparative study was carried out with the participation of two groups of students: a control group, where some vocabulary was taught using the students' usual textbook, and an experimental group, in which H5P activities were implemented to address the same content. The results, along with the students' and teachers' views, suggest that H5P could be an effective and beneficial tool for the acquisition of new vocabulary in second language learning. Finally, the limitations of the study are addressed, and futures lines of investigation are proposed.

Keywords: educational technology, H5P, multimedia and interactive activities, vocabulary, English as a second language, Escuela Oficial de Idiomas

RESUMEN

La integración de nuevas tecnologías y herramientas digitales en el ámbito educativo, y especialmente en el aprendizaje de idiomas, es cada vez más habitual en la actualidad. La aparición de la tecnología educativa ha traído consigo un sinnúmero de beneficios para los estudiantes de lenguas; sin embargo, todavía existen numerosas herramientas y aplicaciones que no se han explotado e investigado lo suficiente. Este proyecto de investigación se centra en la introducción de las actividades multimedia e interactivas H5P en la enseñanza de inglés como segunda lengua. El objetivo principal del estudio es evaluar el impacto de las actividades H5P Memory game, Dialog cards e Interactive video en la adquisición de vocabulario de los alumnos de inglés de segundo curso de la Escuela Oficial de Idiomas (EOI). Asimismo, también se pretende conocer la opinión y actitud tanto de alumnos como profesores de la EOI hacia esta herramienta. Para ello, se llevó a cabo un estudio comparativo con la participación de dos grupos de estudiantes: un grupo control, donde se enseñaron contenidos de vocabulario utilizando el libro de texto habitual de los alumnos, y un grupo experimental, en el que se implementaron las actividades H5P para abordar los mismos contenidos. Los resultados, junto a las valoraciones de estudiantes y profesores, sugieren que H5P podría ser una herramienta eficaz y beneficiosa para la adquisición de nuevo vocabulario en el aprendizaje de una segunda lengua. Por último, se abordan las limitaciones del estudio y se proponen futuras líneas de investigación.

Palabras clave: tecnología educativa, H5P, actividades multimedia e interactivas, vocabulario, inglés como segunda lengua, Escuela Oficial de Idiomas

RESUM

La integració de noves tecnologies i eines digitals en l'àmbit educatiu, i especialment en l'aprenentatge d'idiomes, és cada vegada més habitual actualment. L'aparició de la tecnologia educativa ha portat una infinitat de beneficis per als estudiants de llengües; no obstant això, encara existeixen nombroses eines i aplicacions que no s'han explotat i investigat prou. Aquest projecte d'investigació se centra en la introducció de les activitats multimèdia i interactives H5P en l'ensenyament d'anglès com a segona llengua. L'objectiu principal de l'estudi és avaluar l'impacte de les activitats H5P Memory game, Dialog cards i Interactive video en l'adquisició de vocabulari dels alumnes d'anglès de segon curs de l'Escola Oficial d'Idiomes (EOI). Així mateix, també es pretén conèixer l'opinió i actitud tant d'alumnes com professors de la EOI cap a aquesta eina. Per a això, es va dur a terme un estudi comparatiu amb la participació de dos grups d'estudiants: un grup control, on es van ensenyar continguts de vocabulari utilitzant el llibre de text habitual dels alumnes, i un grup experimental, en el qual es van implementar les activitats H5P per a abordar els mateixos continguts. Els resultats, juntament amb les valoracions d'estudiants i professors, suggereixen que H5P podria ser una eina eficaç i beneficiosa per a l'adquisició de nou vocabulari en l'aprenentatge d'una segona llengua. Finalment, s'aborden les limitacions de l'estudi i es proposen futures línies d'investigació.

Paraules clau: tecnologia educativa, H5P, activitats multimèdia i interactives, vocabulari, anglès com a segona llengua, Escola Oficial d'Idiomes

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1. INTRODUCTION

1.1. JUSTIFICATION

In the current fast-changing and interconnected world, technologies are essential to improve teaching and learning and increase access to quality education. As the Director-General of UNESCO (2018) recently said, we cannot imagine education without innovation in a world where technology has an impact on every aspect of our lives. Information and Communication Technologies (ICTs) offer great potential thanks to their increasingly powerful capacities and declining costs. At the present time, and in line with the 2030 Agenda for Sustainable Development, “ICT plays a major role in order to achieve quality education and lifelong learning possibilities as expressed within SDG 4” (Tjoa & Tjoa, 2016, p. 9).

Educational technology is becoming more prevalent in the classroom. According to Guzmán et al. (2018), technology favours teaching-learning processes due to its numerous advantages linked to the speed of information transfer and the ease of interaction among users. All these benefits should not be overshadowed by the playful nature of technology, which must instead be integrated as a didactic means of teaching. At this point is where the concept of ‘edutainment’ arises, seen as the combination of education and entertainment in the learning process (Corona et al., 2013). In contrast to the traditional learning paradigm, edutainment actively involves the student in the educational process (Sapukh, 2018). Moreover, edutainment clearly defines the approach we wanted to provide to our classroom intervention, since it relies heavily on visual material and is generally more informal and interactive than other teaching techniques (Makarius, 2017).

Over the past few years, and particularly this last one, e-learning has been highly promoted within the educational system due to its accessibility, availability, flexibility, cost-effectiveness and time-efficiency (Amarneh et al., 2021). However, e-learning can also result in social isolation and lack of motivation and interaction. The presence of teachers in face-to-face learning is crucial to the development of e-learning because teachers can monitor students’ progress, offer feedback, motivate students and help them cope with difficulties in learning (Chang, 2016). According to Chang (2015, as cited in Chang, 2016), this disadvantage can be reduced by adopting what he calls interactive

learning, that is, “the combination of face-to-face training and e-learning” (p. 479). In our case, we will focus on integrating educational technology to reinforce face-to-face teaching and creating an interactive learning environment through the use of a digital learning tool that increases students’ motivation and engagement.

Regarding digital learning tools, most studies show that their appropriate implementation in the language lesson “promotes learning, enhances interaction and communication, boosts autonomous learning, maximises targeted outcomes, motivates learners and helps them improve their performance in the EFL classroom” (Azmi, 2017, p. 117). Some of those tools, such as Kahoot! and Socrative, have become very popular these days and they are widely used by teachers to engage their students and help them learn while having fun (Benhadj et al., 2019). Nevertheless, integrating digital tools into teaching is not always a simple process, and there are different intrinsic and extrinsic factors —e.g., teachers’ knowledge, confidence and attitudes towards applying technological tools, and lack of training, resources, time or institutional support— that may impede educators from using them in the classroom (Bingimlas, 2009).

Thus, through this research we wanted to overcome the mentioned drawbacks and choose an innovative, free, accessible, practical and easy-to-use digital tool to teach English as a Second Language¹ (ESL). As the research would be carried out with A2 students from the Escuela Oficial de Idiomas (EOI), we had to take into consideration the context and the learners’ needs when selecting the teaching tool. By observing the first lessons, we realised that the shortage of vocabulary was one of the main challenges the students faced in expressing themselves. Consequently, we decided to employ H5P as an interesting alternative for teaching vocabulary, since it is an innovative and accessible didactic tool for creating interactive materials (Homanová & Havlásková, 2019). Specifically, H5P is a free and open-source tool that allows to create, share and reuse interactive and mobile-friendly HTML5 content (Rekhari & Sinnayah, 2018). As explained in its website, H5P (Joubel, 2021) is also available as a free plug-in for Moodle, so it becomes easier for teachers to create and use H5P content directly in the Moodle platform. We can find this option integrated into Moodle since version 3.9 onwards, and it is available in the Aula Virtual of the Universitat de València since September 2020 (Casañ-Núñez et al., 2020). The recent addition of H5P in that educational platform and

¹ According to Saville-Troike and Barto (2017), the term ‘second language’ refers, in its general sense, “to any language that is acquired after the first language has been established” (p. 216). In this study, that term is used in the sense just mentioned, so no distinction is made between second language and foreign language.

the fact that it has not yet been widely explored and discussed are therefore the main and stronger reasons to carry out the current research.

In order to implement the study, we have considered both the legislation and the EOI syllabus. The syllabus for the English subject shows that the use of ICT is often fostered and well integrated in the classroom. Besides, English lessons are based on the development of the communicative competence, so pair work, teamwork, and interaction among students in general, is highly promoted. Even though this kind of interactions has been reduced this year due to the exceptional health situation, we will try to develop a methodology as communicative as possible. We have also referred to Royal Decree 1041/2017, of 22 December, and the Resolution of 19 July 2019, in which the basic curriculum for A2 level is established. As it states, A2 students must acquire the skills that allow them to use the language sufficiently, responsively and productively, both in spoken and written form. In our case, we will mainly focus on speaking skills. In short, we will use H5P in the ESL classroom to teach new vocabulary and we will later integrate it into oral production.

1.2. OBJECTIVES AND RESEARCH QUESTIONS

This research aims to find out the usefulness of integrating the digital learning tool H5P for teaching vocabulary in an ESL classroom and, subsequently, to analyse its impact on EOI students' learning outcome and learning attitude. In addition, EOI teachers' opinions regarding the use of H5P in their classes will be collected to complement the study.

Through the implementation of our lesson proposal and the designed materials, we will try to respond the following questions:

RQ1: Does the use of the H5P activities Memory game, Dialog cards and Interactive video in the ESL classroom have any effect on 2nd year EOI students' acquisition of vocabulary?

RQ2: What are 2nd year EOI students' opinions on the implementation of H5P activities in the ESL classroom to learn new vocabulary?

RQ3: What are EOI teachers' attitudes towards the integration of the tool H5P into the ESL learning and teaching process?

2. THEORETICAL FRAMEWORK

2.1. EDUCATIONAL TECHNOLOGY

Nowadays, it is nearly difficult to conceive of education without also considering the many types of technology often used to support education (Spector, 2016). From the early use of audiovisual aids to individual and networked computers, educational technology approaches have evolved to include a variety of mobile and smart technologies, as well as virtual and augmented realities, avatar-based immersive environments, cloud computing, and wearable and location-aware devices. Some of these educational technologies are simple and have been around for a long time; others are more complex, and new ones are being introduced into educational settings on a daily basis (Huang et al., 2019).

Educational technology is also termed as instructional technology, information and communication technology (ICT) in education, Ed Tech, and learning technology (Kaware & Sain, 2015). The concept has been redefined over the years by many different authors. One of the most remarkable current definitions is the one from the Definition and Terminology Committee of the Association for Educational Communications and Technology (2008), which states that “educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources”. Huang et al. (2019) add that from the standpoint of technology employed in education, educational technology may be defined as the application of existing and emerging technologies to enhance learning experiences in a range of instructional contexts, like formal and non-formal learning, learning on demand, lifelong learning, etc.

A wide range of different electronic tools and applications can be used to support the learning process. Computer-assisted instruction (CAI), integrated learning systems (ILS), and technology-based curricula are some examples of these technology applications (Cheung & Slavin, 2013). Golonka et al. (2014) classify educational technology applications into the following categories: classroom-based technologies, including course management systems, interactive whiteboards and ePortfolios; individual study tools such as corpus, electronic dictionaries and glossaries, intelligent tutoring systems, grammar checkers, and automatic speech recognition and pronunciation programs; network-based social computing like virtual worlds, chats, social networks, blogs, forums

and wikis, and mobile and portable devices such as tablets or PDAs, iPods and smartphones. Tuma (2021) also lists other widely used educational technology tools like web-conferencing or webinars, video lecture capture technology for asynchronous activities, podcasting, polling and quiz platforms, and digital learning objects.

Regarding the effects of technology in the classroom, the amount of research being conducted on this topic is rapidly growing. Technology is undoubtedly being used in school to help students develop a set of skills required for success in the 21st century, and at the same time it is allowing students to learn both inside and outside of the traditional classroom (Delgado et al., 2015). However, technology itself cannot improve learning and teaching, but it is an effective use of technology that might impact education (Bull et al., 2016). It is therefore essential to employ technology in a meaningful way for students, as well as to ensure that they understand the learning goals behind utilising educational technology (Bedenlier et al., 2020).

According to Bedenlier et al. (2020), the use of technology enhances student engagement and achievement, which also results in a series of short and long term academic and social outcomes. With regard to short-term outcomes, we find better attitude and discipline, higher thinking skills and particular knowledge, increased interest and tech confidence, improved study habits, stronger feeling of belonging and wellbeing, and enhanced relationships through teamwork, involvement and collaboration. Long-term outcomes comprise higher retention, work success, lifelong learning, improved personal growth, and increased participation in the educational community.

When talking about the use of technology in language learning, it has the potential to provide numerous benefits to both teachers and students. Based on Ahmadi's findings (2018), technology offers "interaction between teachers and learners, provides comprehensible input and output, helps learners to develop thinking skills, makes learning more student-centered, promotes learners' autonomy and helps them feel more confident, and increases learners' motivation to effectively learn a foreign language" (p. 122). But, in order to achieve this, it is necessary for teachers to integrate technology appropriately into their instruction and make an effective and meaningful use of it (Ahmadi, 2018).

2.2. E-LEARNING AND INTERACTIVE LEARNING

E-learning, as a part of educational technology, is an ever-changing concept with a variety of definitions shaped by specific professional perspectives and interests. Sangrà et al. (2012) classified the different definitions of e-learning into four broad categories:

1. Technology-driven definitions. They highlight the technological components of e-learning and, consequently, e-learning is understood as the use of technology to implement learning programs.
2. Delivery-system-oriented definitions. In this category e-learning is portrayed as the delivery of education by using electronic media, so the emphasis is on the access to resources rather than the outcomes of any accomplishments.
3. Communication-oriented definitions. Learning is aided by the utilisation of digital tools and content that entail interaction, communication and collaboration.
4. Educational-paradigm-oriented definitions. This group of definitions consider e-learning as a new learning approach or as an upgrade of an existing one, based on the use of technologies to improve the educational process.

In our particular case, the use of e-learning in this dissertation has been made from an approach which combines the last two mentioned categories. This perspective broadly corresponds to a more recent concept of e-learning adopted by Rodrigues et al. (2019), who define it as “an innovative web-based system based on digital technologies and other forms of educational materials whose primary goal is to provide students with a personalised, learner-centered, open, enjoyable and interactive learning environment supporting and enhancing the learning processes” (p. 95).

The application of e-learning in education has been beneficial in numerous situations (Al Rawashdeh et al., 2021). Several authors and studies have identified a number of advantages resulting from the adoption of e-learning into schools (Gautam and Tiwari, 2016; Martínez-Caro, Cegarra-Navarro and Cepeda-Carrión, 2015; Chang, 2016, as cited in Al Rawashdeh et al., 2021). Some others have also discussed the challenges faced by learners and instructors in the implementation of e-learning (Aparicio et al., 2016; Dumford & Miller, 2018; Gilbert, 2015). The main benefits and drawbacks of e-learning are summarised in the following tables:

Table 1*Advantages of e-learning*

Advantages	Descriptions
1. E-learning saves costs	Saves 40–60% of the expense of training by traditional means. Savings include (1) travel expenses; (2) facilities and supplies costs; (3) administrative costs; (4) salaries and (5) lost opportunity costs.
2. E-learning improves learning	<ul style="list-style-type: none">• E-learning uses learning technologies that assist students and trainees towards learning.• The interactions between peers and instructors can ‘activate learners’.• E-learning exposes learners to real-world data, which saves learners time in searching information and also assists learners analysing large collections of data.• E-learning provides a more in-depth learning experience.
3. Extra advantages for learners	<ul style="list-style-type: none">• Learners can get the best instruction available.• Training occurs “just in time”.• Learners set the pace and schedule.• Learners can have better access to instructors.• Training adapts to the learning styles.• E-learning produces positive effects.
4. Extra advantages for instructors	<ul style="list-style-type: none">• Instructors can teach from different locations.• Instructors travel less.• Course content can be dynamic.
5. Extra advantages for organizations	<ul style="list-style-type: none">• E-learning delivers high-quality training, including training around the globe without travel.• E-learning creates valuable learning resources.

Note. Extracted from “Review and discussion: E-learning for academia and industry” by V. Chang, 2016, *International Journal of Information Management*, 36(3), p. 479 (<https://doi.org/10.1016/j.ijinfomgt.2015.12.007>). Copyright 2015 by Elsevier Ltd.

Table 2

Disadvantages of e-learning

Disadvantages	Descriptions
1. More instructor effort required	Instructors need more preparations, so that they can answer learners' questions and clear their doubts.
2. More effort required by learners	Online courses take 20–40% more time and effort than traditional courses.
3. Conversion efforts take longer than expected	Converting existing classrooms to online courses has proven harder than many designers expected.
4. Distance learning is impersonal	E-learning is often used as a type of distance learning and distance learning is “impersonal” due to the lack of face-to-face contact.
5. Fear of the technology	Many people feel technical problems are the main barrier for e-learning.

Note. Extracted from “Review and discussion: E-learning for academia and industry” by V. Chang, 2016, *International Journal of Information Management*, 36(3), p. 479 (<https://doi.org/10.1016/j.ijinfomgt.2015.12.007>). Copyright 2015 by Elsevier Ltd.

As shown in table 2, e-learning may result impersonal when is adopted as a kind of distance learning, so integrating e-learning into face-to-face education could be an effective way to reinforce the advantages of e-learning, thanks also to the presence of teachers. That is called ‘interactive learning’ by Chang (2015, as cited in Chang, 2016), and it focuses on human interactions throughout the learning process, which primarily involve knowledge exchange and information transfer. In this way, the figure of the tutor gains importance, since he or she may act as a guide and a feedback giver who motivates students and promotes interaction.

Interactivity, “which refers to how different components in a system act upon each other to facilitate learning” (Luo & Lei, 2012, p.75), plays an essential role when it comes to developing an effective learning process. The literature on interactive learning distinguishes four types of interactions (Moore, 1989; Hillman, et al., 1994; Moore & Kearsley, 1996, as cited in Luo & Lei, 2012): (a) learner-content interaction, which occurs when students intellectually interact with the topic of study; (b) learner-instructor interaction, in which teachers motivate students, monitor their progress and give them support; (c) learner-learner interaction, that allow learners to work collaboratively with

their peers, and (d) learner-interface interaction, which takes place when students manipulate tools to complete a task. With regard to ESL teaching, interaction in all its forms is a significant factor in language acquisition and also has a direct influence on increasing learners' motivation (Escobar Fandiño et al., 2019). In addition, introducing interactive learning through the use of technology enables to create a real language context, which enhances students' skills and allows them to develop their capacity to manage the technical and social processes (Valeev et al., 2016).

