



UNIVERSIDAD DE JAÉN
Centro de Estudios de Postgrado

Trabajo Fin de Máster

**BOARD-GAMES IN
COOPERATIVE LEARNING AS
A TOOL TO DEVELOP
MULTIPLE INTELLIGENCES IN
THE EFL CLASSROOM.**

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1. Abstract

This Masters Dissertation aims to show the design of a Teaching Unit taking as a basis three methodological strategies, previously reviewed, in teaching English as a Foreign Language (EFL): Cooperative Learning, the Theory of Multiple Intelligences and Gamification of learning through the use of Board Games.

This study focuses on the current legislation in force for Non-Compulsory Secondary Education (*Bachillerato*) in Spain for the creation of the Teaching Unit, devised for the 1st Year of Non-Compulsory Upper Secondary Education students at *IES San Felipe Neri* (Martos).

The Teaching Unit takes into account the resources of the School and consists of four sessions including Cooperative Learning techniques in the EFL classroom, which will help students learn how their work is essential for the success of the group, and Gardner's Theory of Multiple Intelligences to describe the practical use of board games to develop students' skills.

Key Words

Cooperative Learning, Gardner, Gamification, Intelligence, Board Games, EFL.

Resumen

Este Trabajo de fin de Máster tiene como objetivo el diseño de una Unidad Didáctica tomando como base tres estrategias metodológicas, previamente analizadas, en la enseñanza del inglés como lengua extranjera (EFL): el Aprendizaje Cooperativo, la Teoría de las Inteligencias Múltiples en el aula de EFL y la Gamificación del aprendizaje con el uso de los Juegos de Mesa.

Este estudio atiende a la legislación vigente para Bachillerato en la creación de la Unidad Didáctica, concebida para los alumnos de 1º de Bachillerato del *IES San Felipe Neri* (Martos).

La Unidad Didáctica tiene en cuenta los materiales y recursos del Centro y consta de cuatro sesiones que incluyen técnicas de Aprendizaje Cooperativo en el aula de EFL, para que los estudiantes aprendan cómo su trabajo es esencial para el éxito del grupo, y la Teoría de Inteligencias Múltiples de Gardner, para describir el uso de juegos de mesa como herramienta para desarrollar sus habilidades.

2. Introduction

The quality of the teaching-learning process relies to a large extent on the teacher and their action, both can foster it, stimulating students' curiosity or, conversely, degrade it. Much research has been carried out in recent years to improve this process and has mainly focused on three techniques in teaching English as a foreign language that we will consider here: Cooperative Learning, the Theory of Multiple Intelligences in the EFL classroom and the Gamification of learning through the use of Board Games. In fact, the latter is a way to apply the concept of play in different areas, achieving and enhancing motivation, concentration, effort, or even skills through mechanical games that encourage and entertain our students. "Gamification attempts to harness the motivational power of games in order to promote participation, persistence and achievements." (Reiners & Wood, 2015: 23).

The aim of this Masters Dissertation is the design of a teaching unit to put into practice the gamification of learning and collaborative techniques to check how they improve the academic performance of students and their skills, as well as their level of satisfaction with the learning experience. In fact, the main objectives of this study are: firstly, to analyse the increase of Cooperative Learning techniques in the EFL classroom, comparing the different cooperative learning strategies most commonly used in secondary school and language schools and to consider gamification as a useful learning tool in EFL lessons. Additionally, this study is also aimed to examine Gardner's Theory of Multiple Intelligences to describe the practical use of board games as useful tools to develop pupils' different skills. Finally, our ultimate goal is to propose new game materials in order to put gamification into practice through cooperative learning in EFL lessons.

As a result, this is a study of the application of new methodologies through the use of board games in cooperative learning as they represent an instrument to develop multiple intelligences, something which will let us clearly distinguish the potential that each of these proposed games (and similar activities) entail for the development and growth of students' skills, both individually or in groups, in a specific area, teaching English as a Foreign Language (EFL). This would allow teachers not only to increase the efficiency of gamification, but also the planning strategies of both useful and motivating teaching units, and to redesign teaching plans including workgroup learning approaches.

Hence, taking as a basis previous research, the methodology in the teaching unit included in the second part of this essay, relies on Teamwork and Cooperative Learning. While grammar continues to be taught in a traditional way, vocabulary, fluency, listening and other abilities related to the theory of multiple intelligences are

developed through famous board games revisited in order to increase the strengths of the students through the cooperation of the group.

The board games used in the devised unit are: (i) *Pictionary* for the development of visual and spatial skills; (ii) *Taboo* in order to increase linguistic and communicative skills; (iii) *Dixit* for the strengthening of emotional capacities, both interpersonal and intrapersonal; and (iv) *Cluedo* (or *Clue*), for the increase of logical and mathematical abilities.

All these games can be introduced as a basis to work on Multiple Intelligences and, therefore, can be used as a pedagogical tool in the EFL classroom, as they can bring many benefits not only at a curricular level but also at a physical and social level, being so engaging and motivating.

For this reason, the aim here is to use these games in the classroom as a resource not only to make the teaching-learning process more playful, but also to improve the key competences of our students, as authors such as Oliver (2018) propose. We will try and develop, in a more creative way, aspects that are difficult to completely deal with in the classroom, such as language skills or learning to learn.

3. Literature review: Methodological Strategies in English Language Teaching

3.1 Cooperative learning in the EFL classroom

According to the most recent studies, Cooperative Learning is a learning model that, in contrast to the competitive and individualistic models, proposes the use of work-group so that each individual improves their learning and that of others (Segovia & Ferra, 2015: 142-3). Cooperative learning requires pupils to work together in small groups to support each other and improve not only their own learning but also that of their mates. Therefore, in this model, there is a double objective: to learn the objectives provided in the assigned task and to make sure that all the members of the group do it. Whereas, in the competitive model, the goal is to be better than others, get better results than the rest, and in the individualist, it is about achieving optimal objectives regardless of what the rest of the group does, in the cooperative model, personal success is always achieved through the success of the whole group.

Cooperative groups are not just types of Community Language Learning (CLL), that is, groups where students only perform their individual tasks sitting around the same table while they hold conversations (Bestard & Martín, 1982: 44-6). According to Segovia and Ferra (2015: 144), in order to be a cooperative workgroup, there must be a common objective through which the group is rewarded for its efforts. A cooperative

group has a sense of individual responsibility which means that everyone is a participant on their own and others' tasks, and implies that their work is essential for the success of the group. According to Jolliffe (2007), the advantages of working cooperatively can be divided in three main categories: achievement, interpersonal relationships, and social competence. Improvements in learning have been shown through greater productivity, increased problem-solving, a greater sense of belonging and mutual support, higher self-esteem, sharing of problems and an increased ability to stand adversity and stress.

Using cooperative learning structures both informally and formally can transform lessons into fun, interactive sessions where children are really involved in their learning. The two main reasons why this works are, first, motivational and, secondly, cognitive. Cooperative learning structures create a situation in which the only way group members can complete the task is if the whole group does. Therefore each member of the group must help others to do whatever is necessary to succeed and in a team this means that everyone needs to put in maximum effort or they will let their team down. In other words, children are motivated to learn and work hard to support their team. (Jolliffe W., 2007)

A cooperative structure of the activity in the classrooms fosters:

- **Attention to diversity.** Peer interaction allows learners with different abilities and different levels of motivation to learn together so that they can learn from each other and stimulate each other in learning. Heterogeneity allows pupils to be distributed in heterogeneous groups in order to help them consider their differences (abilities, culture, interest...), avoiding the negative effect of homogeneous distributions and "labels" (Pygmalion effect).
- **Value development.** Coexistence is more than mere tolerance. That admits that living together is possible, affirming what you are and seeking and accepting what others offer to us. Cooperative work fosters values such as solidarity, mutual help, respect for differences, living together, and so on.
- **Development of key competences and multiple intelligences.** In the case of communicative skills, for example, expressing, arguing and interpreting thoughts, feelings and facts; listening to other people's ideas; accepting and making constructive criticism, etc. As for social skills, cooperative work fosters dialogue and negotiation

to solve conflicts, or working in teams adding what you know to what others know to solve common, constructive problems together, etc.

According to Johnson, Johnson and Holubec (1999: 24), it is necessary to talk about the dynamics of cooperative work in order to explain how to organize team activities, which implies a series of operations that students should follow when carrying out a given activity or task. This structure guarantees, in a certain way, simultaneous interaction, which is understood as discussion, contrast of opinions, dialogue and consensual decision-making among the team members. Cooperative structures can be simple or more complex. In the second case we will talk about cooperative techniques:

- *Simple structures*. They can be performed throughout the class session or part of it and they are easy to learn and apply. Here, students who interact only use one or more basic skills (sharing information, expressing opinions, deciding...).
- *Cooperative techniques*. They are usually applied in several class sessions. In their execution, different and more complex abilities are involved (searching for information, synthesizing it, communicating it).

In terms of distribution, cooperative learning teams generally consist of four students, maximum five. To calculate the number of teams, we divide the total number of students by four. For example, in a class of 22 students, we will have five teams: three teams of four members and two teams of five members.

As previously mentioned, the team composition must be heterogeneous (in terms of gender, ethnicity, interests, abilities, motivation, performance, autonomy...). In a certain way, each team should reproduce the characteristics of the whole group-class. To guarantee heterogeneity, the most usual thing is that it is the team of teachers, or tutors, the ones who distribute students in the different teams, taking into account their preferences and possible incompatibilities. In order to do this, we can ask students which three classmates they would like to work with in the class, so that it is possible to identify the least chosen or the ones that no one has chosen. In this case, you have to think very carefully about which team you put them on, possibly with someone he or she has chosen and who is willing (duly guided by the teacher) to lend a hand and help him or her to integrate into the team. (Johnson, Johnson & Holubec, 1999: 26)

The cohesion of the class group and a favourable classroom atmosphere are necessary conditions to be able to apply a structure of cooperative activity (Pujolàs, 2008: 18). If the group is not minimally united or if among most students there is no emotional flow and predisposition to mutual help, they will hardly work as a team, helping each other so that everyone learns to the maximum of their possibilities, instead of competing among themselves to determine who is the first in the class.

Including an activity organised in a cooperative way from time to time is an interesting measure to introduce cooperative learning. However, in order to achieve the benefits that this form of organizing classroom activity brings for students' learning, it is necessary to structure the class cooperatively more frequently.