2.3. EDUTAINMENT

Edutainment, a concept derived from the combination of the words 'education' and 'entertainment', was first introduced in the 1960-70s by Marshal McLuhan and Bob Heyman, who conceived it as "a form of communication which uses the game for educational purposes" (Corona et al., 2013, p. 13). This way of learning through entertainment may be an exceptional complement to other teaching approaches, since it fosters the involvement and interest of students and allows them to develop their skills in a direct experience (Chilingaryan & Zvereva, 2020).

Thanks to technology and multimedia, now it is feasible to achieve a new balance within the educational system, given that it is conceivable to integrate a dynamic approach into didactic processes with previously acquired knowledge (Corona et al., 2013). Thus, Corona et al. (2013) define edutainment as "a branch of e-learning which promotes learning process in school, extra-school and didactic field in general, in a playful way, through multimedia applications" (p. 14). They also consider that this learning model is based on interactivity, which improves the students' receptivity of the subject in the learning period due to the stimuli resulting from the use of technological tools.

Aksakal (2015) distinguishes different edutainment approaches, among which is edutainment in computer environment, based on visual materials, games and stories. It aims to attract students' attention within an interactive learning setting. The most widespread classification is the one established by White (2003, as cited in Zorica, 2014), who classifies edutainment into the following categories according to several aspects: location-based, purpose and content, target group and type of media. The last group is based on media that contains and it is divided into edutainment on TV, computer edutainment and edutainment on the Internet. Audiovisual tools are used as learning

media in this approach, and students are active participants placed at the centre of the learning process (Nuraini et al., 2020).

Edutainment tends to be discussed in relation to children, but it also plays an important role in the learning process of older adults (Lucardie, 2014). According to Lucardie's findings, the integration of fun and enjoyment into adult learning programs provided the learners with the following benefits: motivation to attend lessons and acquire knowledge and skills, enhanced concentration and higher absorption of knowledge, and the creation of a socially connected learning environment. In addition, the implementation of edutainment in adult education showed the importance of addressing the affective domain in the learning process, as well as the strong connection between the positive emotions experienced by learners and successful learning and a sense of greater well-being (Lucardie, 2014).

Furthermore, using edutainment technologies and materials to teach English contributes to the students' acquisition of certain professional and personal skills and it complements the communicative language teaching approach (Sapukh, 2018). According to Dubakov & Olar's research conclusions (2019), edutainment can be beneficial in the process of teaching a foreign language on a number of levels:

Edutainment tools improve the concentration of students' attention —they become more focused on what they are interested in. With an efficient integration of tools, the emotional climate of a foreign language lesson is improved, subject-subject relations are established, interest in learning a language is manifested to a greater extent. The use of such a component of edutainment as gaming technology has a positive effect on the formation of grammatical and lexical skills. The mechanisms of a game allow not only to understand the grammatical phenomenon in its original form, but also to consolidate its use in speech. The games evoked only a positive response from the students. (p.85)

2.4. H5P

H5P has been chosen for this research as an interesting tool to work with interactive content in a didactic and entertaining way. As explained in the H5P official website (Joubel, 2021), "H5P is a plugin for existing publishing systems that enables the system to create interactive content like Interactive Videos, Presentations, Games, Quizzes and

more”. Benkada and Moccozet (2017) define it as “an open-source content collaboration framework based on Javascript focused on the creation of interactive HTML5 content and particularly videos”. H5P is the abbreviation for HTML5 package, and the tool is mainly characterised by the following aspects:

- H5P allows to create, share, reuse and modify interactive content.
- It is a completely free and open technology, so it can be used by any user.
- It is multi-platform, which means that H5P content may be embedded in any platform that supports embedded content and it can also be integrated into educational platforms such as Canvas, Blackboard and Moodle, among others.
- H5P content is mobile friendly, so users will experience the same rich, interactive content on computers, smartphones and tablets alike.
- It is relatively easy to create, share, reuse and modify rich content through generally intuitive processes.

There are currently almost 50 activities available to create interactive content with H5P. Based on the classification proposed by the Monash University Faculty of Arts (n.d.), we can find at least 8 content types that can be created with H5P, as follows:




- Text-based content types: Drag the Words, Essay, Fill in the Blanks and Mark the Words.
- Question-based content types: Arithmetic Quiz, Multiple Choice, Personality Quiz, Questionnaire, Quiz, Single Choice Set, Summary and True/False Question.
- Image-based content types: Agamotto, Collage, Drag and Drop, Find Multiple Hotspots, Find the Hotspot, Image Choice, Image Hotspots, Image Juxtaposition, Image Pairing, Image Sequencing, Image Slider and Timeline.
- Game-based content types: Crossword, Dialog Cards, Find the Words, Flashcards, Guess the Answer and Memory Game.
- Audio-based content types: Audio Recorder, Dictation, Speak the Words and Speak the Words Set.
- Complex content types: Column, Course Presentation, Documentation Tool and Interactive Video.
- Presentation content types: Accordion, Chart, Iframe Embedder and Impressive Presentation.

- New content types: Advanced Fill the Blanks, Advent Calendar, Branching Scenario, Interactive Book, KewAr Code, Sort the Paragraphs and Virtual Tour (360).

This essay will focus on the three activities chosen to be implemented during the intervention in the experimental group: Memory game, Dialog cards and Interactive video. The first two belong to the game-based content category and the last one is one of the most complex, rich and powerful H5P activities. All these three activities are further detailed in the following table, according to the H5P official website (Joubel, 2021):

Table 3

H5P activities implemented in this research

Activity	Description
 <p>Memory Game Create the classic image pairing game</p>	<p>The Memory Game content type allows authors to add their own images (and optional text) to a classic memory game. To play the game, users search for image pairs, which will display a specified text message once a matching pair has been found.</p>
 <p>Dialog Cards Create text-based turning cards</p>	<p>Dialog Cards can be used as a drill to help learners memorise words, expressions or sentences. On the front of the card there is a hint for a word or expression. By turning the card, the learner reveals a corresponding word or expression.</p>
 <p>Interactive Video Create videos enriched with interactions</p>	<p>The Interactive Video content type allows users to add interactions on top of video clips in order to make them richer and engaging. The following H5P content types may be added to the video: multiple choice questions with one or more correct answers, free text questions, fill in the blank questions, drag and drop questions, interactive summaries, single choice question sets, mark the word activities, drag and drop text, images, tables, labels, texts and links.</p>

Note. Adapted from <https://h5p.org/content-types-and-applications>. Copyright 2021 by Joubel.

One of the greatest advantages of H5P is that it can be found as a Moodle plug in, so it is quite easy for teachers to create and/or modify H5P activities directly from Moodle (U of L Teaching Centre, 2021). In addition, the process of creating interactive learning activities is fairly intuitive and teachers do not need to have extensive expertise (Homanová & Havlásková, 2019). The general structure of tasks consists of two basic components: content, that is the multimedia elements used in the activity, and settings, which include behavioural settings, texts overrides and translation and H5P options (Homanová & Havlásková, 2019).

With respect to the impact of H5P on language teaching, there are still not enough studies to draw definitive conclusions, but those that have already been carried out provide positive data. Wicaksono et al. (2021) conduct research on the use of H5P in the English Language Teaching with the participation of 19 students from the Politeknik Negeri Jember (Indonesia). They investigate “the relation among the use of H5P in the teaching and learning process, the students’ motivation, and their English skills development” (p. 227). As Wicaksono et al. (2021) conclude, the use of H5P in teaching English has some remarkable benefits: increased students’ attention on materials being used by the teacher and, consequently, higher students’ motivation and interest in the learning process, as well as stronger reinforcement of the concepts taught in class.

Sartor (2018) briefly discusses her positive experience using H5P and highlights the great potential of creating and using H5P interactive videos with her online and face-to-face students. She also adds that H5P improves students’ engagement in the lesson and allows them to learn “valuable tech skills in addition to language”.

Casañ-Núñez et al. (in press) carry out a study with the main purpose of finding out how a group of 43 future teachers from a Valencian university evaluate the didactic usefulness of H5P activities in the teaching of English as a foreign language. According to the results and conclusions, participants consider H5P to have great pedagogical potential and emphasise its effect on the possible increase of motivation and attention, the variety of activities, the immediate feedback, the development of digital competence and accessibility, among other aspects.

3. METHODOLOGY

3.1. STUDY DESIGN

The present research has been carried out by employing a quasi-experimental design in which we had two different groups of participants: the treatment or experimental group and the control group. According to Dörnyei (2007), these types of experimental studies in educational contexts are also known as “intervention research”. Therefore, the main strength of this research is that it is conducted under real conditions, since it takes place in an authentic learning environment using genuine class groups (Dörnyei, 2007).

In order to achieve the research objectives, I have used different research instruments to collect both quantitative and qualitative data. Firstly, all the students have been questioned about their interests, needs and expectations regarding English learning. Both groups have also done a pre-test with the purpose of knowing what their prior knowledge about the subject of the lesson was. Then, the teaching intervention has been carried out in each of the groups: for the control group I have just followed the vocabulary activities in the textbook, whereas in the experimental group I have taught the vocabulary content using H5P. Later, students from both groups have repeated the test to compare the results with the initial one, and only those belonging to the experimental group have completed an opinion questionnaire to express their views on the activities done with H5P. Finally, other questionnaire has been distributed to gather EOI teachers’ feedback and opinions about H5P.

3.2. CONTEXT

The practical implementation of this study has been performed at one of the EOI located in the city of Valencia, as part of the teacher training period included in the Master’s Degree. The centre has extensive facilities, including four floors of language classrooms, a big library, an assembly hall, the staffroom, the cafeteria and numerous offices and language departments. The EOI offers a wide range of courses in a total of 16 languages: German, English, Arabic, Spanish, Basque, French, Greek, Italian, Portuguese, Russian, Valencian, Chinese, Dutch, Finnish, Polish and Japanese. To meet the high demand and educational offer, the school has a large teaching staff of more than a hundred teachers, thirty-one from the English department. English language teaching is

structured into ten courses, which corresponds to two courses per CEFR level, ranging from the basic level A2 to the advanced level C2.

As regards students attending the EOI, we can find many different learners' profiles. There are people of all ages studying there, with diverse jobs and occupations. The students' needs and interests are also very varied, as are the reasons why they decide to learn a language at the EOI. A large part of the students in the centre come from the city of Valencia or the surrounding villages. There is also a significant number of learners coming from other countries or areas, such as North Africa, Eastern Europe and Latin America, among others, which makes the EOI a multicultural and enriching place for teaching and learning. Attending the school is not just about going to class, but about enjoying all the facilities and participating in all the cultural activities too. However, due to the pandemic, the most dynamic and cultural part of the EOI has been cancelled. The exceptional health situation has also caused the adoption of special measures like reducing the capacity of classrooms to maintain a safe distance. As a consequence, each class has been divided into two groups of the same language level, and each subgroup attends the school only one day a week. Also, all the classes are 110 minutes long.

3.3. PARTICIPANTS

Since the research is based on a comparative method, we have worked with two groups of EOI English learners in the 2nd year, which generally corresponds to an A2 level, according to the CEFR. The compulsory division of each class into two groups has brought both advantages and disadvantages. The major benefit was the existence of two groups with the same level and similar characteristics to carry out this type of research. However, students' attendance was affected by the pandemic, so the sample size was not as large as we expected. Each of the groups was initially made up of ten people, but this number was reduced to five due to students' personal issues, mainly related to Covid. On the one hand, we have the control group, in which we have taught a vocabulary lesson about music following the activities suggested by the English textbook (Latham-Koenig et al., 2019) commonly used. On the other hand, the experimental group has been taught the same vocabulary content as the control one but replacing the textbook by the activities created with H5P.

Thanks to the students' background questionnaire (see [Section 3.4.1.](#)) and through classroom observation, we can know more about the main participants in the study. The

control group consists of five students, one man and four women of various ages. Except one person, all of them are studying English for the first time, but their interests and needs differ, and some of them need English for their jobs or studies while others want to learn it just for personal interest. Spanish is not the first language for all the students, as we have a Russian student and an Arab one. Besides English and their mother tongue, the students speak other languages like French or Valencian. The amount of time that every learner spends studying English varies, although none of them uses it outside the classroom. In general, all the students would like to improve in all the language areas, and two of them underline the need to improve their speaking, vocabulary and grammar in English. Most also prefer working in groups, instead of doing it individually. They all consider the use of technology necessary to learn English, but some place more importance on integrating digital tools and platforms into the teaching process than others. The students only know Kahoot as a tool to create interactive content and none of them has previously used the H5P tool.

The students in the control group —except for one learner who generally shows less interest in the class— are quite involved in their learning process. They are hardworking students that always do homework, talk in class and are interested in improving their English skills. There is one learner who participates very actively in discussions and, although the rest needs to be more encouraged to talk, they are also usually engaged in all the activities. Sometimes they feel unsecured when expressing themselves, mostly due to the lack of practise or the difficulty pronouncing words properly, however, they always try to do their best.

Moving on to the experimental group, it is comprised of five women with different profiles: two of them have been studying English for two years, one of them only for six months and the other two have been studying the language intermittently since high school. One of these students speaks Arabic as her first language and all the learners know other languages apart from Spanish and English, in particular, French, Valencian, Turkish and Basque. The students say they spend from two to four hours a week studying English and they would like to improve their speaking, vocabulary and writing skills. Three of them believe they have trouble speaking English due to the lack of practise, vocabulary and confidence. There are different views concerning the way of working in class: two students want to do it individually and three prefer working in groups or pairs. All the learners think it is important to integrate technologies into English learning and three of

them opt for using digital learning tools more often in class. The students know several learning platforms like Kahoot, Quizizz and Busuu, but nobody knows or has used H5P.

The classroom environment in the experimental group is excellent. Despite the fact that most students devote little time to studying English outside the school, they strive hard to learn in class. There is one learner that stands out among the rest, as she has a slightly higher level of English and usually takes part in class discussions. The others have a slower pace of learning, but they are also hardworking students.

Besides the two groups of students, EOI teachers have also taken part in this study by providing their opinion on H5P. This has enabled us to collect information about the H5P tool from different perspectives. A total of 16 teachers currently working at the EOI have completed an online questionnaire (see [Section 3.4.5.](#)) concerning the use of H5P. We find several teachers' profiles depending on their teaching language and their years of experience as second language teachers (see Figures below).

Figure 1

EOI teachers' teaching language

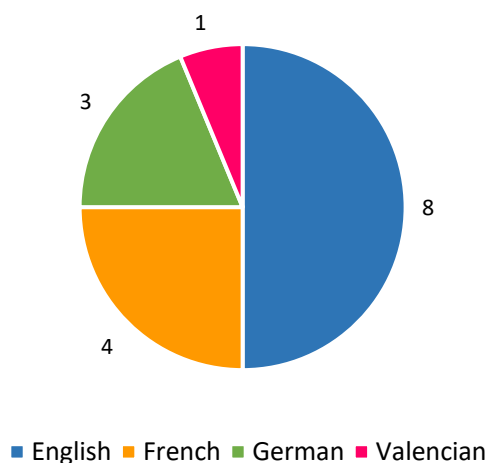
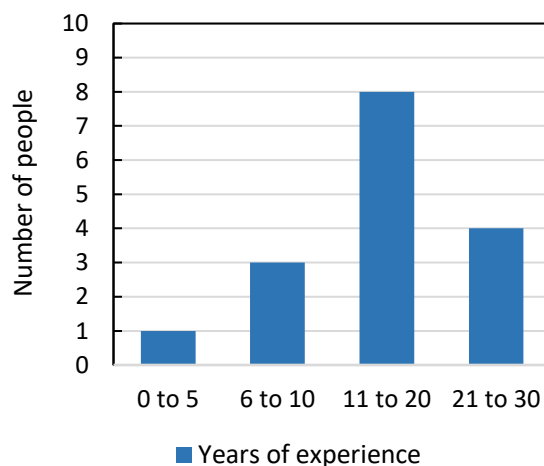


Figure 2

EOI teachers' years of experience



As shown in Figure 1, out of 16 teachers surveyed, 50% of them teach English as a second language, followed by those who teach French, German and Valencian. According to the questionnaire results, we find an average of around 16 years of language teaching experience, with a minimum of 5 years and a maximum of 30.

3.4. DATA GATHERING INSTRUMENTS

In order to gather the data and information required for this research, we have employed the following instruments: students' background questionnaire, students' opinion questionnaire, vocabulary pre-test and post-test, research journal, and teachers' opinion questionnaire.

Table 4

Number of participants who completed the different data gathering instruments

	Control group	Experimental group	Total
Students' background questionnaire	5	5	10
Students' opinion questionnaire	-	5	5
Vocabulary pre-test and post-test	5	5	10
Teachers' opinion questionnaire	-	-	16

Note. The students' opinion questionnaire was completed only by participants in the experimental group, as it was used to collect the students' views on the activities implemented with H5P.

3.4.1. STUDENTS' BACKGROUND QUESTIONNAIRE

The students' background questionnaire (see [Appendix A](#)) is divided into several parts aimed at getting different types of information, both quantitative and qualitative. I have therefore included closed-ended questions where the students have to select one or more answers, and other questions for them to rate the answers on a scale from 1 to 4. There are also open-ended questions in which students are asked to give a short answer, normally as a justification for a previous answer. The survey begins with an introductory paragraph offering information about its objectives and contents and informing students that all their answers will be treated confidentially. Since the participants are 2nd year

students with a low level of English, I have decided to create two versions—one in Spanish and the other in English—and let them choose the option they prefer.

The first part is devoted to collecting students' personal information that is relevant for the research. The idea was to know more about the participants' profiles, knowledge and background in relation to languages. To do so, we have posed questions such as how long they have been studying English and if the EOI is the first place where they study the language. They have also been questioned about the reasons why they have decided to attend English classes at the EOI. At the end of this part, we have included a question concerning other languages spoken by the students and their level.

The next section concerns students' interests and learning needs. It has been created with the aim of finding out what the preferences and habits of the participants are when it comes to learning English. This includes questions related to the amount of time that students devote to English learning, the language skills they need to improve, the kind of activities they like the most to learn English and how they prefer to work in class. The information obtained in this part has been taken into account to design the activities that would be implemented later on.

The third section is about the integration of ICT and digital tools in the learning process. Now we wanted to know the importance that students attach to the integration of technology into the English class. This part is the most important one, as we also ask the learners about their opinion concerning the use of digital tools to learn English. More specifically, the students have to say what they think about using or not these tools in the English class and to specify if they are familiar with any of them.

Finally, we find a pair of questions regarding the language skills of oral and written production. The purpose is to discover whether the students have difficulties when speaking and writing in English, what they attribute such problems to and if they would like to do more activities in class to work on those two skills. We conclude by thanking again the participants for their contribution.

3.4.2. STUDENTS' OPINION QUESTIONNAIRE

The students' opinion questionnaire (see [Appendix B](#)) is addressed only to the participants in the experimental group in order to obtain their feedback on the vocabulary activities implemented for this research. Again, we have given the students the possibility

to complete the questionnaire in the language of their choice, i.e. Spanish or English. The survey is first headed by the same introductory paragraph as the students' background questionnaire, which contains relevant information and instructions for participants, and next it is divided into two main parts. The first part consists of nine close-ended questions in which students are asked about their opinion concerning the activities done in class using the digital tool H5P and they have to rate their answers on a scale from 1 to 4. The second part is an open-ended question posed to know in more detail what the students liked and disliked about the activities. Also, they are asked to specify if there is something they would change, add or remove.

3.4.3. VOCABULARY PRE-TEST AND POST-TEST

In addition to the questionnaires used to collect mainly students' opinions and perceptions about the subject of study, we also needed an instrument that would allow us to measure the students' performance and their vocabulary level. Consequently, I have created a vocabulary test (see [Appendix C](#)) to assess the learners' knowledge on the main topic of the lesson, that is, music. The same exam has been employed as a pre-test and post-test to measure the students' prior knowledge and what they have acquired after the implementation of the activities. The test consists of four exercises: in the first one, students have to write the name of the musical instruments represented in the pictures and the musician that plays each one; the second exercise asks students to match two columns to form phrases related to music; the third one is a fill-in-the-blanks exercise which addresses the musical genres, and the last exercise asks to complete a table about how and when we can listen to music. The learners have to give a total of 34 answers: 16 in the first exercise and 6 in each of the other three exercises. So, in order to analyse the results, we will calculate the number of correct answers given by each student out of a total of 34.

3.4.4. RESEARCH JOURNAL

During the whole training period I have been taking written notes in a kind of personal diary. It has been a useful tool to keep a record of the activities carried out in class and, specially, to know how to implement them and what are the learners' attitudes towards them. This practice has helped me to learn more about the students in terms of behaviour, preferences, prior knowledge and motivation, and it has also allowed me to discover what

really works in class and what needs to be improved. In short, the notes I took every lesson covered the following points: activities, teacher performance, materials, time management, students' attitude, positive aspects and points for improvement.

With regard to my intervention, I have used the research journal to write notes on how the activities have worked and how the students have responded to them. The aim was to record not only the positive aspects of the lesson, but also everything that has not worked as expected and should be improved for the future.

3.4.5. TEACHERS' OPINION QUESTIONNAIRE

This questionnaire (see [Appendix D](#)) is an online questionnaire created with Google Forms and it is addressed to the EOI teachers with the aim of gathering their views on H5P and its activities. I have designed a single version of the questionnaire in Spanish, so it can be completed by any EOI teacher regardless the second language he or she teaches. The questionnaire consists of a video and fourteen questions, including six short-answer questions and eight multiple-choice questions. Although it is not explicitly specified, the questionnaire can be divided into two parts: one section before the video and another after it. The first seven questions are mainly aimed at finding out if the teachers have some prior knowledge of H5P and have used or created H5P content previously. Next, there is a short video (see [Appendix E](#)) which shows the main characteristics of H5P and two of the three interactive activities (Memory game and Interactive video) carried out during the intervention in the experimental group. In this video, created by myself with Canva, I explain in detail the advantages of using H5P and how the activities Memory game and Interactive video can be used in class—in this particular case, to learn English vocabulary related to music. Once the video has been played, the teachers have to answer other seven questions concerning the usefulness of H5P in second language teaching. More precisely, they are asked about the following items: how useful the two activities showed in the video are for teaching a second language, their willingness to create and use H5P content for their lessons, and what the benefits and drawbacks of using H5P are, according to them. This questionnaire will allow us to evaluate the tool from the teachers' perspective, which will provide valuable additional information to the research.

3.5. PROCEDURE

3.5.1 CLASSROOM IMPLEMENTATION

As explained above, to carry out this quasi-experimental research we have worked with a control group and an experimental group. Students from both groups have been taught the same vocabulary content —the one scheduled by the teacher according to the syllabus— but employing different tools and materials. In this section, we will describe in detail the procedure for implementing the lessons and all the activities carried out in each group. We will first use tables to illustrate the different activities completed by the students and then we will explain how the intervention has been done in each group.

Table 5

Intervention in the control group

SESSION 1	
Activity	Description
Students' background questionnaire	<p>The students have to fill in the questionnaire consisting of the following sections:</p> <ul style="list-style-type: none">- Personal information- Interests and learning needs- Integration of ICT and digital tools in the learning process- Productive skills (speaking and writing)
Vocabulary pre-test	<p>The students have to complete a vocabulary test about music to check their prior knowledge of the topic. The test is structured as follows:</p> <ul style="list-style-type: none">- Activity 1: writing the names of the musical instruments and the musicians that play them.- Activity 2: matching the columns to form phrases related to music.- Activity 3: completing the sentences with terms about musical genres and their characteristics.- Activity 4: completing a table with different ways and moments in which you can listen to music.

SESSION 2

Activity	Description
Vocabulary: Exercise 1	The students have to look at the photos of musical instruments that appear in the book and write their names in the appropriate column of a table. Next, they listen and repeat and check their answers.
Vocabulary: Exercise 2	Now, the students listen to the name of the person who plays each instrument and complete the musicians column in the same table as before. The correct spelling of all the terms is then projected for learners to check their answers.
Vocabulary: Exercise 3	The students listen again to the audio about musical instruments and musicians and compare the stressed syllable of each pair of words.
Speaking	The students first read the questionnaire in the textbook about musical tastes and habits to see if they understand everything. In pairs, they ask each other the questions in the questionnaire. Next, I ask each student one of the questions.
Vocabulary post-test	The students have to complete the same vocabulary test that they did in session 1 to check what they have learnt.

The first session of my intervention in the control group was only devoted to the completion of the students' background questionnaire and the vocabulary pre-test. In practise, these tasks did not occupy the whole English lesson, since the students spent around 20 minutes filling in the documents. Therefore, the rest of the time was used by the English teacher to continue teaching other contents of the course. All the learners showed readiness to complete both data gathering instruments.

In the second session, the students did the activities which had been scheduled by the teacher for that class. Specifically, they consisted of three vocabulary exercises and the speaking practise (see [Appendix F](#)) taken from the course textbook. The vocabulary section was focused on music and the exercises were first done individually by the students and then we corrected and commented them all together. The speaking part was

also related to music and the students talked in pairs and interacted with me. The activities lasted around 40 minutes and, once finished, the students completed the vocabulary post-test in 15 minutes. In general, their interest and motivation, as far as I could observe, were the same as usual. The students asked a few questions, but their engagement was no different from previous classes. Afterwards, the teacher continued the lesson by explaining grammar content and doing other exercises.

Table 6

Intervention in the experimental group

SESSION 1	
Activity	Description
Students' background questionnaire	The students have to fill in the same questionnaire as their peers in the control group.
Vocabulary pre-test	The students take the same test as their peers in the control group to check their prior knowledge about music.
SESSION 2	
Activity	Description
Vocabulary: Memory game	This activity (see Appendix G) is designed for students to learn the names of musical instruments in English. It is based on the classic image pairing game, but with some changes. In this case, instead of searching for two identical pictures, the students have to match a sound with the picture of the musical instrument that makes it. When a card containing an image of a musical instrument is turned over, we can also listen to the name of that instrument. This is useful for learners to know and practise the pronunciation of each new word. The students, one at a time, select two cards to turn over and, every time a matching pair is found, a text message is displayed. The message shows the spelling of each musical instrument, so the students can take note of how to write it correctly. There are nine pairs of cards in total. The activity finishes when all cards have been matched.

<p>Vocabulary: Dialog cards</p>	<p>This is an activity (see Appendix H) created to learn about the musicians who play the musical instruments introduced in the previous activity. This time we have two-side flashcards: the first side contains a picture of a musician and a question asking how we call the person playing that instrument. When clicked on, it turns on the other side and displays the required answer, that is, the name of the corresponding musician. In addition to seeing the spelling of the word, the students can also listen to how it is pronounced. The learners try to guess the name of each musician and we also talk about the different endings used to form the nouns. Moreover, the students repeat the pronunciation of each pair of words, i.e., instruments and musicians, and they compare both terms and how the stressed syllable changes in some of them.</p>
<p>Vocabulary: Interactive video</p>	<p>The Interactive video is one of the most complete and engaging activities, since it allows students to practise listening comprehension while they also learn grammar and vocabulary in a very interactive way. The aim of this activity (see Appendix I) is that students learn more about musical genres and their characteristics. The selected video (Learn English by Pocket Passport, 2020) shows a group of friends that have a long drive ahead of them, so they want to choose some music to listen to along the way. As the video progresses, different comprehension questions and supplementary texts pop up. In this video, and as detailed in Appendix I, we can find the following interactive inputs: true/false questions, multiple-choice questions, fill-in-the-blank questions, drag-and-drop questions, a word definition, a vocabulary expression and a summary question. All the students participate to answer the questions orally, so they also practise their speaking skills. When there is any doubt about what is being said in the video, we can rewind it to help them understand. We can also make comments, explain the new vocabulary or ask the students questions related to video content, in order to create a participatory environment.</p>

<p>Speaking</p>	<p>The speaking activity (see Appendix J), created by me, is called “Guess the character!” and it aims at practising the vocabulary from the lesson. Specifically, the students will talk about musical tastes and habits. In pairs or groups of three, each student is given a worksheet with a character and his/her musical tastes and habits. In addition, the worksheet contains some guiding questions for students to ask their classmates. Each learner has to take the role of the assigned character and, by asking questions, try to guess which character is his/her classmate playing. In order to help students discover the identity of their classmates, I will project on the interactive whiteboard the pictures of all the characters and their musical tastes and habits. The activity ends when all identities have been guessed.</p> <p>To finish this part, and once the students are familiar with the questions related to music, they have to tell us about themselves. So, I ask all of them some of the previous questions and they talk about their own musical tastes and habits.</p>
<p>Vocabulary post-test</p>	<p>The students have to complete the same vocabulary test that they did in session 1 to check what they have learnt.</p>
<p>Students’ opinion questionnaire</p>	<p>The students fill in the opinion questionnaire in which they provide their feedback on the activities carried out in session 2.</p>

The first session of the experimental group was the same as that of the control group, since the students spent part of the time completing the background questionnaire and the vocabulary pre-test and then continued with the planned lesson. A couple of students asked me about the digital tools mentioned in the questionnaire and they showed interest in using them, as they had never worked with them in class before.

The second session was the most dynamic and practical, where I implemented all the activities that I had created with H5P for this group. Due to constraints on computer equipment, the students did not do the H5P activities individually on their own computer, as is often the case when using this tool. Instead, I decided to carry out the activities with all the students together. To do so, I projected the activities designed with H5P on the interactive whiteboard and the students participated orally to complete them. Therefore,

I assumed the role of director and guide of the activities, as well as facilitator and evaluator of students' interventions. The main benefit of this teaching approach was that learners could also enhance their oral skills and we all created an interactive, dynamic and engaged atmosphere where they received direct feedback and help when needed.

With regard to the activities implemented in the experimental group, in general, all of them worked better than expected. The Memory game activity was the most successful one: it was very energetic and enjoyable, and it was out of the ordinary for students. As they took turns to speak, everyone had the opportunity to participate and match some pairs of cards. This activity required great concentration and the activation of several senses at the same time to find a right pair, but, despite the complexity, the students liked and completed it successfully. The Dialog cards was a slightly weaker activity, as it lacked the more playful component of the previous one. Even so, the learners participated actively and found it useful for learning the pronunciation of the new vocabulary. The Interactive video was an innovative and attractive activity for the students, who were engaged by asking doubts and answering all the different types of questions that appeared in the video. The only weak point of this activity was the level of complexity of the video, as several students had difficulties understanding what the characters were saying. One student told me that it would have helped her to read beforehand the questions that were going to appear in the video, in order to relate them more easily to what was being said.

Regarding the speaking practise, it worked really well and the students enjoyed it a lot. Unlike the speaking activity in the control group, this one was not just about asking questions and getting answers, but it had the ultimate goal of discovering the identity of the classmates, so the students were much more involved. Moreover, it was a good idea to do the speaking in two parts, so the students first played a role and then had to talk about themselves. The speaking in pairs allowed them to practise new structures and vocabulary and gain confidence in expressing themselves in front of one or two people. In this way, when they were later asked about their own opinion, they already had a certain degree of scaffolding to be able to speak more confidently in front of all the classmates.

Finally, time management was not a problem and everything worked as planned. The implementation took 50 minutes and, once all the activities were finished, the students spent 15 minutes completing the vocabulary post-test and the opinion questionnaire. Students' response throughout the lesson was very positive; they showed interest and were actively engaged in the activities. The learners did their best and were very receptive

to the clarifications and corrections I made. In addition, I receive very good feedback from the teacher, who also noted the positive reception of the activities and the friendly atmosphere created during the class.

3.5.2. ADMINISTRATION OF TEACHERS' OPINION QUESTIONNAIRE

After the classroom implementation, it was time to send the opinion questionnaire to the EOI teachers for them to fill it out. Since it was an online questionnaire, I contacted my internship advisor and asked her to send the link to the questionnaire to other EOI teachers via WhatsApp. I attached a short message explaining who I was and what the research I was doing was for and she sent it without any problem. Weeks later I had received few responses, so I decided to contact another teacher working in a different EOI. Thanks to him I was able to collect a slightly higher number of responses from teachers with varied profiles. The process of completing the questionnaire was quite simple, as each teacher could do it with his or her mobile phone from anywhere with an Internet connection. In addition, the video on H5P was embedded in the questionnaire itself, so participants did not have to open any other application to view it.

3.6. DATA ANALYSIS

With the aim of answering the questions stated at the beginning of this research, all the data obtained through the different gathering instruments are compared in the results of the study. On the one hand, the quantitative data collected from the vocabulary pre-test and post-test, the students' opinion questionnaire and the teachers' opinion questionnaire has been analysed by using Excel tables in order to obtain the corresponding averages and/or percentages. In addition, several graphs are included to visualise and compare the data more easily. On the other hand, the qualitative data obtained from the students' opinion questionnaire and the teachers' opinion questionnaire has been processed by means of a "content analysis" (Dörnyei, 2003, p. 117). To do so, we have selected the key points and ideas highlighted in the texts and grouped them into broader categories to describe the content of the answers in a way that it can be compared with other answers (Dörnyei, 2003).

More specifically, RQ1 is answered using the results obtained by both groups of students in the vocabulary pre-test and the post-test. The tests consist of four exercises, which mean a total of 34 questions. We have calculated the number of correct answers

given by every student in both tests, and the percentage they represent. This enables us to compare the results between the tests and to analyse if the students have improved or gotten worse after the classroom implementation. Once we have obtained the results from both groups, we can also compare them and find out which group has had a better progress. RQ2 is only addressed to the experimental group, as it is the only group that answered the students' opinion questionnaire about the activities implemented with H5P, and RQ3 is aimed at the EOI teachers who completed the teachers' opinion questionnaire. We have selected the most relevant items from the questionnaires, and, with the visual support of several figures, we have analysed the responses and drawn conclusions where possible.

4. RESULTS AND DISCUSSION

4.1. RESEARCH QUESTION 1

The first research question posed at the beginning of this study was the following: Does the use of the H5P activities Memory game, Dialog cards and Interactive video in the ESL classroom have any effect on 2nd year EOI students' acquisition of vocabulary?

Tables 7 and 8 below show the individual results of the control group and the experimental group, respectively. We have calculated the number of correct answers, and their corresponding percentage, given by the students in each of the four exercises of the tests, as well as the total results for each pre-test and post-test. As a reminder, both vocabulary tests contain the following exercises addressing: 1) musical instruments and musicians; 2) phrases related to music; 3) musical genres, and 4) how and when we can listen to music. We have also included the students' improvement or decline percentage according to the difference between their pre-test and post-test scores. Participants in the control group are represented by a C and a cardinal number, whereas those in the experimental group are identified with an E also followed by a cardinal number.

After examining the students' individual results, we have calculated the average percentage of correct answers given by the groups in each exercise. Figures 3 and 4 below represent these percentages in order to more easily identify whether or not has actually been any improvement in the students' acquisition of vocabulary after the implementation of the different activities. Once the results of both groups have been commented separately, a comparative view of the students' progress in the two groups is represented in Table 9 to present a final conclusion to the RQ1.