(<http://www3.canisius.edu/~grandem/catholicconference/catholicconference3.html>)

As we can partially see in the picture above, according to the Buffalo Catholic Schools Conference, there are five basic elements of Cooperative Learning:

1. Positive Interdependence: groups work by teaching their knowledge to their peers, to achieve shared learning objectives;

2. Face-To-Face Interaction: students explain to each other how to solve problems. They discuss the concepts and strategies learned.
3. Individual Accountability: students try to do their best to achieve shared goals and to allow a good performance of the group.
4. Social Skills: students work together, interact and socialize with each other in a meaningful and satisfying way.;
5. Group Processing: each member contributes to the improvement of the group.

3.2 Gamification of learning with Board-games

Cooperative Learning in EFL classrooms could be combined with the technique of Gamification, which moves the mechanics of games to the educational-professional field in order to achieve better results, either to better absorb some knowledge, improve some skill, or reward concrete actions, among many other objectives. Gamification aims to promote learning by taking advantage of the psychological predisposition towards game and, hence, to improve the motivation towards learning.

In addition, the use of gamification has been shown to have different educational benefits as it:

- Increases motivation towards a specific issue.
- Allows to increase difficulty progressively, avoiding frustration.
- Stimulates the social competence of participants.
- Promotes active participation in the learning process.
- Allows instant feedback.

Gamification is not new in any of the areas where it is applied. Since we were children, all of us have carried out gamified tasks in which we received prizes when completing an activity, we accumulated points and, then, exchanged them for gifts or discounts or if we reached a certain amount of money, we moved to another level where we had better advantages, all this in order to be motivated to carry out a task. Gamification in education is not an innovative educational methodology, but a strategy that in certain situations can increase the interest of students.

The use of games to support teaching has been a common practice since ancient times. According to Payá (2007: 14), St. Jerome used boxwood or ivory letters so that the child would learn them, teaching through play; Erasmus made letters from sweets so that the children would learn the alphabet; Rabelais had Gargantua handle some cards to instruct him in numbers for entertainment and fun.

The new techniques introduced by the great pedagogues of the nineteenth and twentieth centuries gave great importance to the value of play as an educational resource, investigating the relationship between play and experience, senses and teaching content. Fröbel, Montessori, Decroly and Claparède go further, with the notion of game conceived as an educational material that allows the child, through their own experience, to educate the senses and explore ideas. In this sense, the game will no longer be a means to facilitate teaching but teaching itself (Payá, 2007: 15).

Having considered the importance of incorporating games into the didactic activity as a complement to the usual teaching, let us consider now the different possibilities we have at our disposal.

On the one hand, games can be commercial, created for entertainment purposes, but their aim or the way we use them allows us to extract lessons applicable to the subject we are dealing with. On the other hand, we may also find more complex games as in the case of simulation games designed specifically for an activity that is not just recreational.

Although there are abstract games such as checkers, chess, parcheesi, tangram, Tetris, etc. they always contain a symbolism; for example, parcheesi is a metaphor of race and battle, just as chess is a metaphor of war. However, games can increase their symbolic power even to the point of containing true fictional worlds such as information comprised in films, comics or novels. This is why we can “live” in a world of fiction with specific spaces, stages, characters, environments, visual and sound references, themes, narrations, etc. If we look at the infography, in the classic board game *Monopoly*, the world of *Monopoly* is, in its original version, an actual city, with its streets and buildings.

The game, as a system, has a certain mechanics, a way of working. This mechanism is regulated by rules, which are conveyed in a set of statements that authorise or sanction, define the interaction in space with objects, with characters, the consequences of actions, the limitations of actions, and goals or objectives. In a traditional game, we find them in the instruction manuals. The rules are explicit and unambiguous, they are shared by all players and are mandatory. These rules can be grouped into several types:

- *Startup Mechanics*: set of rules that tell us how to start the game.
- *Progression of the game*: rules that describe how the game goes on.
- *Victory conditions*: rules that describe how to win and how not to win, that is to say, actions that can lead us to lose.

In the field of education, medium-high motivation is required, which means interest and perseverance for everything related to their studies, although obviously not every subject, practice or task generates the same level of enthusiasm. If a student generally maintains low levels of motivation in much of their academic life, we face a problem that goes beyond the academic field, and, in this case, of course, gamification will not solve it. Gamification is not an infallible remedy against personal problems nor does it work to make digestible and entertaining arid subjects that require work and effort.

Nonetheless, gamification induces motivation because, as a technique based on games, it places the student or, in this case, player at the centre of the experience and consequently pushes them to be active. By contrast, if someone has no predisposition to participate, gamifying a subject will not work as a therapy and, therefore, the student will do it with the same disdain which they would display in a normal lesson.

In a game, motivation is perceived in a more complex way because a good game uses techniques that allow us to manage the interest of the player during the whole process. Because gamification consists essentially in transforming a didactic methodology based on the transmission of information into an experience similar to a game, where the student performs an activity set out by rules to achieve a certain objective.

All teaching activity involves a different kind of workload for the student. In games, the player must carry out a particular assignment in a direct way, by means of commands or through the control of a character. However, the essential difference between educational work and ludic work is not in the nature of the game but in how it is presented to us, in the form of a task or a challenge.

- The task is usually characterized by being imposed, by not being associated with failure or success and its fulfillment is linked to external objectives that do not allow the student to express their personality.
- The challenge involves accepting an objective that is perceived as a challenge to ourselves; we doubt whether we can do it or not, and this doubt stimulates us because it is linked to a sense of innovation, trial and success. The challenge has marked rules and objectives, but establishes a certain margin of freedom and creativity that allows us to choose personal and unique solutions that maybe other players do not consider.

In general, since there is usually only one winner in each game, that means that players learn to behave appropriately within the game, and put into practice the spirit of "the most important thing is to participate." But there are also cooperative games, in which individuals play together in the game for a common goal, and these games

are excellent tools on the dynamics of teamwork. According to Reiners and Wood (2015), an important source of self-knowledge is the comparison with other people and this intuition is the basis of the Theory of Social Comparison by Festinger (1954: 118). According to this theory, we are able to evaluate our abilities and reactions by comparing them with other people's. Festinger's *similarity hypothesis* predicts that people confront each other with similar people.

The second hypothesis states that "to the extent that objective and non-social means are not available, people evaluate their opinions and abilities by comparing respectively with opinions and abilities of others". People tend to compare opinions and abilities in reference to the actual/physical scenario or situation. If in case that the actual/physical scenario is unavailable, then, there is no way in which an individual can compare or validate his opinions and abilities. And when the situation is like this, it is most likely that a person can simply infer a biased or subjective opinion. (Psychology Notes HQ · April 8, 2017)

Other studies argue that competitive people have a greater interest in social issues than less competitive individuals do, and also the kind of comparison depends heavily on the context. Games show feedback in the context of others' performance. This exposure increases self-assessment of competence and motivation, because it increases confidence in the possibility of changing status.

So, gamification is not just designed for learner's fun and enjoyment. It is also an instructional approach that can be used to enhance the effectiveness in teaching (Kim, Song, Lockee & Burton, 2018).

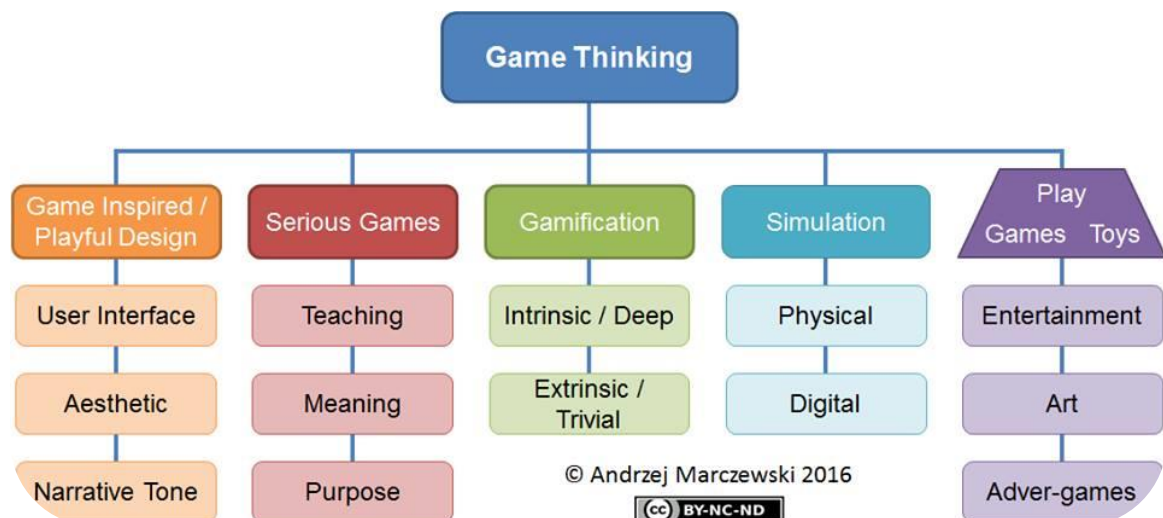
Thanks to gamification in groups, EFL teachers will be able to increase student's motivation, to improve recall and retention and to promote collaboration. Playing is a form of learning and exploring the world around us. Without this discovery and curiosity, humanity would not develop. For this reason, pleasure is generated and it must be used to improve students' learning. Moreover, learning by playing is much easier for the brain, because it is achieved in a transversal way considering different aspects at the same time and it is not a monotonous task. Therefore, the brain stops being on autopilot and pays attention. In such a modern world, where gamification is strictly linked to ICT's, board games are surprisingly living a new golden age and increasing their presence in the classroom as educational and motivating resources (Segovia & Ferra, 2015: 128).

Board games train children in different skills, such as memorization, mathematics or communicative skills. According to Iriarte (2018), apart from board games in themselves, their components can be used to adapt them to the contents

that we want to reinforce in a given moment. For example, to work on oral communication, we can give a new board game to each group and each of them has to explain the others how it is played. In this way, we work on oral exposition in those who present the game and active listening in those who learn how to play, since the most important knowledge we can achieve is when we are able to explain something to another person. To work on writing, you can modify the rules of the game and leave them in writing or even create your own game and write it down.

Board games can be chosen to cover a particular pedagogical need, to focus on a specific lesson, to reinforce knowledge, or to help teachers to find out how much of what has been taught has actually been internalised by the pupils, or to apply the knowledge outside the context in which it was learned - in other words, to go beyond mere learning (u.a. 2019).