Table 7*Pre-test and post-test results of the participants in the control group*

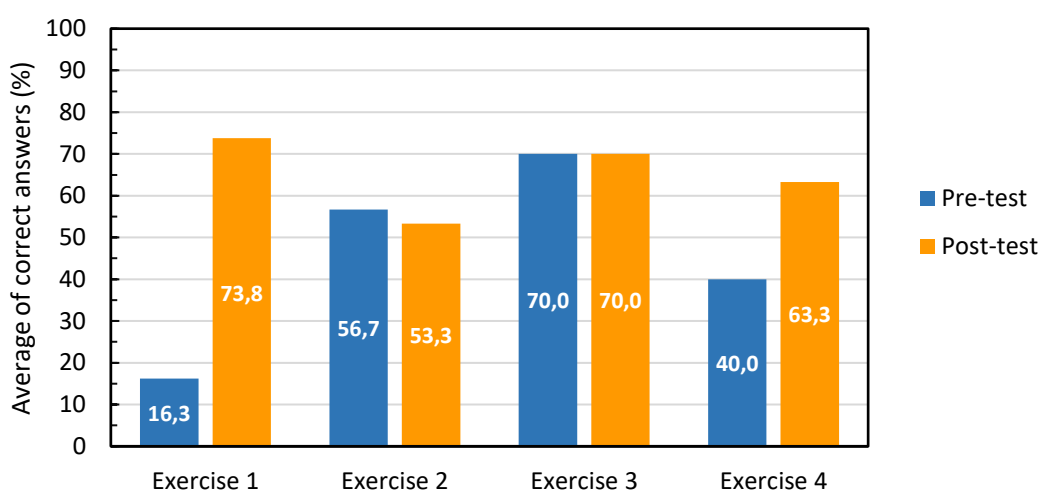
Part.	Ex.	Pre-test correct answers	Post-test correct answers	I/D %
C1	1	2/16 = 12.5%	13/16 = 81.25%	+68.75%
	2	4/6 = 66.7%	4/6 = 66.7%	0%
	3	4/6 = 66.7%	5/6 = 83.3%	+16.6%
	4	3/6 = 50%	5/6 = 83.3%	+33.3%
	Total	13/34 = 38.2%	27/34 = 79.4%	+41.2%
C2	1	1/16 = 6.25%	14/16 = 87.5%	+81.25%
	2	4/6 = 66.7%	4/6 = 66.7%	0%
	3	6/6 = 100%	5/6 = 83.3%	-16.7%
	4	1/6 = 16.7%	4/6 = 66.7%	+50%
	Total	12/34 = 35.3%	27/34 = 79.4%	+44.1%
C3	1	3/16 = 18.75%	14/16 = 87.5%	+68.75%
	2	3/6 = 50%	2/6 = 33.3%	-16.7%
	3	2/6 = 33.3%	2/6 = 33.3%	0%
	4	3/6 = 50%	5/6 = 83.3%	+33.3%
	Total	11/34 = 32.4%	23/34 = 67.6%	+35.2%
C4	1	5/16 = 31.25%	7/16 = 43.75%	+12.5%
	2	2/6 = 33.3%	2/6 = 33.3%	0%
	3	4/6 = 66.7%	4/6 = 66.7%	0%
	4	4/6 = 66.7%	4/6 = 66.7%	0%
	Total	15/34 = 44.1%	17/34 = 50%	+5.9%
C5	1	2/16 = 12.5%	11/16 = 68.75%	+56.25%
	2	4/6 = 66.7%	4/6 = 66.7%	0%
	3	5/6 = 83.3%	5/6 = 83.3%	0%
	4	1/6 = 16.7%	1/6 = 16.7%	0%
	Total	12/34 = 35.3%	21/34 = 61.8%	+26.5%

Note. Abbreviations: Part. = Participant, Ex. = Exercise, I = Improvement, D = Decline.

As can be seen in Table 7, there has been a significant improvement in the first exercise after the classroom implementation: 4 out of 5 students have improved their performance by more than 50%. Regarding the second exercise, the group has worsened their results compared to those of the pre-test, since 4 participants got the same number of correct answers in both tests and the participant C2 showed a decline of 16.7%. In exercise 3, any improvement or decline can be observed; namely, 3 students have not changed their tests results and one score has improved, and another has worsened by the same percentage. With regard to the last exercise, the students in general have slightly improved their results, although participants C4 and C5 show no variation when comparing their pre-test and post-test results.

Figure 3

Progress of the control group



As shown in Figure 3, the students' progress in Exercise 1 (about musical instruments and musicians) is more than evident. This can be caused by the fact that learners had little or no prior knowledge on the topic and the option of listening, writing and repeating the musicians and instruments names helped them to assimilate the concepts. As regards Exercise 4 (about how and when we can listen to music), the average improvement is not so remarkable, maybe because the students did not quite understand the activity and some of them made mistakes in form and meaning. However, there is no visible progress in Exercise 2 and 3 (those concerning phrases related to music and musical genres, respectively). The reasons behind these results could be that the speaking activity —in which those concepts appeared— suggested by the textbook did not place enough emphasis on them for students to internalise them.

Table 8*Pre-test and post-test results of the participants in the experimental group*

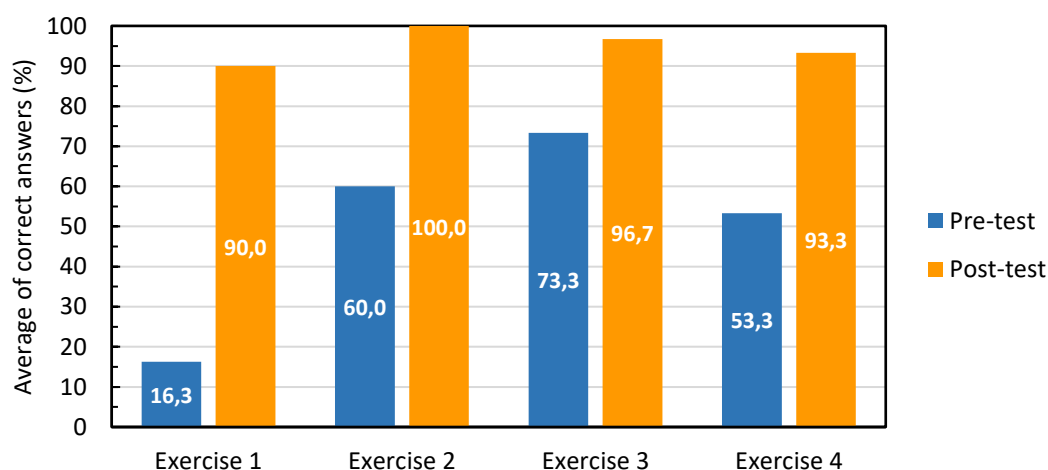
Part.	Ex.	Pre-test correct answers	Post-test correct answers	I/D %
E1	1	1/16 = 6.25%	14/16 = 87.5%	+81.25%
	2	4/6 = 66.7%	6/6 = 100%	+33.3%
	3	4/6 = 66.7%	6/6 = 100%	+33.3%
	4	2/6 = 33.3%	5/6 = 83.3%	+50%
	Total	11/34 = 32.4%	31/34 = 91.2%	+58.8%
E2	1	3/16 = 18.75%	16/16 = 100%	+81.25%
	2	3/6 = 50%	6/6 = 100%	+50%
	3	5/6 = 83.3%	5/6 = 83.3%	0%
	4	2/6 = 33.3%	5/6 = 83.3%	+50%
	Total	13/34 = 38.2%	32/34 = 94.1%	+55.9%
E3	1	3/16 = 18.75%	13/16 = 81.25%	+62.5%
	2	4/6 = 66.7%	6/6 = 100%	+33.3%
	3	5/6 = 83.3%	6/6 = 100%	+16.7%
	4	6/6 = 100%	6/6 = 100%	0%
	Total	18/34 = 52.9%	31/34 = 91.2%	+38.3%
E4	1	2/16 = 12.5%	14/16 = 87.5%	+75%
	2	3/6 = 50%	6/6 = 100%	+50%
	3	4/6 = 66.7%	6/6 = 100%	+33.3%
	4	3/6 = 50%	6/6 = 100%	+50%
	Total	12/34 = 35.3%	32/34 = 94.1%	+58.8%
E5	1	4/16 = 25%	15/16 = 93.75%	+68.75%
	2	4/6 = 66.7%	6/6 = 100%	+33.3%
	3	4/6 = 66.7%	6/6 = 100%	+33.3%
	4	3/6 = 50%	6/6 = 100%	+50%
	Total	15/34 = 44.1%	33/34 = 97.1%	+53%

Note. Abbreviations: Part. = Participant, Ex. = Exercise, I = Improvement, D = Decline.

Table 8 shows a substantial improvement in the first exercise, in particular all the participants have enhanced their results by more than 60%. The percentage of improvement in the rest of exercises is lower than in the first one, but we cannot forget that the students in general started from quite good results in the pre-test, as in the case of participant E3. The most noteworthy aspect is that the results of any student declined after the classroom implementation. Only the participants E2 and E3 showed no change in the results of Exercises 3 and 4, respectively.

Figure 4

Progress of the experimental group



As depicted in Figure 4, the students in the experimental group have also made considerable progress in Exercise 1. Once again, the learners had little prior knowledge about musical vocabulary and the Memory game activity helped them to know it and internalise it well. The subject of Exercise 3, that is musical genres and their characteristics, was covered in detail through the Interactive video activity, so it could be the reason why the students acquired the new concepts successfully. Regarding Exercise 2 and 4, their contents were explained and put into practice in the speaking activity. As previously mentioned, some visual materials and a game were used to introduce all the concepts to the students, who easily became familiar with them and were able to incorporate them into their speeches. In other words, the improvement of students' results in those two exercises may be due to the high level of learners' involvement and interaction in the speaking activity, which was helpful for them to better assimilate the vocabulary.

Table 9*Comparing the average improvement of groups' performance*

	Control group	Experimental group
Average percentage of pre-test correct answers	37.1%	40.6%
Average percentage of post-test correct answers	67.6%	93.5%
Percentage of improvement	+30.5%	+52.9%

Table 9 provides a comparative view of the progress made by the control and the experimental group in the acquisition of vocabulary about music. More specifically, we can observe the comparison between the percentage of correct answers given by the control group in the pre-test and the post-test and those of the experimental group. It must be noted that both the control and the experimental group started from very similar results in the pre-test, with a difference of only 3.5%. However, the experimental group obtained a higher percentage of correct answers in the post-test, namely, 25.9% more than the control group. Therefore, the difference in progress of the groups regarding vocabulary acquisition is quite significant: after our classroom implementation, students in the experimental group have improved by 52.9%, compared to 30.5% of students in the control group.

Based on the above results, and with the purpose of answering the first research question, we can now suggest that the H5P activities implemented in the ESL classroom have had a positive effect on 2nd year EOI students' acquisition of vocabulary. Considering the progress observed in both groups, the introduction of the activities Memory game, Dialog cards and Interactive video —complemented by a renewed speaking activity— have worked better when teaching vocabulary related to music to this specific group of students.

4.2. RESEARCH QUESTION 2

After the teaching intervention in the experimental group, we wanted to know the students' perception about the activities carried out with H5P, so the following question was raised: What are 2nd year EOI students' opinions on the implementation of H5P activities in the ESL classroom to learn new vocabulary?

Figure 5

Opinions on the usefulness of the H5P activities Memory game, Dialog cards and Interactive video

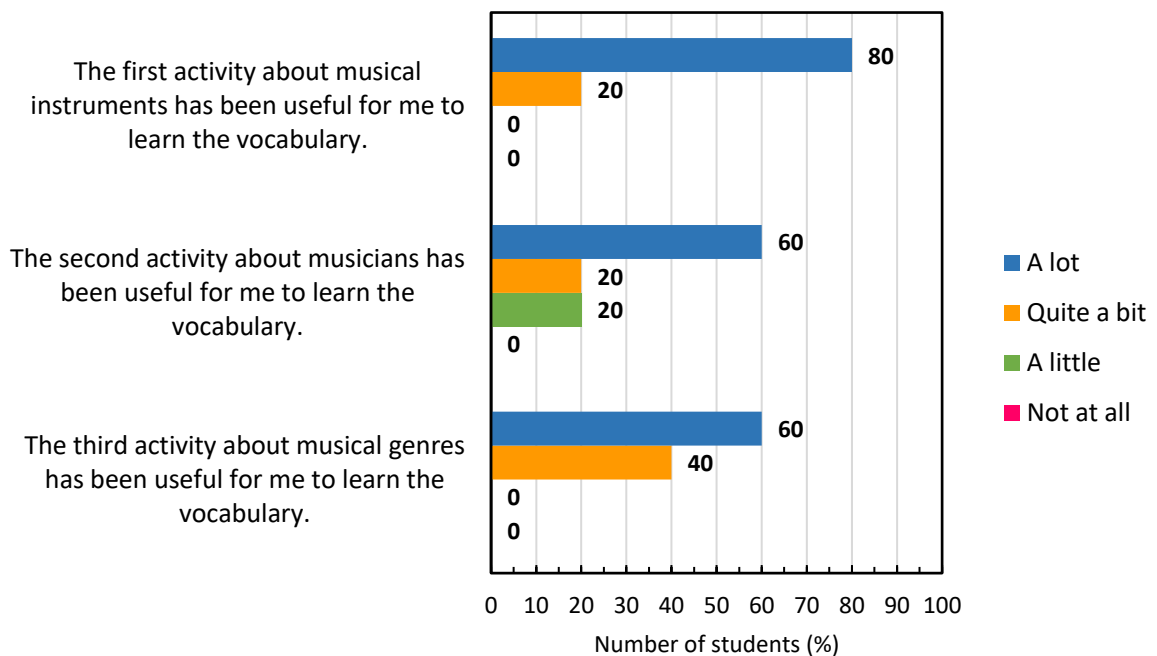


Figure 5 illustrates how useful students found the activities carried out in class with H5P. Although we are aware that the sample is limited, we consider it relevant to include the students' opinion on the new tool introduced for teaching vocabulary related to music. So, in our case, Memory game was the best rated activity, and very useful to learn vocabulary according to 80% of the students. Dialog cards received a slightly lower rating, as one of the students thought it was not very useful to learn the vocabulary taught in class. As regards Interactive video, 60% of the students found it very useful and 40% quite useful to learn the vocabulary.

In addition to the favourable feedback on the H5P activities, students also evaluated the subsequent speaking practice positively. In fact, 4 out of 5 students in the experimental

group felt that the oral activity had been very useful to internalise and put into practice the new vocabulary.

Figure 6

Opinions on the increased motivation

The activities carried out in class with the H5P tool have contributed to increase my motivation when it comes to learning new English vocabulary.

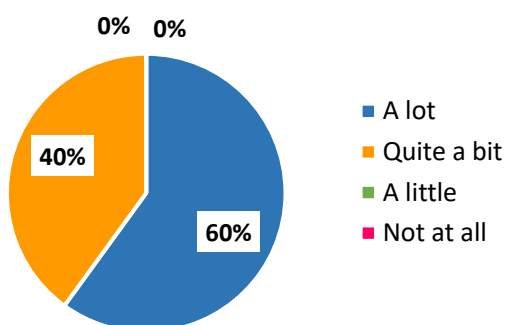
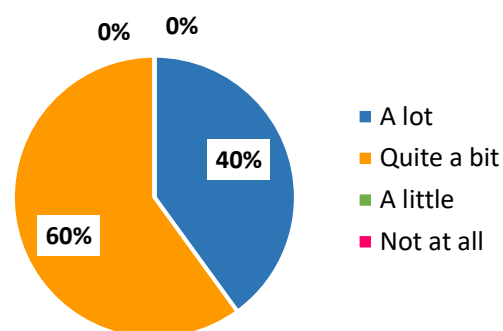


Figure 7

Opinions on interactive digital tools

After the activities carried out in class, I consider that the digital tools that allow the creation of interactive content can be useful for learning English vocabulary.



The participants were also asked about the impact that the H5P activities implemented in class had on their motivation (see Figure 6). All students believed that H5P had increased their motivation to learn new English vocabulary: 40% of them felt that H5P had contributed "quite a bit" and 60% "a lot" in boosting motivation. This was corroborated by the English teacher who, after observing my intervention, told me how well the activities had worked and how much the students had been involved.

Moreover, we wanted to know the students' general opinion about the digital tools used to create interactive content (see Figure 7). Again, the participants viewed positively the usefulness of these tools for learning English vocabulary —40% considered them to be very useful and 60% found them quite useful.

Finally, we asked participants to answer an open-ended question indicating what they liked and disliked about the class activities. All of them expressed that they did like the activities, since they were “divertidas”, “dinámicas” and “entretenidas”. Besides, one student made a constructive criticism about the Interactive video activity (see Figure 8). She told me that she would have like to have had beforehand the comprehension questions in writing because they help her understand what is being said in the video. This feedback is very helpful for us to improve the way we deliver the content to the students in the future.

Figure 8

A Student' opinion about the activities carried out in the experimental group

2. A continuación, comenta brevemente lo que te ha gustado y lo que no de las actividades realizadas hoy en clase. ¿Cambiarías, añadirías o eliminarías algo?

En general, me ha gustado.
Habiendo disfrutado la 1ª actividad.
El listening (3ª actividad) me hubiera gustado escucharlo
con las preguntas presentes porque me ayudan
a entender lo que dicen.

All the answers suggest that the students have a positive perception of the H5P activities carried out in class, since they consider them useful and motivating to acquire new vocabulary. Moreover, by observing the classroom performance of students in the experimental group, we could conclude that the innovation introduced by the tool H5P and the increased students' interaction and involvement in the activities have been positive factors that have allowed them to better assimilate the contents and, at the same time, to enjoy the learning process.

It should be noted that, despite the small number of studies on H5P in language teaching, students' positive assessment of H5P is in line with the positive perception of authors and learners who have used H5P in their language courses (Sartor, 2018; Wicaksono et al., 2021). Although our results may be insufficient due to the small sample size of participants, we believe that they should be taken into account and used as a basis for further research.

4.3. RESEARCH QUESTION 3

In order to complete this research, we decided to include the EOI teachers' perspective on the use of H5P in second language teaching. Thus, the last research question was formulated: What are EOI teachers' attitudes towards the integration of the tool H5P into the ESL learning and teaching process?

As mentioned previously, we have collected quantitative and qualitative data from 16 working EOI teachers to answer this question. Through an online questionnaire, they were first asked about their prior knowledge of H5P and then about their opinion on the use of H5P activities to teach second languages. We have selected items 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14 and 15 from the teachers' opinion questionnaire and the results obtained will be described below.