Game is the natural channel par excellence that the human being has at their disposal to assimilate, develop and consolidate different types of learning. Neuroscience, the science that studies the human brain and how learning occurs in it, supports this fact.



(<https://www.gamified.uk/gamification-framework/differences-between-gamification-and-games/>)

According to Marczewski (2015), we can distinguish several types of game thinking:

- * Game Inspired Design / Playful Design

No actual elements from games are used, just ideas. Therefore, users only face a design inspired by games but do not contain anything that would be considered to be part of a game.

- * Gamification

As we said, it is generally defined as “the use of game thinking and elements in non-game contexts “. Game elements are added to a system.

- * Serious Games

This group includes full games that have been created for reasons other than pure entertainment.

- * Simulation

Virtual representation of something from the real world that allows users to practise an activity in a safe environment.

- * Play / Games / Toys

You can play with any toy you want, taking into account some rules – gravity, shape, fragility etc.

Among the hundreds of board games published every year all over the world, we may say that many of them provide benefits from a pedagogical point of view. In fact, you can find a suitable game for each thematic area in any teaching plan. The most relevant skills that are stimulated by games are among the most important ones that an educational system can aspire to: we refer to social skills, as they promote a respectful and understanding treatment in the relationship with other people.

The greatest attractiveness of board games is that they are played in groups with other people. Whether it is a group of friends, complete strangers, or a mixture of both types of people, the dynamics of a game is focused on social interaction, and as they are playing, each person can both benefit and annoy others, the rest of the players. In Vastenavond's article (2017), three tricks have been identified to turn the board game into a learning experience:

- Firstly, before starting, the rules of the game must be explained to students. They must know how to win and how to lose. In no case one has to let them win because teachers think they are young. They need to learn how to handle their frustrations.
- Secondly, there is no need to judge or tell them what to do during the game. The worst thing that can happen to them is that they may lose and have to start all over again. This is part of trial-and-error learning.
- In the end, it is necessary to opt for games that involve a challenge and force them to make decisions. It is a safe way to encourage them to decide and discover the consequences of their own decisions.

3.3 Board-games to work on Multiple Intelligences

According to Gardner's Theory of Multiple Intelligences, there is no a common intelligence faculty, but different forms of intelligence, each independent from the other (Berman, 1998: 3). In his theory, Gardner called into question the effectiveness of determining intelligence by taking people out of their original learning habitat and asking them to do isolated assignments that they have never done before. Gardner, however, suggested that intelligence has more to do with the ability of solving problems. (Armstrong, 2009: 6).

Gardner grouped human capabilities into eight categories or "intelligences":

- *Linguistics*: the ability to use words in an effective way. This intelligence includes the ability to manage different uses of communication, including rhetoric, mnemonics, and metalanguage.
- *Logical-mathematical*: the capacity to reason, which includes sensitivity to logical relationships, statements and propositions, and abstractions.
- *Spatial*: the ability to perceive the visual-spatial world, the relationships between visual elements and to visualize spatial ideas.
- *Bodily-kinesthetic*: the ability to use the body to express ideas and feelings, which includes skills such as coordination, strength, flexibility, and speed, and also tactile capacities.
- *Musical*: The capacity to perceive and express musical forms, which includes sensitivity to the rhythm, melody, and tone color of a musical piece.
- *Interpersonal*: The ability to perceive the moods and feelings of other people, which includes sensitivity to facial expressions, voice, and gestures.
- *Intrapersonal*: the capacity for self-discipline and self-understanding. It is the consciousness of inner moods, motivations and desires.
- *Naturalist*: it includes the sensitivity to natural phenomena.

Other authors have proposed other intelligences such as “spirituality, oral sensibility, humor, intuition, creativity, culinary (cooking) ability, olfactory perception (sense of smell), an ability to synthesize the other intelligences, and mechanical ability” (Armstrong, 2009: 17)

Gardner observed that when there is a harm in a specific part of the brain, it only affects determinate capabilities in his patients, leaving others undamaged. According to Fleetham (2006: 124), there are two main ways to use multiple intelligences to learn and to teach: teaching and learning intelligences by designing learning and assessment opportunities based on the strengths of the students, or to teach and learn through the intelligences by choosing different activities to achieve the objectives of their curriculum.

We move from a single, steady view, where intelligence was almost exclusively related to scholastic skills of a linguistic and logical-mathematical order, to the division of up to eight types of distinguished intelligences. But inside the brain, you cannot separate cognitive from emotional and social aspects; pupils’ brains work in a way in which learning is fixed when dopamine is generated: so, to learn, the brain needs fun and a reward. Learning based on games is an active methodology that allows to improve students' learning in a playful way.

The theory of Multiple Intelligences acquires special relevance in education when it moves away from the dominant psychometric position -which considered intelligence as a measurable construct, quantifiable and isolated from any influence of the environment- to a new one.

According to Gardner, life experience and cultural and historical context are, in addition to biological determinants, key factors in understanding how people develop their capacity to solve problems or face real difficulties. This vision of intelligence recalls pedagogical principles that had already been described throughout the history of education, like the existence of diversity among students, the active role of learning, the evaluation in real contexts and the identification and improvement of personal strategies.

This positive vision fulfills the purpose of education: each person will be able to progress in an active and constructive way through all those scenarios and situations through which they will pass throughout their existence.