The first part of the questionnaire was intended to find out whether the participants knew what H5P was and whether they had used and created H5P interactive content and what type of content. 68.8% of teachers indicated that they had not heard of the tool H5P, compared to 31.2% who did know it. However, only 12.5% of teachers had ever used H5P interactive content in their lessons. The activities used by these teachers were, as they literally expressed, "preguntas en vídeos" and "cuestionarios, actividades de completar y relacionar". It is relevant to say that, although only 2 teachers had used H5P activities in their classes, 25% (4 teachers) stated that they knew how to create interactive H5P content. It would have been pertinent to know why those 2 people have never used H5P despite having the knowledge to create content with this tool. The teachers responded that they were able to create the following activities with H5P: "vídeos con preguntas", "comprensiones auditivas, pausando vídeo" and "cuestionarios, dictados, filling the gap activities". We can observe that Interactive video, one of the most powerful activities implemented in this study, is among those that teachers have used and/or know how to create.

The second set of questions was to be answered after the teachers had watched the video on H5P. This part aimed to collect more detailed information now that all participants had become familiar with the tool H5P and its features and functions. The results obtained will be displayed below in different graphs, which we have kept in Spanish as this is the original language of the teachers' opinion questionnaire.

Figure 9

Teachers' opinion on the usefulness of the H5P activity Memory game

De las dos actividades mostradas en el vídeo, ¿cómo de útil te ha parecido el primer ejemplo (Juego de memoria) para ser utilizado en la enseñanza de una segunda lengua?

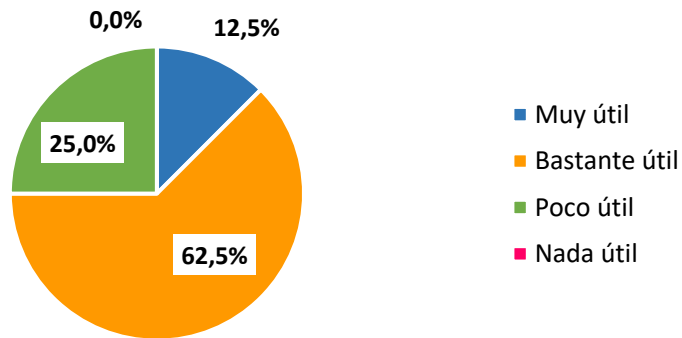


Figure 10

Teachers' opinion on the usefulness of the H5P activity Interactive video

De las dos actividades mostradas en el vídeo, ¿cómo de útil te ha parecido el segundo ejemplo (Vídeo interactivo) para ser utilizado en la enseñanza de una segunda lengua?

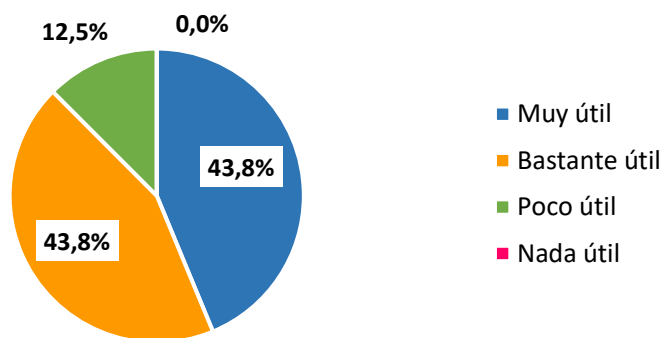
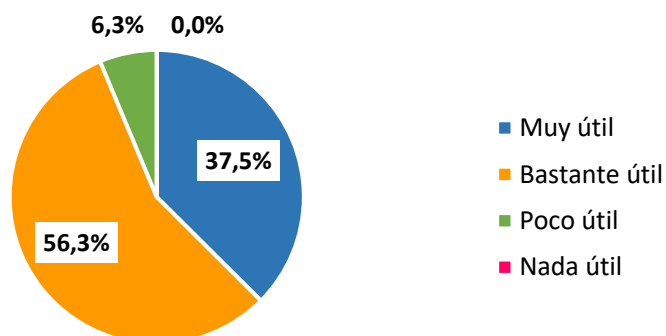


Figure 11

Teachers' opinion on the usefulness of H5P in second language teaching

En general, ¿cómo de útil crees que sería a nivel didáctico el uso de contenido interactivo H5P en la enseñanza de segundas lenguas?



In general, teachers rated positively the usefulness of the H5P activities Memory game and Interactive video in second language teaching (see Figures 9 and 10). Even so, the teachers were slightly more demanding in their assessment than the students. The Memory game activity was considered "muy útil" by 12.5% of teachers, "bastante útil" by 62.5% and "poco útil" by 25% of them. The assessment of the Interactive video activity was somewhat higher: 43.8% of teachers rated it as "muy útil", 43.8% as "bastante útil" and 12.5% as "poco útil". These results contrast slightly with those expressed by the learners, since none of them considered these two activities to be not very useful to learn second language vocabulary. Also, students rated the Memory game higher, while teachers had a better perception of the usefulness of the Interactive video. As can be seen in Figure 11, most of the teachers surveyed state that H5P would be a good didactic tool to teach a second language, and only one participant believes that the use of H5P interactive content would be of little use in this field.

Teachers were then asked whether they would use H5P content in their classes. 75% of them answered yes, compared to 20% who said no. Out of the percentage who replied in the affirmative, 83.3% added that they would use H5P interactive content created by themselves and other teachers, and the remaining 16.7% indicated that they would only use H5P interactive content of their own creation. When next asked if they would be willing to learn how to create interactive H5P content for their classes, 75% said yes and 25% said they were not sure. We can deduce that, in general, there is a broad willingness to introduce this tool in second language teaching on the part of this group of teachers.

Finally, participants were asked to explain the potential benefits and drawbacks of using H5P in their classes. Teachers identified several advantages, which can be grouped into the following main categories: increased motivation and attention of students in a more dynamic atmosphere ("es divertido y ameno para el alumnado", "captar más su interés", "clases más amenas, interactivas, divertidas", "mayor dinamismo en el aula"), and content personalisation and wide range of activities ("adaptar las actividades a las necesidades e intereses de los alumnos", "personalizar el aprendizaje", "variar los tipos de actividades siempre es útil", "variedad de juegos", "crear actividades diferentes y amenas"). There was one participant who emphasised the didactic use of H5P ("trabaja bien la comprensión oral") and another who commented on the benefit of edutainment ("relaxar-se a classe al mateix moment que continuen aprenent"). The most remarkable opinion was that of a teacher who directly denied the benefits of H5P in adult education

because of their different interests and preferences (Ninguno. Mis alumnos son la mayoría adultos de más de 50 años que no se sienten cómodos con las nuevas tecnologías. En general, ellos prefieren la pizarra tradicional, el papel y el bolígrafo. El H5P lo veo útil para Primaria y la ESO”).

Participants also pointed out some disadvantages of H5P: the time investment to prepare the activities (“invertir mucho tiempo en crear las actividades”, “el tiempo que puede requerir prepararlo dependiendo de la aptitud del profesor”, “la falta de tiempo para prepararlas”), technical problems and the need for internet connection (“problemas técnicos”, “necesitas conexión”), difficulty to use existing content (“pasar lo que ya tengo creado en otras plataformas a H5P”, “dificultad de encontrar materiales ya creados”), and little acceptance among students (“que a las personas mayores no les resulte motivador”, “demasiado trabajo para crear contenido para un público que no lo va a apreciar”, “que no sea acogido como se espera”).

To date, we have not found any studies that collect teachers' opinions about the use of the tool H5P. However, we can compare the views expressed by teachers in this research with those mentioned by students in another study on H5P (Casañ-Núñez et al., 2021). Specifically, it is a study that aims to find out how 135 university students in the field of education assess the didactic usefulness of four types of H5P content: Drag the words, Sort the paragraphs, Fill in the blanks and Interactive video. Preliminary results suggest that most of the participants consider the H5P activities tested to be didactically useful. In addition, some benefits and drawbacks indicated by students coincide with those identified by teachers in our study. Among the advantages, they mention that H5P activities are fun and dynamic, and as disadvantages they highlight the technical problems and the time investment to create the activities.

5. CONCLUSIONS

5.1. MAIN RESULTS

The main goal of this study was to find out whether the integration of the tool H5P into the ESL classroom could have any effect on students' acquisition of vocabulary, as well as to know students' and teachers' opinions regarding the use of H5P activities. In order to do so, we conducted comparative research where we worked with two groups: a control group, in which the vocabulary was taught through the activities in the textbook usually used by the students, and an experimental group, where we implemented the H5P activities Memory game, Dialog cards and Interactive video to teach the same content.

After the implementation of the activities and the comparative analysis, the results show that there was a modest improvement in vocabulary learning in the group where the H5P activities were carried out. Although the results are not conclusive due to the small number of students evaluated, the results obtained suggest that H5P seems to be a useful tool to teach vocabulary in English as a second language. Students' attitudes towards the use of H5P are also favourable, since in addition to its didactic usefulness, they have also positively valued the impact it has had on their motivation.

Taking the teachers' opinions into consideration, it can be deduced that H5P may be a good didactic tool when teaching a second language and, more specifically, its vocabulary. Even though many of these participants were not familiar with H5P, after being introduced to the tool, they were quite willing to use and even create H5P content. Furthermore, teachers highlighted the usefulness of H5P in creating more enjoyable, dynamic, varied and personalised lessons and activities. They also identified potential drawbacks, mainly the lack of time to prepare the contents and the little students' feedback.

5.2. DIDACTIC IMPLICATIONS

As we have seen throughout this study, there is still little research on H5P in the field of language teaching, partly because it is a relatively new tool. However, the results of this study are in line with the positive outcomes and perceptions of H5P gathered by other authors (Casañ-Núñez et al., in press; Sartor, 2018; Wicaksono et al., 2021). We therefore suggest that the use of H5P be further explored, due to the pedagogical potential noted by both the participants in this modest research and the authors mentioned above.

5.3. LIMITATIONS

Throughout this study, we have encountered several limitations. Firstly, the sample size of students was quite small. This was mainly due to the pandemic situation we were going through. The practical implementation of this research was carried out during the month of February 2020, when the covid incidence rate in the Valencian Community was very high, which implied that half of the students in our groups did not attend classes. Moreover, all the students who participated came from the same school. Thus, the results obtained are not sufficiently representative and cannot be generalised.

Secondly, it is worth noting the shortage of technological resources, specifically computers and/or tablets, which would have allowed us to get more out of the main tool of this study. Consequently, if each student had had a personal computer, we would have been able to approach the research in a different way and each student would have worked with H5P individually. Even so, the approach adopted enabled us to take advantage of other relevant factors for the study, such as communicative competence and students' interaction.

Lastly, research participants tested only 3 of the nearly 50 H5P activities that are currently available. Therefore, their ratings and reviews do not extend to all types of H5P interactive content.

5.4. FUTURE LINES OF INVESTIGATION

Having considered the foregoing, we believe that further research should be carried out on the use of the tool H5P in language teaching and exploit all the possibilities it can offer. Future lines of research could include repeating the study with a larger sample, with students from different institutions, with a greater variety of H5P content and with additional instruments. Moreover, it might be interesting to extend the scope of study and apply H5P to the teaching of other language skills, such as speaking or writing, as well as to implement the use of H5P with learners of different English levels.

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APPENDICES

APPENDIX A. STUDENTS' BACKGROUND QUESTIONNAIRE

ANÁLISIS DE INTERESES, NECESIDADES Y EXPECTATIVAS EN EL APRENDIZAJE DE INGLÉS

El siguiente cuestionario tiene como objetivo conocer los intereses, las necesidades y las expectativas de aprendizaje de los alumnos del 2º curso de inglés en la Escuela Oficial de Idiomas. No hay respuestas correctas ni incorrectas, pues se trata de un juicio subjetivo y personal. Además, el cuestionario forma parte de una investigación para el Trabajo Final del Máster en Profesor/a de Educación Secundaria, por lo que sus fines son meramente académicos y todas las respuestas serán tratadas de forma confidencial. **Gracias de antemano por la colaboración.**

INSTRUCCIONES: Contesta las siguientes preguntas.

DATOS PERSONALES

Nombre	
Edad	<input type="checkbox"/> 18-29 <input type="checkbox"/> 30-39 <input type="checkbox"/> 40-49 <input type="checkbox"/> 50-59 <input type="checkbox"/> 60-69 <input type="checkbox"/> +70
Ocupación	<input type="checkbox"/> Estudio <input type="checkbox"/> Trabajo <input type="checkbox"/> Estudio y trabajo <input type="checkbox"/> Jubilado/a Otra: _____
Lengua(s) materna(s)	
¿Cuánto tiempo llevas estudiando inglés?	
¿La EOI es el primer lugar en el que estudias inglés?	<input type="checkbox"/> Sí <input type="checkbox"/> No Si has contestado "No", indica dónde has estudiado inglés previamente (p. ej. colegio, instituto, academia privada, clases particulares, etc.) y durante cuánto tiempo: _____
¿Por qué motivo(s) estudias inglés en la EOI? Puedes marcar más de una opción.	<input type="checkbox"/> Lo necesito para mis estudios <input type="checkbox"/> Lo necesito para mi trabajo <input type="checkbox"/> Interés personal (ampliar mis conocimientos, viajar, acceder a publicaciones extranjeras, conocer gente...) <input type="checkbox"/> Otro: _____
¿Estudias y/o hablas otros idiomas? ¿Cuáles y a qué nivel?	
Idioma: _____	Nivel: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
Idioma: _____	Nivel: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
Idioma: _____	Nivel: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
Idioma: _____	Nivel: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2

INTERESES Y NECESIDADES DE APRENDIZAJE

1. ¿Cuántas horas a la semana dedicas a estudiar y practicar inglés (incluidas las clases presenciales en la EOI)?

2 horas De 3 a 4 horas De 5 a 6 horas De 7 a 8 horas Más de 8 horas

2. ¿Utilizas el inglés como lengua de comunicación oral o escrita fuera de las clases de la EOI?

No Sí ¿Dónde o de qué forma? _____

3. ¿En qué apartados de la lengua crees que necesitas mejorar y cuánto?

1 = Nada 2 = Un poco 3 = Bastante 4 = Mucho

1. Vocabulario	1	2	3	4
2. Gramática	1	2	3	4
3. Expresión oral (<i>speaking</i>)	1	2	3	4
4. Expresión escrita (<i>writing</i>)	1	2	3	4
5. Comprensión oral (<i>listening</i>)	1	2	3	4
6. Comprensión escrita (<i>reading</i>)	1	2	3	4

4. ¿Qué tipo de actividades te gusta más realizar para aprender inglés?

1 = Nada 2 = Un poco 3 = Bastante 4 = Mucho

1. Ejercicios del libro o fichas	1	2	3	4
2. Actividades con material audiovisual	1	2	3	4
3. Actividades interactivas con herramientas digitales (p. ej. Kahoot!, Socrative, Quizizz, etc.)	1	2	3	4
4. Debates e interacciones orales	1	2	3	4
5. Juegos manuales	1	2	3	4
6. Ver series o películas	1	2	3	4
7. Leer	1	2	3	4
8. Otras, ¿cuáles?				

5. ¿Cómo prefieres trabajar en clase?

1 = Nada 2 = Un poco 3 = Bastante 4 = Mucho

1. De forma individual	1	2	3	4
2. En parejas	1	2	3	4
3. En pequeños grupos (3-4 personas)	1	2	3	4
4. Toda la clase como grupo con el profesor	1	2	3	4

**INTEGRACIÓN DE LAS TIC Y LAS HERRAMIENTAS DIGITALES
EN EL PROCESO DE APRENDIZAJE**

6. ¿Consideras importante y necesario el uso de tecnologías en clase para el aprendizaje de inglés?

Nada Un poco Bastante Mucho

¿Por qué? _____

7. ¿Te gusta que el/la profesor/a utilice herramientas o aplicaciones digitales (como p. ej. Kahoot!) para realizar actividades interactivas en clase?

Nada Un poco Bastante Mucho Nunca las he usado

Si has contestado “Un poco”, “Bastante” o “Mucho”, indica por qué te gustan estas herramientas o qué crees que te aportan. Marca con una X uno o varios motivos.

Aumentan mi motivación e interés en la clase

Me divierto al mismo tiempo que aprendo

Me ayudan a entender y recordar más fácilmente los conceptos

Otro: _____

8. ¿Te gustaría que se utilizaran este tipo de herramientas con más frecuencia en la clase de inglés?

Sí No Me da igual

9. De las siguientes herramientas digitales empleadas para crear contenido interactivo, marca con una X aquellas que conozcas.

Kahoot! H5P Socrative Quizizz Class Dojo Otra: _____

**DESTREZAS LINGÜÍSTICAS DE PRODUCCIÓN
(EXPRESIÓN ORAL Y EXPRESIÓN ESCRITA)**

10. ¿Te resulta difícil expresarte por escrito y oralmente en inglés?

Hablar: Nada Un poco Bastante Mucho

Escribir: Nada Un poco Bastante Mucho

Si has contestado “Un poco”, “Bastante” o “Mucho”, explica por qué crees que es así:

11. ¿Crees que se deberían hacer más actividades en clase para trabajar estas dos destrezas?

Expresión oral: No, ninguna más Sí, algunas más Sí, muchas más

Expresión escrita: No, ninguna más Sí, algunas más Sí, muchas más

Muchas gracias de nuevo por tu colaboración.

**ANALYSIS OF INTERESTS, NEEDS AND EXPECTATIONS
IN ENGLISH LEARNING**

The following questionnaire aims to find out the interests, needs and learning expectations of 2nd year English students at the Escuela Oficial de Idiomas (EOI). There are no right or wrong answers, as it is a subjective and personal judgment. In addition, the questionnaire is part of a research conducted for the Final Dissertation of the Master's Degree in Secondary Education Teacher Training, so it will be used for merely academic purposes and all responses will be treated confidentially. **Thanks in advance for your contribution.**

INSTRUCTIONS: Answer the following questions.

PERSONAL INFORMATION

Name	
Age	<input type="checkbox"/> 18-29 <input type="checkbox"/> 30-39 <input type="checkbox"/> 40-49 <input type="checkbox"/> 50-59 <input type="checkbox"/> 60-69 <input type="checkbox"/> +70
Occupation	<input type="checkbox"/> Student <input type="checkbox"/> Employed <input type="checkbox"/> Student and employed <input type="checkbox"/> Retired <input type="checkbox"/> Other: _____
Mother tongue(s)	
How long have you been studying English?	
Is the EOI the first place where you study English?	<input type="checkbox"/> Yes <input type="checkbox"/> No If you answered "No", indicate where you have previously studied English (e.g., school, high school, private school, private lessons, etc.) and for how long: _____
Why are you studying English at the EOI? You can mark more than one reason.	<input type="checkbox"/> I need it for my studies <input type="checkbox"/> I need it for my job <input type="checkbox"/> Personal interest (increasing my knowledge, travelling, accessing foreign publications, meeting people ...) <input type="checkbox"/> Other: _____
Do you study and/or speak other languages? Which ones and at what level?	
Language: _____	Level: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
Language: _____	Level: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
Language: _____	Level: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
Language: _____	Level: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2

INTERESTS AND LEARNING NEEDS

1. How many hours per week do you spend studying and practising English (including face-to-face classes at the EOI)?

2 hours 3 - 4 hours 5 - 6 hours 7 - 8 hours + 8 hours

2. Do you use English as a language of oral or written communication outside the EOI?

No Yes Where and how? _____

3. In which language skills do you think you need to improve and how much?

1 = Not at all 2 = A little 3 = Quite a bit 4 = A lot

1. Vocabulary	1	2	3	4
2. Grammar	1	2	3	4
3. Speaking	1	2	3	4
4. Writing	1	2	3	4
5. Listening	1	2	3	4
6. Reading	1	2	3	4

4. What kind of activities do you like the most to learn English?

1 = Not at all 2 = A little 3 = Quite a bit 4 = A lot

1. Exercises from the textbook or worksheets	1	2	3	4
2. Activities with audiovisual material	1	2	3	4
3. Interactive activities with digital tools (e.g. Kahoot!, Socrative, Quizizz, etc.)	1	2	3	4
4. Oral interactions and discussions	1	2	3	4
5. Manual games	1	2	3	4
6. Watching series or films	1	2	3	4
7. Reading	1	2	3	4
8. Other, which ones?				

5. How do you prefer to work in class?

1 = Not at all 2 = A little 3 = Quite a bit 4 = A lot

1. Individually	1	2	3	4
2. In pairs	1	2	3	4
3. In small groups (3-4 people)	1	2	3	4
4. The whole class as a group with the teacher	1	2	3	4

INTEGRATION OF ICT AND DIGITAL TOOLS IN THE LEARNING PROCESS

6. Do you think it is important and necessary to use technology in class for learning English?

- Not at all A little Quite a bit A lot

Why? _____

7. Do you like that the teacher uses digital tools or applications (such as Kahoot!) to do interactive activities in class?

- Not at all A little Quite a bit A lot I have never used them

If you have answered "A little", "Quite a bit" or "A lot", please indicate why you like these tools or what do you think they bring you. Mark with an X one or more reasons.

- They increase my motivation and interest in the class
 I have fun while I learn
 They help me to understand and remember concepts more easily
 Other: _____

8. Would you like to see this type of tools used more often in the English class?

- Yes Not I do not care

9. From the following digital tools used to create interactive content, mark with an X the ones you are familiar with.

- Kahoot! H5P Socrative Quizizz Class Dojo Other: _____

PRODUCTIVE SKILLS (SPEAKING AND WRITING)

10. Is it difficult for you to speak and write in English?

- Speaking: Not at all A little Quite a bit A lot
Writing: Not at all A little Quite a bit A lot

If you answered "A little", "Quite a bit" or "A lot", explain why you think this is the case:

11. Do you think more activities should be done in class to work on these two skills?

- Speaking: No, no more Yes, some more Yes, many more
Writing: No, no more Yes, some more Yes, many more

Thank you very much again for your contribution.

APPENDIX B. STUDENTS' OPINION QUESTIONNAIRE

OPINIONES SOBRE LAS ACTIVIDADES

El siguiente cuestionario tiene como objetivo conocer las opiniones del alumnado sobre las actividades implementadas en el 2º curso de inglés en la Escuela Oficial de Idiomas. No hay respuestas correctas ni incorrectas, pues se trata de un juicio subjetivo y personal. Además, el cuestionario forma parte de una investigación para el Trabajo Final del Máster en Profesor/a de Educación Secundaria, por lo que sus fines son meramente académicos y todas las respuestas serán tratadas de forma confidencial. **Gracias de antemano por la colaboración.**

INSTRUCCIONES: Contesta las siguientes preguntas.

Nombre: _____

1. Marca con una X tu opinión sobre las siguientes afirmaciones.

1 = Nada 2 = Un poco 3 = Bastante 4 = Mucho

	1	2	3	4
1. Tras las actividades realizadas en clase, considero que las herramientas digitales que permiten crear contenido interactivo pueden ser útiles para aprender vocabulario en inglés.				
2. Los materiales audiovisuales (vídeos, fotos y audios de H5P) que ha utilizado la estudiante en prácticas me han parecido claros y de utilidad.				
3. En general, las actividades llevadas a cabo con H5P me han parecido entretenidas.				
4. Las actividades realizadas en clase con la herramienta H5P han contribuido a aumentar mi motivación a la hora de aprender nuevo vocabulario en inglés.				
5. La primera actividad sobre instrumentos musicales me ha resultado útil para aprender el vocabulario.				
6. La segunda actividad sobre músicos me ha resultado útil para aprender el vocabulario.				
7. La tercera actividad sobre géneros musicales me ha resultado útil para aprender el vocabulario.				
8. Me ha gustado llevar a cabo la práctica oral en parejas.				
9. La actividad oral ha sido útil para interiorizar y poner en práctica el vocabulario aprendido.				

2. A continuación, comenta brevemente lo que te ha gustado y lo que no de todas las actividades sobre vocabulario realizadas en clase con la estudiante en prácticas. ¿Cambiarías, añadirías o eliminarías algo?

OPINIONS ON THE ACTIVITIES

The following questionnaire aims to find out the students' opinions about the activities implemented in the 2nd year English class at the EOI. There are no right or wrong answers, as it is a subjective and personal judgment. In addition, the questionnaire is part of a research conducted for the Final Dissertation of the Master's Degree in Secondary Education Teacher Training, so it will be used for merely academic purposes and all responses will be treated confidentially. **Thanks in advance for your contribution.**

INSTRUCTIONS: Answer the following questions.

Name: _____

1. Mark with an X your opinion on the following statements.

1 = Not at all 2 = A little 3 = Quite a bit 4 = A lot

	1	2	3	4
1. After the activities carried out in class, I consider that the digital tools that allow the creation of interactive content can be useful for learning English vocabulary.				
2. I found the audiovisual materials (H5P videos, photos and audios) used by the trainee student to be clear and useful.				
3. Overall, I found the activities done with H5P entertaining.				
4. The activities carried out in class with the H5P tool have contributed to increase my motivation when it comes to learning new English vocabulary.				
5. The first activity about musical instruments has been useful for me to learn the vocabulary.				
6. The second activity about musicians has been useful for me to learn the vocabulary.				
7. The third activity about musical genres has been useful for me to learn the vocabulary.				
8. I liked doing the oral practise in pairs.				
9. The oral activity has been useful to internalise and put into practise the new vocabulary.				

2. Comment briefly on what you liked and disliked about all the vocabulary activities done in class with the trainee student. Would you change, add or remove anything?

APPENDIX C. VOCABULARY PRE-TEST AND POST-TEST²

Name: _____ Date: _____



Vocabulary test: How much do you know about music?



1. Do you know the name of the following musical instruments? And could you say how is called the musician that plays each instrument?

Example:



The **bass** is played by a **bassist** or a **bass player**.

1.



The _____ is played by a _____.

2.



The _____ is played by a _____.

3.



The _____ is played by a _____.

4.



The _____ is played by a _____.

5.



The _____ is played by a _____.

6.



The _____ is played by a _____.

7.



The _____ are played by a _____.

8.



The _____ is played by a _____.

² Sources of the pictures: <https://www.wikihow.com/Draw-a-Bass-Guitar>, <https://galeria.dibujos.net/musica/un-piano-de-cola-abierto-pintado-por--11472980.html>, <https://bit.ly/2ZuhdKI>, <https://es.educaplay.com/juegoimprimible/3279815-test-de-musica.html>, <https://www.helvania.org/dibujos-de-baterias-musicales-para-colorear/>, <https://www.englishsheets.com/index.html>.

2. Match the columns to form phrases related to music.

Go to	a song
Download	a concert
Look for	instrument
Play an	dancing
Compose	song lyrics on the internet
Go	music

3. Complete the sentences with the words from the box below. There are some extra words you don't have to use.

catchy rock folk repetitive jazz noisy
classical relaxing reggae hip hop/rap

1. _____ music is very energetic and is played with powerful drums and guitars.
2. In _____ artists don't usually sing. They speak fast.
3. _____ music is played with orchestral instruments.
4. Saxophones are the most well known instruments in _____ music.
5. Pop songs are very _____. They are attractive and easy to remember.
6. When I'm nervous, I listen to _____ music to feel calm.

4. Complete the following table.

How do you listen to music?	When do you listen to music?
<p>Ex: I listen to music <u>on the radio</u>.</p> <p>I listen to music _____</p> <p>I listen to music _____</p> <p>I listen to music _____</p>	<p>Ex: When I'm <u>exercising</u>.</p> <p>When I'm _____</p> <p>When I'm _____</p> <p>When I'm _____</p>

APPENDIX D. TEACHERS' OPINION QUESTIONNAIRE

Link to the questionnaire:

https://docs.google.com/forms/d/e/1FAIpQLSdUbpF_c6h1j9eHvN2Z9oFD2AXmt8WTkVd2FGYi37EVWiFJNg/viewform?usp=sf_link

Cuestionario sobre el uso de H5P

El siguiente cuestionario forma parte de una investigación para el Trabajo Final del Máster en Profesor/a de Educación Secundaria y tiene como objetivo recabar datos sobre el uso de H5P por parte de los profesores/as de la EOI. Algunas de las preguntas están basadas en una investigación realizada por varios docentes de la Universitat de València. No hay respuestas correctas ni incorrectas, pues se trata de un juicio subjetivo y personal. La información que se proporcione se tratará de forma confidencial y solo se utilizará con fines académicos. Gracias por tu colaboración.

1. ¿Qué lengua/s enseñas en la EOI? *

Tu respuesta

2. ¿Cuánto tiempo llevas dedicándote a la enseñanza de segundas lenguas (no necesariamente en la EOI)? *

Tu respuesta

3. ¿Sabes qué es H5P? *

Sí

No

4. ¿Has utilizado alguna vez contenido interactivo H5P en tus clases? *

Sí

No

5. Si has respondido afirmativamente a la pregunta anterior, especifica qué tipo de contenido H5P.

Tu respuesta

6. ¿Sabes crear contenido interactivo H5P? *

Sí

No

7. Si has respondido afirmativamente a la pregunta anterior, ¿qué tipo de contenido sabes crear?

Tu respuesta

8. A continuación, te mostramos un vídeo donde se explica brevemente qué es H5P y algunos ejemplos de actividades que pueden crearse con esta herramienta.



9. De las dos actividades mostradas en el vídeo, ¿cómo de útil te ha parecido el primer ejemplo (Juego de memoria) para ser utilizado en la enseñanza de una segunda lengua? *

- Muy útil
- Bastante útil
- Poco útil
- Nada útil

10. De las dos actividades mostradas en el vídeo, ¿cómo de útil te ha parecido el segundo ejemplo (Vídeo interactivo) para ser utilizado en la enseñanza de una segunda lengua? *

- Muy útil
- Bastante útil
- Poco útil
- Nada útil

11. En general, ¿cómo de útil crees que sería a nivel didáctico el uso de contenido interactivo H5P en la enseñanza de segundas lenguas? *

- Muy útil
- Bastante útil
- Poco útil
- Nada útil

12. ¿Utilizarías contenido interactivo H5P en tus clases? Puedes marcar más de una respuesta. *

- Sí, creado por mí
- Sí, creado por otros/as profesores/as
- No
- No estoy seguro/a

13. ¿Estarías dispuesto/a a aprender a crear contenido H5P para tus clases? *

- Sí
- No
- No estoy seguro/a

14. ¿Cuáles crees que son los posibles beneficios de usar H5P en las clases de tu especialidad? *

Tu respuesta

15. ¿Cuáles crees que son las posibles desventajas de usar H5P en las clases de tu especialidad? *

Tu respuesta

¡Muchas gracias de nuevo por tu colaboración!

Enviar

Borrar formulario

APPENDIX E. VIDEO ON H5P

Link to the video: <https://youtu.be/3xoMZd-UsyA>



Características, funciones y ventajas de H5p

- Abreviatura de paquete HTML5
- Permite crear, compartir, reutilizar y modificar contenido interactivo
- Software gratuito y de código abierto
- Multiplataforma
- Uso fácil e intuitivo
- Apto para cualquier dispositivo móvil



Tipos de actividades H5P




- Más de 40 objetos disponibles para crear contenido interactivo
- Actividades basadas en texto, preguntas, imágenes, juegos, audio, etc.




Content Types


View all Larger Resources Other Tasks




Accordion
Create vertically stacked expandable items




Advent Calendar (b...
Create an advent calendar








Agamotto
Create a sequence of images that gradually




Arithmetic Quiz
Create time-based arithmetic quizzes




Audio Recorder
Create an audio recording

Ejemplos de actividades




ENGLISH




Ejemplo 1: Juego de memoria

Musical instruments ⚙️


Visualitza tots els intents (se n'han tramés: 0)















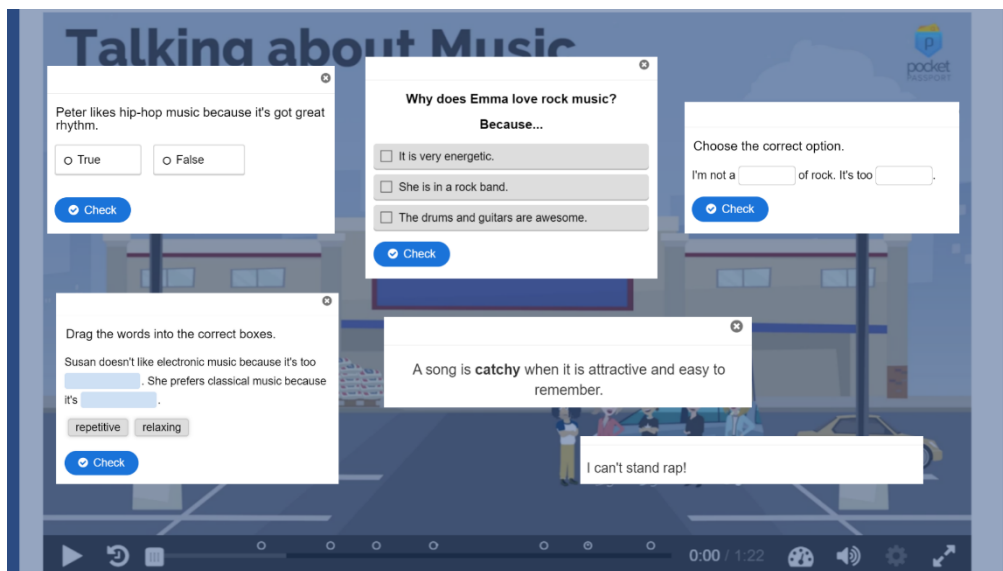








Ejemplo 2: Vídeo interactivo



Referencias bibliográficas

Casañ-Núñez, J., Millán Scheiding, C., & Díaz García, I. (2020). *Actividades interactivas H5P en el Aula Virtual* [Videotutorial]. Universitat de València. https://mmedia.uv.es/html5/g/mlos/68211_actividadesinteractivash5penelaulavirtual.mp4

H5P (s.f.). *H5P - Create and Share Rich HTML5 Content and Applications*. Recuperado el 1 de agosto de 2021. <https://h5p.org/>



APPENDIX F. VOCABULARY EXERCISES AND SPEAKING PRACTICE
FROM THE ENGLISH TEXTBOOK³



VOCABULARY music

- 1 Look at the photos of musical instruments. Write the correct word in the **instruments** column.

accordion bass drums guitar keyboard piano
saxophone trumperet violin

instruments	musicians
1 <u>acc</u> ordion	
2	
3	
4	
5	
6	
7	
8	
9	

6.16 Listen and check.

- 2 6.17 Listen and complete the **musicians** column.

- 3 Listen again. Focus on the musicians and underline the stressed syllable. Then compare the two columns. When is the stress different?

SPEAKING

Read the questionnaire and think about your answers. Then interview a partner with the questionnaire. Ask for more information. Do you have similar musical tastes and habits?

MY MUSIC



- What kinds of music do you like?
classical music folk hip hop
jazz pop reggae other
- How often do you...?
go to concerts or gigs go dancing
watch music videos online download music
look for song lyrics on the internet
- How do you usually listen to music?
on the radio online on my phone on CDs
- When you're in a car, what do you prefer listening to?
the radio (which station?) my own music nothing

- When do you listen to music?
When I'm exercising.
When I'm travelling on public transport.
When I'm walking around town.
When I'm working or studying.
When I'm relaxing.
- What kind of music do you like listening to when you are...?
sad happy
- Are you listening to a particular song or piece of music a lot at the moment?
- Do you sing or play in a group, e.g. a choir or band?
What kind of music do you sing or play?