Considering what has been said so far, for Gardner, being intelligent means being able to deal with the various situations that arise in everyday life, developing personal potential; this means that each individual has all kinds of intelligence, but with different profiles. Intelligences can be developed and exercised and they interact with each other.

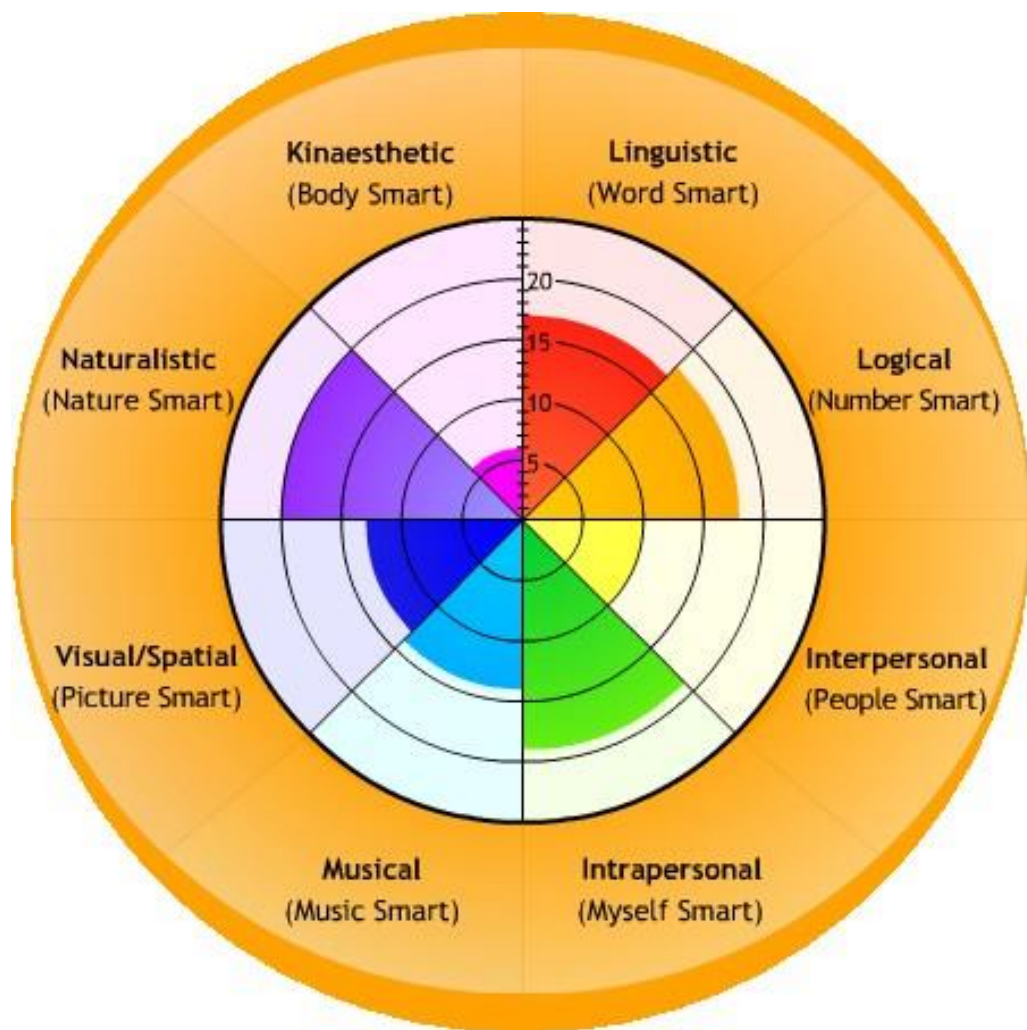
This means that some of us have high levels in all or almost all of our intelligences, while others have developed only some of them. However, it is important to know that everyone can improve all the different intelligences until they reach satisfactory levels of competence. We can all develop our intelligences if we are under the right conditions of encouragement, enrichment and education.

As previously mentioned, the intelligences are closely interlinked and interact in a very complex way. If everyone is aware of their own stronger intelligences and of the weaker ones, they may use the stronger ones to develop or to compensate for the weaker ones.

This theory allows to modify the didactic approach of the teacher in the attempt of stimulating students' learning by exploiting every form of intelligence. As Gardner claims, the recognition of different types of intelligence opens enormous educational opportunities. If each person is different from the others, and we want to reach as many students as possible, it makes no sense to treat everyone in the same way. Instead, we should try to understand as much as possible the specific minds involved and, where possible, we should build our teaching on this knowledge. This implies a clear perception of each pupil, of their intellectual profile and a differentiation that implies the choice of the most effective teaching method for every single person.

For this reason, I believe it is important to know in a precise and detailed way the profile of our students; an answer can be obtained by the representation of a pie chart where you can see how the eight intelligences develop, which allows the teacher to create activities that take into account the real potential of their students. It is an additional tool to have a confirmation that we should work developing and involving more types of intelligence.

In the next page, you can see a possible example of pie chart:



(<https://lisahillsschoolstuff.wordpress.com/2008/06/30/multiple-intelligences-test/>)

This pie chart is the result of a *Multiple Intelligences Test* on a website that enables students to determine the strongest elements of their intelligence.

Another possible alternative to the pie chart would be the following one:

How are you clever?