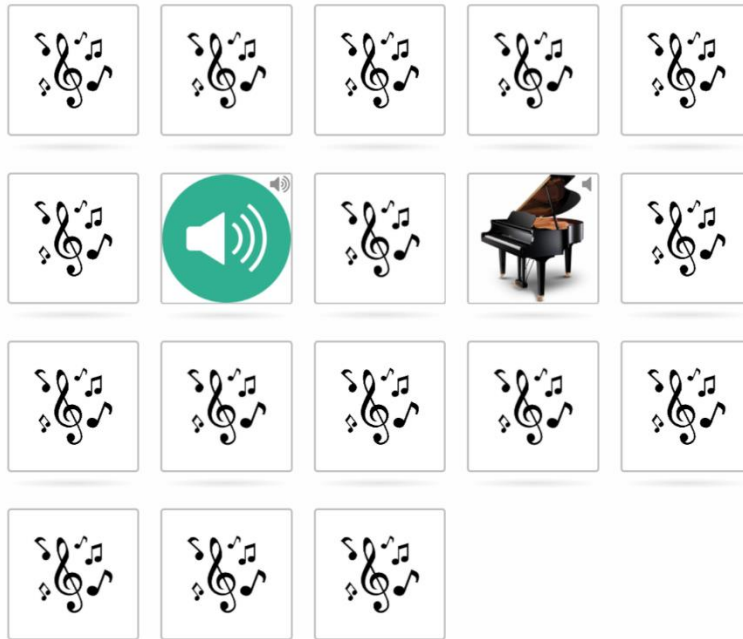
³ Source: Latham-Koenig, C., Oxenden, C., Lambert, J., & Seligson, P. (2019). 6C Making music. In *English File A1/A2 Student's Book and Workbook* (4th ed., pp. 50-51). Oxford University Press.

APPENDIX G. H5P ACTIVITY: MEMORY GAME⁴

Musical instruments



View all attempts (2 submitted)

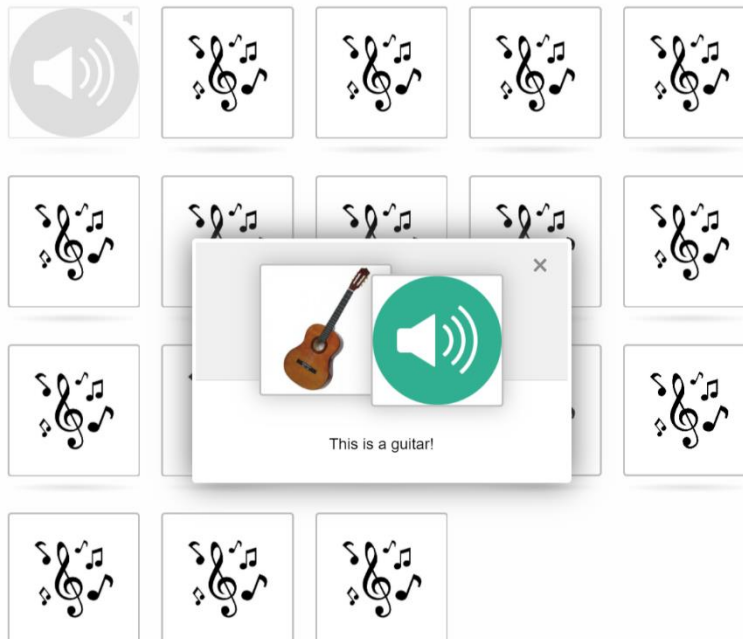


Time spent: 0:32
Card turns: 14

Musical instruments



View all attempts (2 submitted)



Time spent: 0:38
Card turns: 16

⁴ Sources of the pictures: <https://stemcool.com/collections/piano>, <https://www.dearmonia.com/ortola-percusion-y-fundas/12060-guitarra-clasica-delacrus-39-refg0001-8400050001033.html>.

APPENDIX H. H5P ACTIVITY: DIALOG CARDS⁵


Musicians




Visualitza tots els intents (se n'han tramès: 0)


Musicians and musical instruments



Who plays each musical instrument? Turn the card to discover the musician.







Who plays the piano?



 Turn

 Card 2 of 9 



The pianist!

 Turn

 Card 2 of 9 

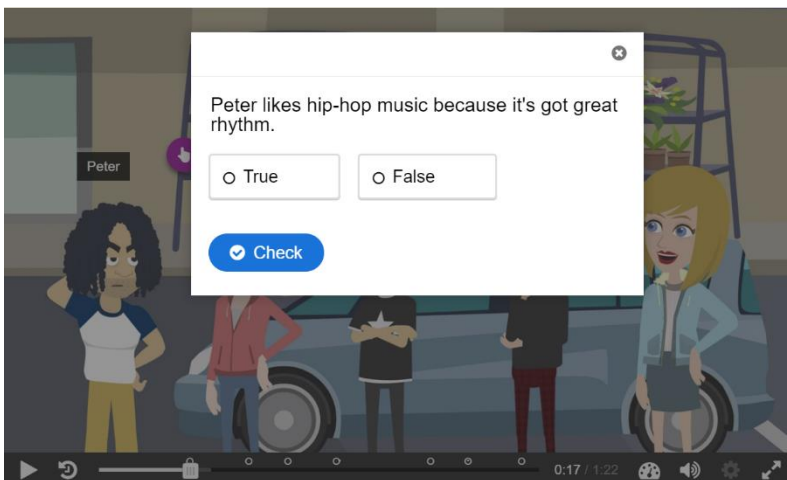
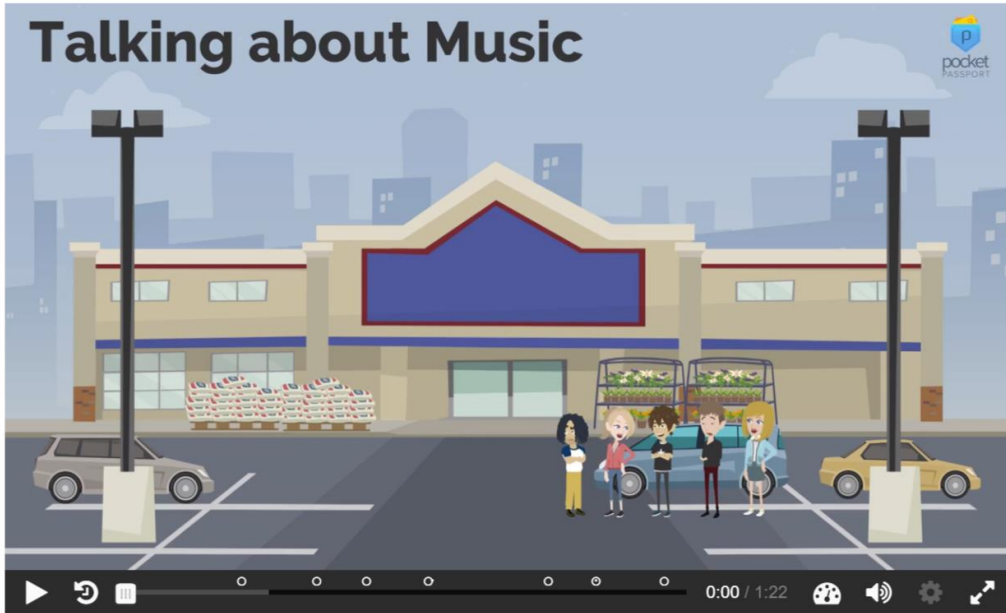
⁵ Source of the picture: <https://www.musikalessons.com/blog/2017/09/bebop-scale/>.

APPENDIX I. H5P ACTIVITY: INTERACTIVE VIDEO

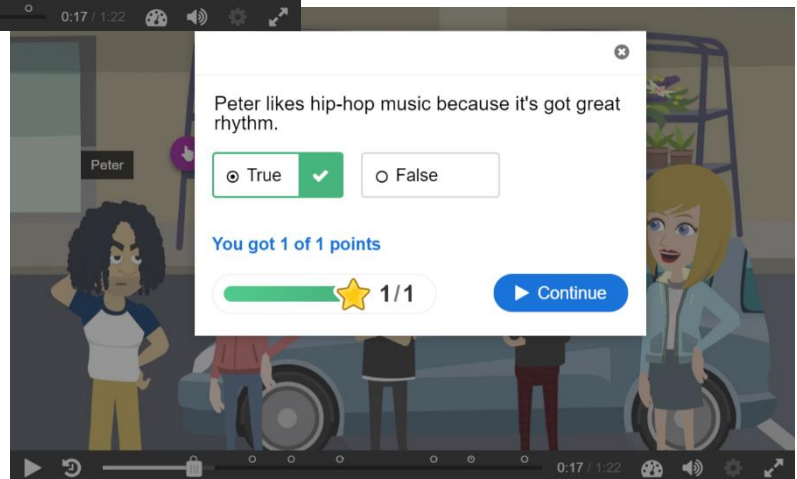
Talking about Music



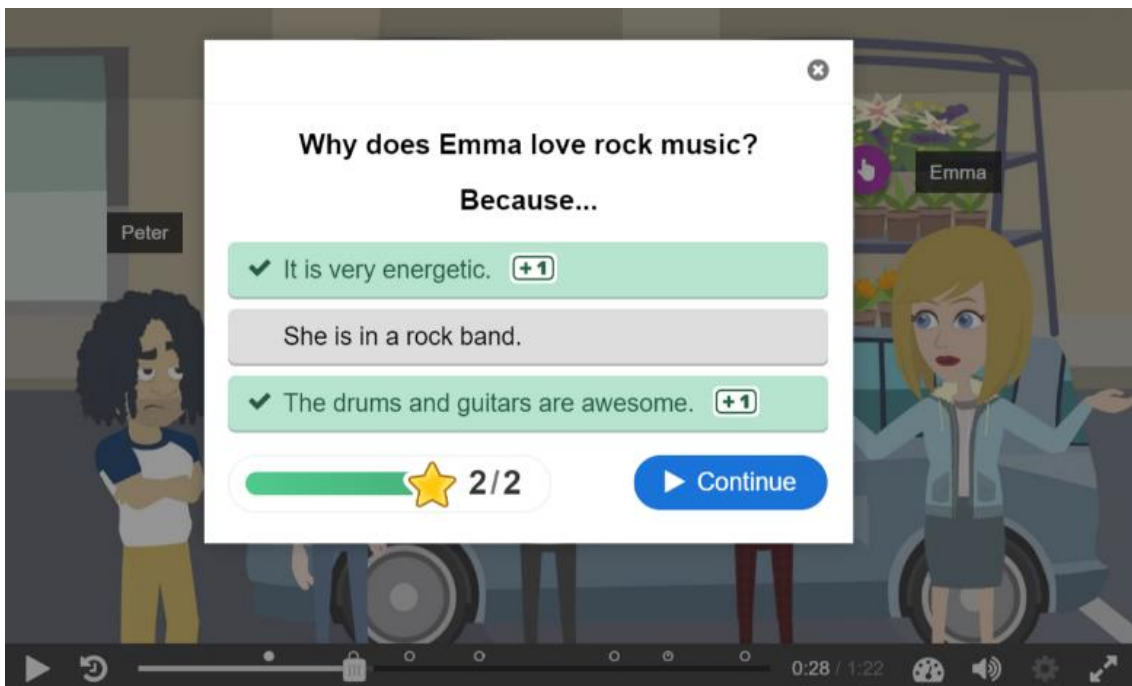
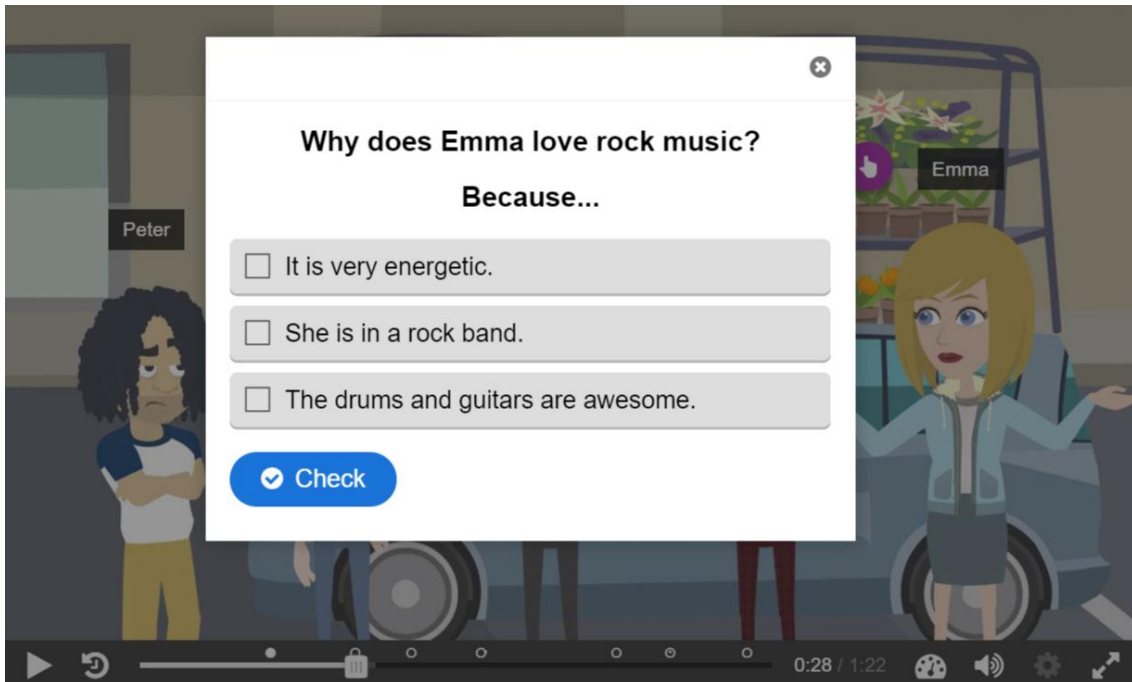
View all attempts (0 submitted)



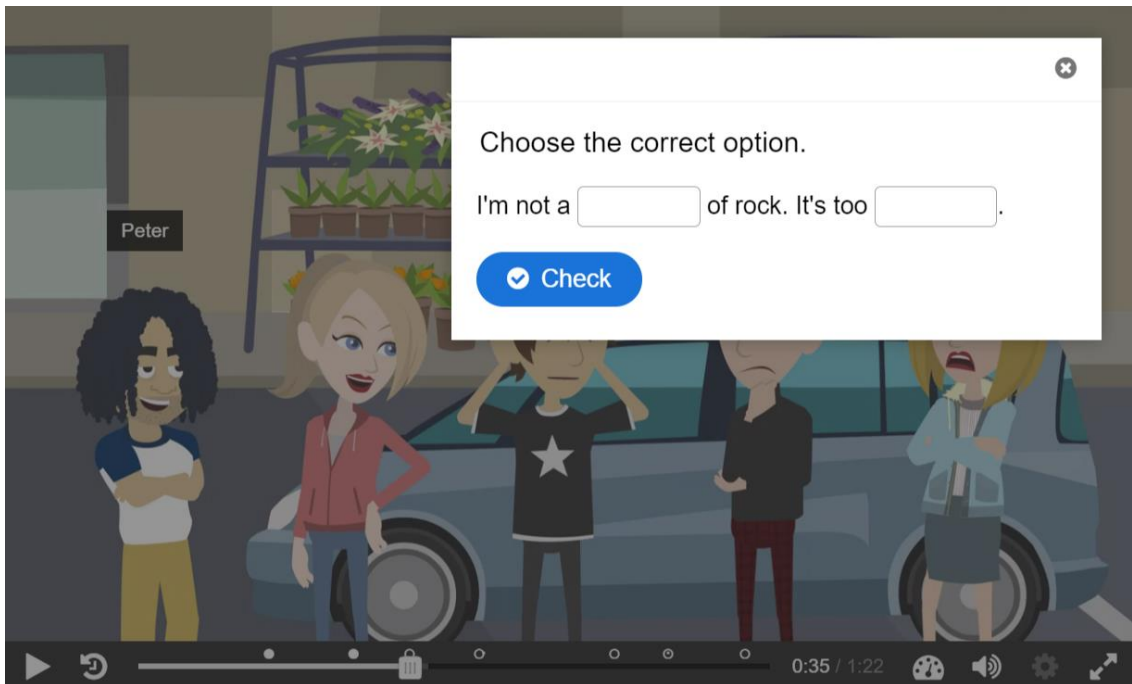
True/false question



Multiple-choice question



Fill-in-the-blank question



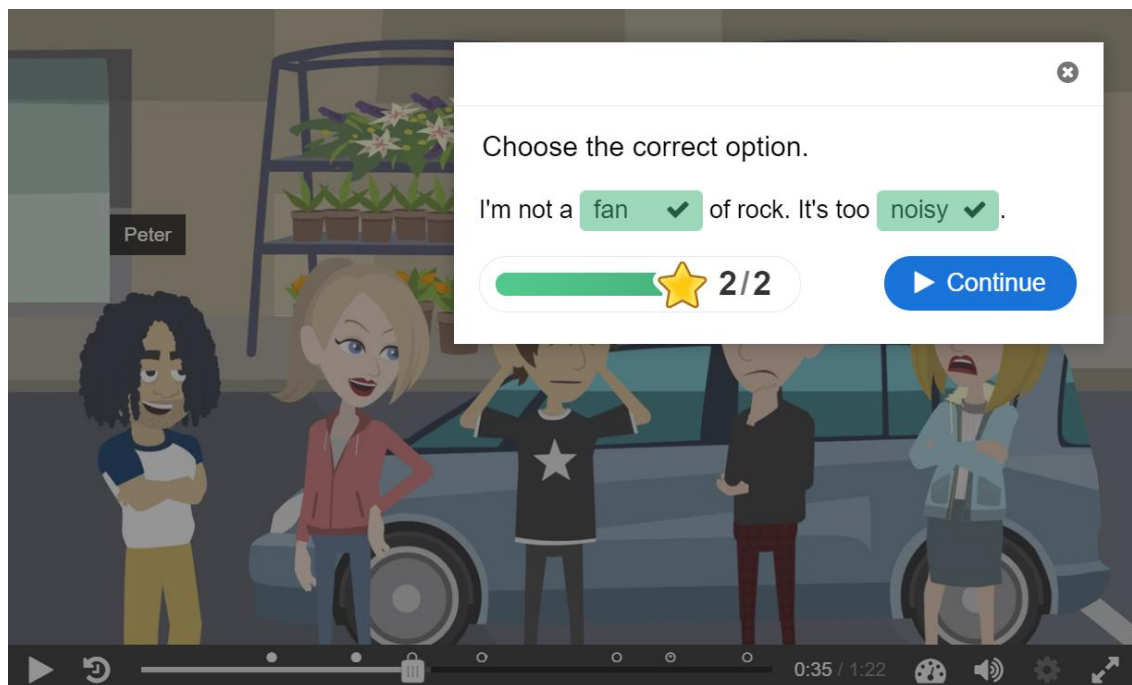
Peter

Choose the correct option.

I'm not a of rock. It's too .

0:35 / 1:22

The image shows a video player interface. On the left, a character with curly hair is labeled 'Peter'. In the center, a woman with blonde hair is speaking. A white question box is overlaid on the video. The question asks to choose the correct option to fill in two blanks in the sentence: 'I'm not a [] of rock. It's too []'. Below the question is a blue 'Check' button. At the bottom of the video player, there is a progress bar and a timestamp '0:35 / 1:22'.



Peter

Choose the correct option.

I'm not a fan ✓ of rock. It's too noisy ✓.

0:35 / 1:22

The image shows the same video player interface as above, but the question has been answered. The blanks in the sentence are now filled with the words 'fan' and 'noisy', each followed by a green checkmark. Below the question, there is a green progress bar with a yellow star icon and the text '2/2', and a blue 'Continue' button. The timestamp '0:35 / 1:22' remains at the bottom.

Drag-and-drop question

Peter

Susan

Drag the words into the correct boxes.

Susan doesn't like electronic music because it's too . She prefers classical music because it's .

repetitive relaxing

✓ Check

1:02 / 1:22

This screenshot shows a video player interface with a drag-and-drop question overlay. The background is a cartoon scene with two characters, Peter and Susan, in a room. The question asks to drag words into boxes to complete a sentence about Susan's music preferences. The words 'repetitive' and 'relaxing' are available for selection. A 'Check' button is at the bottom of the question box. The video player controls at the bottom show a progress bar at 1:02 / 1:22.

Peter

Susan

Drag the words into the correct boxes.

Susan doesn't like electronic music because it's too **repetitive** ✓. She prefers classical music because it's **relaxing** ✓.

Feedback

repetitive	Correct!
relaxing	Correct!

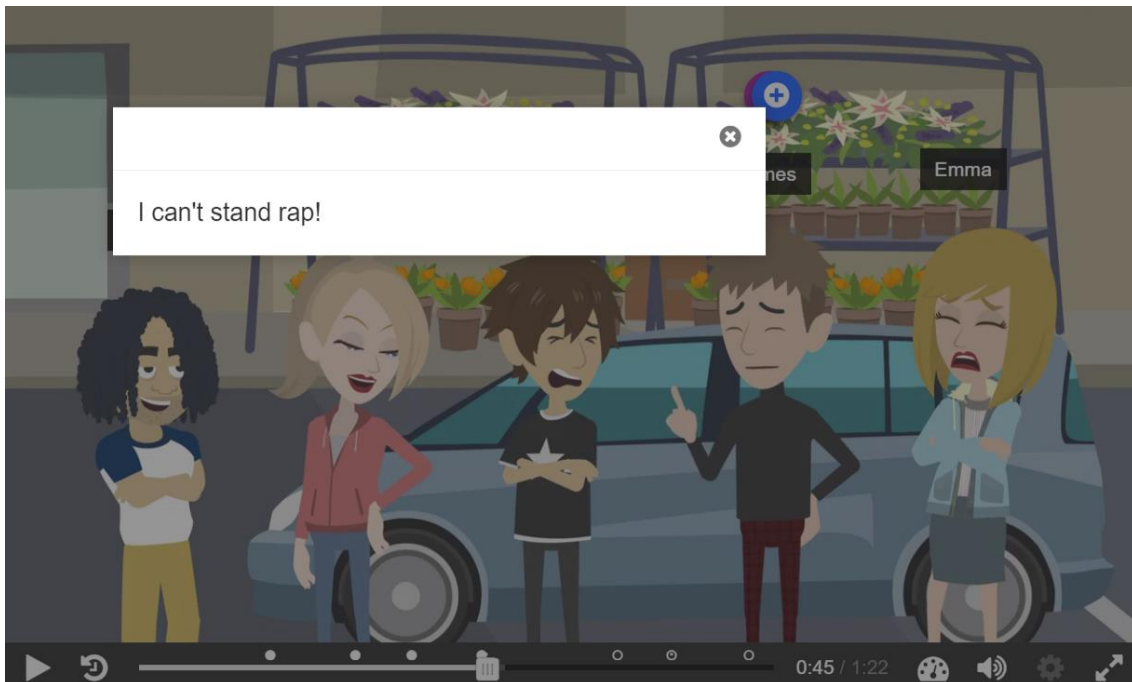
★ 2/2

▶ Continue

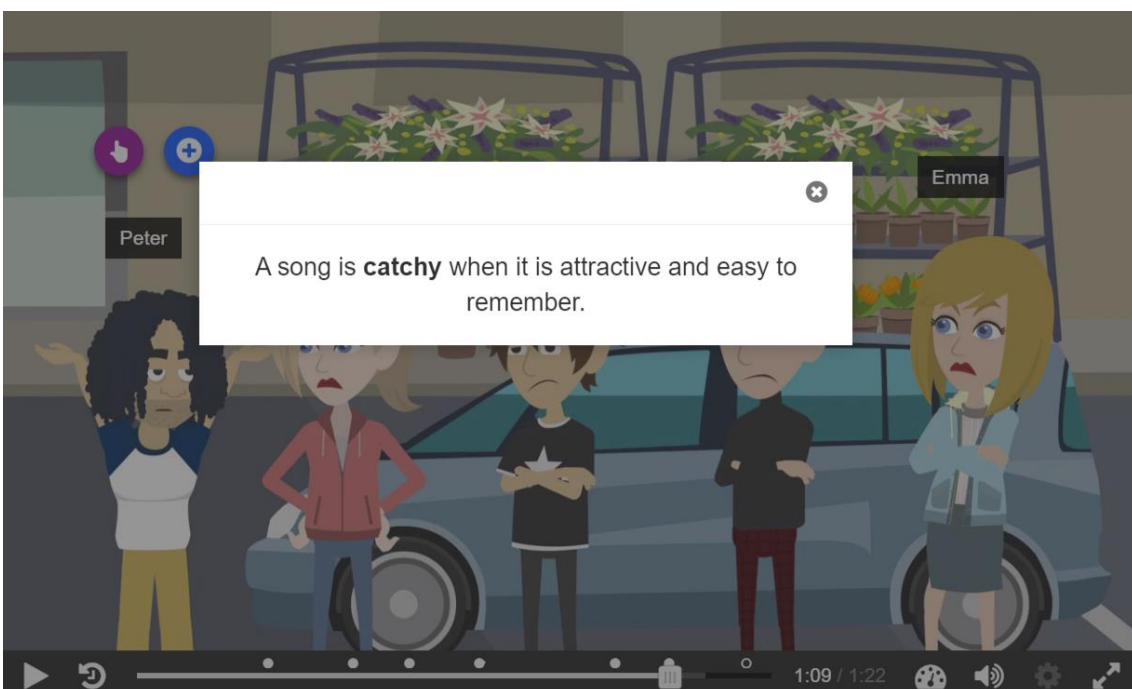
1:02 / 1:22

This screenshot shows the same video player interface as above, but with the question completed. The words 'repetitive' and 'relaxing' are now placed in the text boxes and are highlighted in green with checkmarks. Below the question, a 'Feedback' section shows a table with the words and their status: 'repetitive' is 'Correct!' and 'relaxing' is 'Correct!'. At the bottom of the question box, there is a progress indicator showing a yellow star and '2/2', and a blue 'Continue' button. The video player controls at the bottom show a progress bar at 1:02 / 1:22.

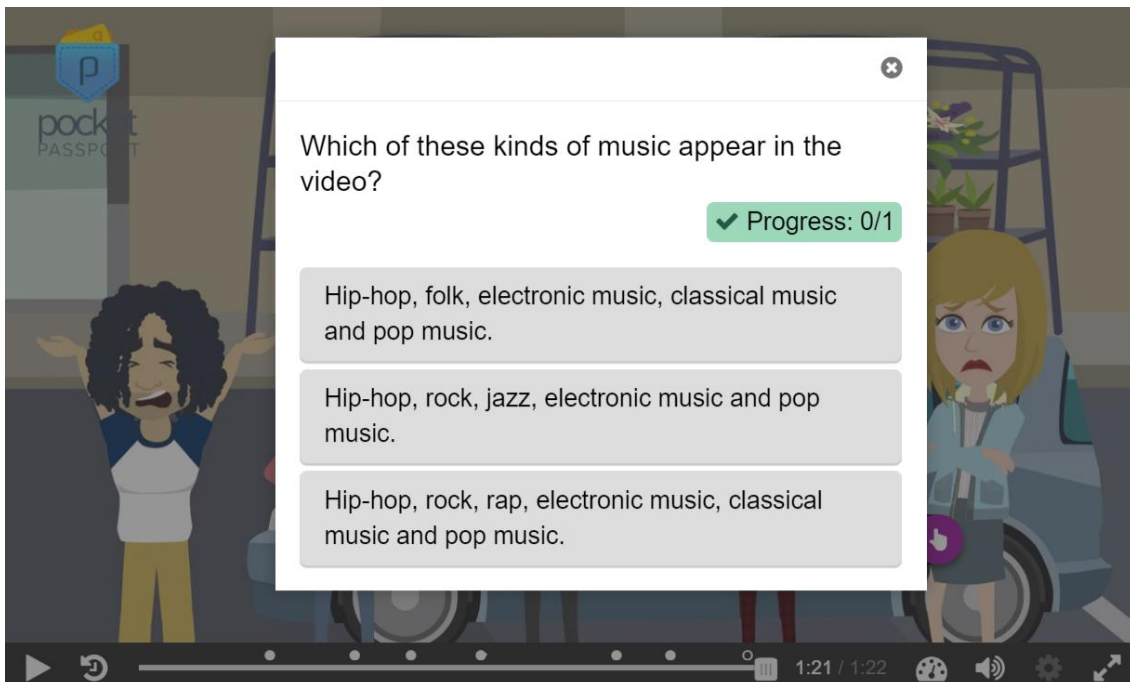
Vocabulary expression



Word definition



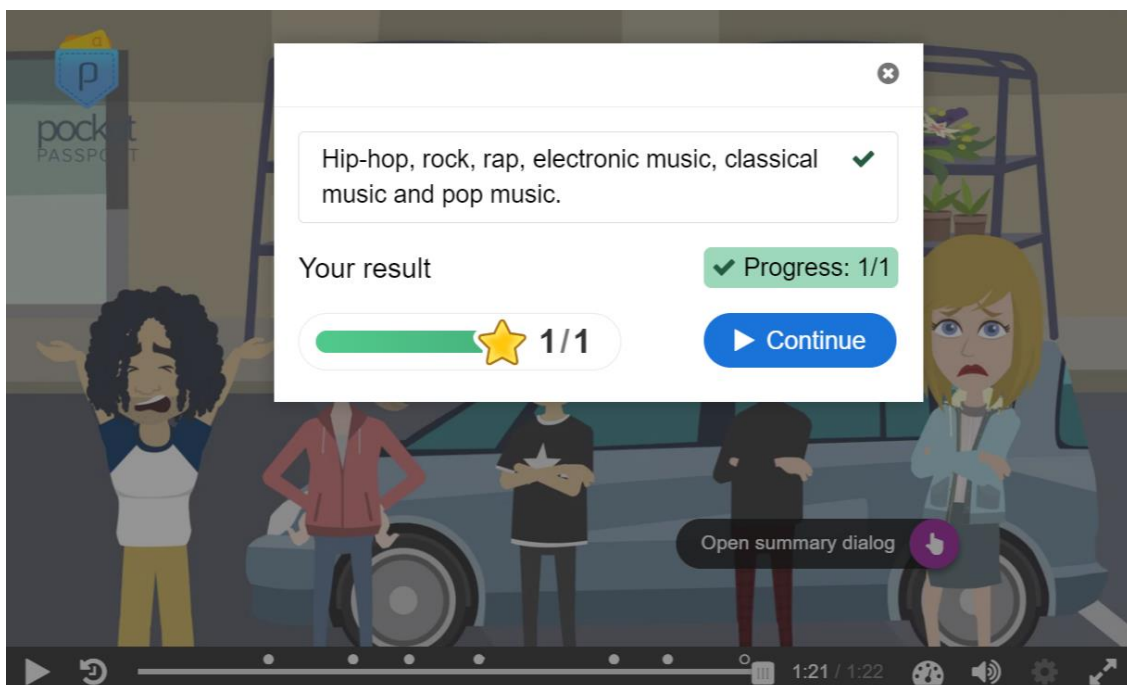
Summary question



The screenshot shows a video player interface with a quiz overlay. The video background features a man with curly hair dancing and a woman with blonde hair looking sad. The quiz question is: "Which of these kinds of music appear in the video?". The progress indicator shows "Progress: 0/1". Three options are listed:

- Hip-hop, folk, electronic music, classical music and pop music.
- Hip-hop, rock, jazz, electronic music and pop music.
- Hip-hop, rock, rap, electronic music, classical music and pop music.

The video player controls at the bottom show a play button, a progress bar, and a timestamp of 1:21 / 1:22.



The screenshot shows the same video player interface, but the quiz overlay now displays the correct answer: "Hip-hop, rock, rap, electronic music, classical music and pop music." The progress indicator shows "Progress: 1/1". A green progress bar is filled, and a yellow star icon is next to the score "1/1". A blue "Continue" button is visible. A tooltip "Open summary dialog" is shown near the bottom right. The video player controls at the bottom show a play button, a progress bar, and a timestamp of 1:21 / 1:22.

APPENDIX J. SPEAKING ACTIVITY⁶

Students' worksheets

Speaking. Guess the character!

This is you:



- Emily usually listens to music on the computer.
- She listens to music when she is studying.
- She loves pop music.
- She likes going to concerts.

Some questions you can ask to your classmate:

- Do you usually listen to music... on the phone / on TV / on the computer / on the radio / on CDs?
- Do you listen to music when you are... studying / exercising / cooking / reading / walking around town?
- Do you like... pop / rock / jazz / reggae / classical music ?
- Do you... play an instrument? / ...go to concerts? / ...go dancing? / ...compose songs? / ...look for song lyrics on the internet?

Speaking. Guess the character!

This is you:



- Sara usually listens to music on her phone.
- She listens to music when she is walking around town.
- She loves reggae music.
- She likes looking for song lyrics on the internet.

Some questions you can ask to your classmate:

- Do you usually listen to music... on the phone / on TV / on the computer / on the radio / on CDs?
- Do you listen to music when you are... studying / exercising / cooking / reading / walking around town?
- Do you like... pop / rock / jazz / reggae / classical music ?
- Do you... play an instrument? / ...go to concerts? / ...go dancing? / ...compose songs? / ...look for song lyrics on the internet?

⁶ Sources of the pictures: <https://bit.ly/3o4ERHc>, <https://bit.ly/3E6e3fm>, <https://bit.ly/3cY7K1B>, <https://bit.ly/3o4FVuG>, <https://bit.ly/3d1uM7y>, <https://bit.ly/3I2DgK2>, <https://bit.ly/3o60Ai9>.

Speaking. Guess the character!

This is you:



- Rose usually listens to music on CDs.
- She listens to music when she is reading.
- She loves classical music.
- She plays the piano.
- She likes composing songs.

Some questions you can ask to your classmate:

- Do you usually listen to music... on the phone / on TV / on the computer / on the radio / on CDs?
- Do you listen to music when you are... studying / exercising / cooking / reading / walking around town?
- Do you like... pop / rock / jazz / reggae / classical music ?
- Do you... play an instrument? / ...go to concerts? / ...go dancing? / ...compose songs? / ...look for song lyrics on the internet?

Speaking. Guess the character!

This is you:



- Oliver usually listens to music on TV.
- He listens to music when he is exercising.
- He loves rock music.
- He plays the drums.

Some questions you can ask to your classmate:

- Do you usually listen to music... on the phone / on TV / on the computer / on the radio / on CDs?
- Do you listen to music when you are... studying / exercising / cooking / reading / walking around town?
- Do you like... pop / rock / jazz / reggae / classical music ?
- Do you... play an instrument? / ...go to concerts? / ...go dancing? / ...compose songs? / ...look for song lyrics on the internet?

Speaking. Guess the character!

This is you:



- Jack usually listens to music on the computer.
- He listens to music when he is studying.
- He loves jazz music.
- He plays the saxophone.

Some questions you can ask to your classmate:

- Do you usually listen to music... on the phone / on TV / on the computer / on the radio / on CDs?
- Do you listen to music when you are... studying / exercising / cooking / reading / walking around town?
- Do you like... pop / rock / jazz / reggae / classical music ?
- Do you... play an instrument? / ...go to concerts? / ...go dancing? / ...compose songs? / ...look for song lyrics on the internet?

Speaking. Guess the character!

This is you:



- Lisa usually listens to music on the radio.
- She listens to music when she is exercising.
- She loves rock music.
- She plays the guitar.

Some questions you can ask to your classmate:

- Do you usually listen to music... on the phone / on TV / on the computer / on the radio / on CDs?
- Do you listen to music when you are... studying / exercising / cooking / reading / walking around town?
- Do you like... pop / rock / jazz / reggae / classical music ?
- Do you... play an instrument? / ...go to concerts? / ...go dancing? / ...compose songs? / ...look for song lyrics on the internet?

Speaking. Guess the character!

This is you:



- Robert usually listens to music on the radio.
- He listens to music when he is cooking.
- He loves jazz music.
- He often goes dancing with his friends.

Some questions you can ask to your classmate:

- Do you usually listen to music... on the phone / on TV / on the computer / on the radio / on CDs?
- Do you listen to music when you are... studying / exercising / cooking / reading / walking around town?
- Do you like... pop / rock / jazz / reggae / classical music ?
- Do you... play an instrument? / ...go to concerts? / ...go dancing? / ...compose songs? / ...look for song lyrics on the internet?

Pictures projected on the interactive whiteboard



GUESS THE CHARACTER!