Name: _____

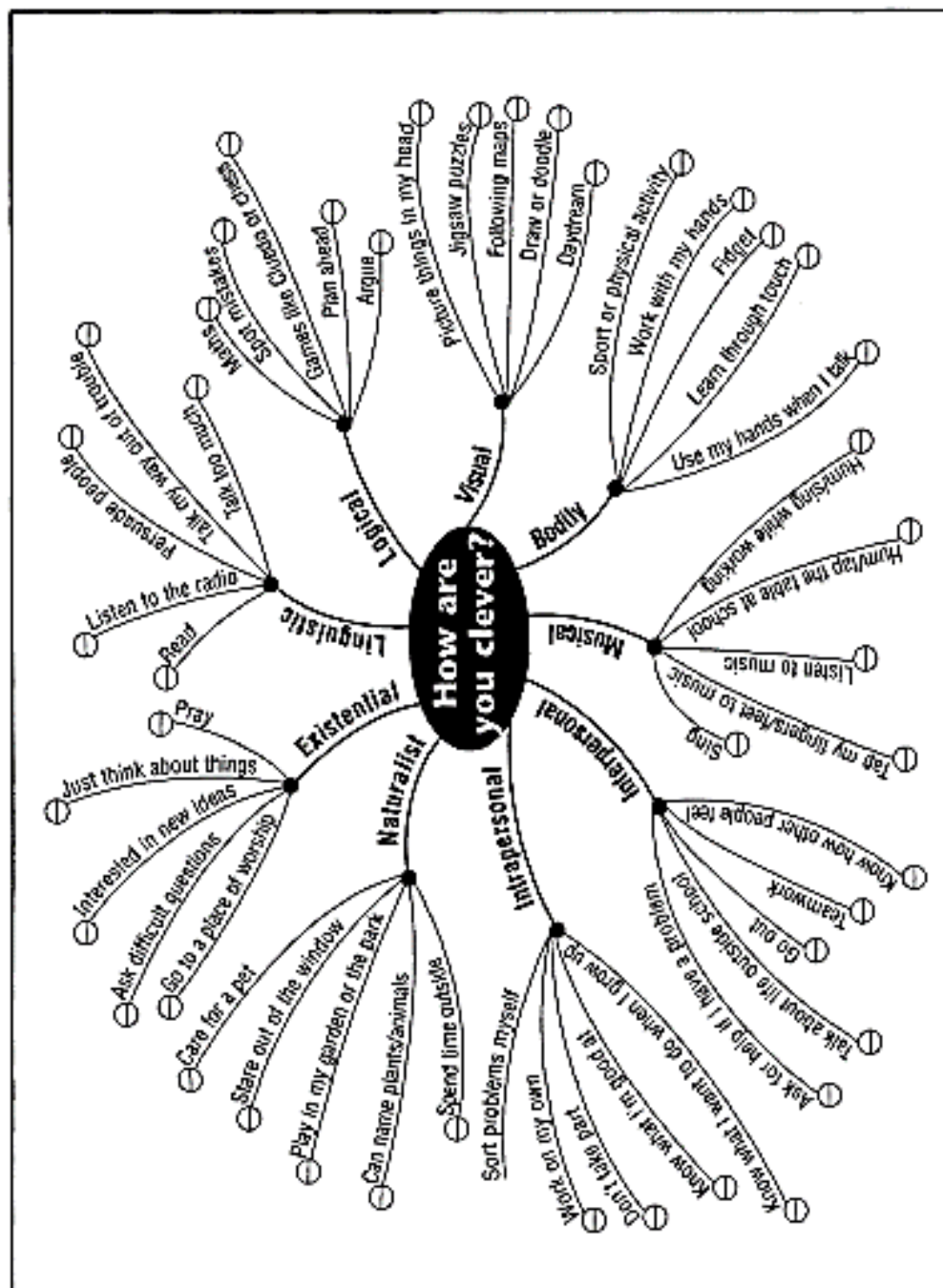
Date: _____

Colour in the circle for things you do a lot or enjoy.

If you 'sort of' enjoy it, or do it a little, colour in half the circle.

If you don't enjoy it or don't do it, leave the circle empty.

The more colour there is for an intelligence, the stronger that intelligence may be for you.



(Fleetham, 2006: 125)

After having considered all the theoretical basis on which my teaching unit relies, let me now consider it in detail.

4. Teaching Unit – *Ahead of the Game*

4.1 Contextualization

This teaching unit has been devised for the 1st Year of Non-Compulsory Upper Secondary Education (NCSE) at *IES San Felipe Neri*, in Martos (Jaén). This school is located in the south part of the town, which is an area of growing development both from a commercial and an industrial point of view. In fact, the most important industry in the town, *Valeo S.A.*, is just opposite this school. Apart from that, we cannot forget the importance of agriculture and the production of olive oil, which represents the basis of the economy, not only in this town, but in the whole province of Jaén.

Nowadays, there are 795 students at *IES San Felipe Neri*, studying at different levels:

- Compulsory Secondary Education.
- Non-Compulsory Upper Secondary Education.
- Vocational Training related to business and administration, industrial mechatronics and electrical maintenance.

During the present academic year, seventy six teachers are working here, and the English department is formed by eight teachers.

The School offers a whole range of resources: there are two buildings with two laboratories, a music classroom, two computer labs, a big library, a mediation room, classrooms with digital boards and workshop to carry out vocational training.

As for the group the teaching unit has been devised for, there are 32 students, 22 girls and 11 boys, aged between sixteen and seventeen, who have chosen the option of Science and Technology.

In general, they present intermediate level of English, something that was proved in the diagnostic test at the beginning of the academic year. Apart from that, it is worth mentioning here the presence of a minority of students with a high level of English. Not only do we find a native speaker of English, but also two students who have already got a C1 level of English. On the other hand, we find a small group of students, approximately five students, whose level of English is very low.

In general, most students in the class are motivated towards the study of the foreign language and understand that this is a crucial aspect for their future. On the other hand, we also find a minority who are reluctant to everyday work, not just in this subject, but in other subjects of the curriculum.

There is a girl with impaired vision, but does not require format adaptations, as she uses an electronic mechanism that acts as a magnifying glass.

This didactic unit has been devised taking as a basis the current legislation for the 1st year of Non-compulsory Upper Secondary Education:

- *Orden de 14 de julio de 2016* (Order of 14th July 2016), which develops the curriculum for Compulsory and Non-Compulsory Secondary Education in the Autonomous Community of Andalusia; it regulates aspects of attention to diversity and establishes the order of the assessment of students' learning process.
- *Real Decreto 1105/2014, de 26 de diciembre* (Royal Decree 1105/2014 of 26 December), which establishes the basic curriculum for the Compulsory Secondary Education and the Non-Compulsory Secondary Education.

The teaching unit we present here aims to be a general review of some already studied contents:

- Past tenses: *past simple* and *continuous*; *present perfect simple* and *continuous*; *past perfect simple* and *continuous*.
- Modal verbs expressing *probability* (*must, can't, can, may, could, might*) and *permission* (*can, may, could, might*)
- The use of *while* and *once*.

4.2 Temporalization

This teaching unit will be developed in the second term, during the first week of May, after the Easter break. It includes four sessions of approximately 55 minutes each.

4.3 Cross-Curricular issues

According to the current legislation, a cross-curricular approach to teaching is characterised by a synthesis of knowledge, skills and understandings from various subject areas.

Since 1991 the compulsory primary and secondary education curricula in Spain have promoted the teaching of value-laden issues across all subjects. Those that were applicable until 2007 under the Ley de Ordenación General del Sistema Educativo (LOGSE) explicitly suggested that all teachers should address moral and civic education, peace education, health education, gender education, environmental education, sex education, consumer education and road safety education in their classes in order to achieve the full development of the student's personality.

(Moreno, D. 2014)

This teaching unit is focused on the following cross-curricular issues:

- The development of personal competences and social skills for the exercise of participation in class through gamification and cooperative learning.
- The development of basic skills for interpersonal communication, the ability to actively listen, empathy, rationality and agreement through dialogue.

4.4 Interdisciplinarity

Since the word *interdisciplinarity* refers to a method or mindset that merges traditional educational concepts or methods in order to arrive at a new approaches or solutions, this teaching unit shows a strong cooperation with the areas of Humanity and Social Sciences, in order to comply with the integration policy of our curriculum, as regards interdisciplinary elements.

4.5 Key Competences

Taking into account the importance of working the key competences in the current legislation, this teaching unit will be mainly focused on the development of the following ones:

- *Autonomy and personal initiative*, which "is the ability to transform ideas into actions. That means becoming aware of the situation to be solved" (Ortega, n.d.)

- *Competence in linguistic communication*, which “is the result of the communicative action within particular social practices, in which the individual interacts with other interlocutors orally and through texts in multiple modalities and formats” (Ortega, n.d.)
- *Competence in social skills and citizenship*, which “involves the skills and abilities necessary to interact with other people and groups according to norms based on mutual respect and democracy” (Ortega, n.d.)
- *Logical-mathematical skills*, which “involves the ability to apply mathematical thinking and mathematical tools to describe, interpret and predict different phenomena in context.” (Ortega, n.d.)

4.6 Objectives

According to the Order 14th July 2016, the teaching of the First Foreign Language in the Upper Secondary School will aim at the development of the following skills:

1. Listen attentively and understand oral texts in the foreign language of diverse subjects, genres and registers emitted directly by the human voice or reproduced by audio storage and reproduction resources on different media.
2. Express oral productions in the foreign language with grammatical accuracy, textual coherence and social adequacy on different subjects, genres and registers using their own voice or reproduction resources.
3. Read and understand written texts in the foreign language related to various subjects, genres and registers on paper or digital media.
4. Listen to music, sing, watch movies, play and enjoy passive or active use of the foreign language by interacting personally in situations in which it is used by native speakers.

4.7. Contents

According to the Order of 14th July, 2016, as for the *curriculum* of the first year of Non-Compulsory Secondary Education, the contents that are going to be exploited in this teaching unit will be connected with:

- Formulation of hypotheses.

- Exchange of information, indications, opinions and points of view, warnings and advice.
- Narration of punctual and habitual past events, description of present states and situations, and expression of future events, using the corresponding tenses.
- Expression of consciousness, certainty, doubt and conjecture, using modal verbs.

We are going to distinguish different types of contents:

- **Syntactic-discursive contents**, which include:
 - The use of *while* and *once* to express time relationships.
- **Grammar:**
 - The use of the *past simple* and *continuous* tense, the *present perfect simple* and *continuous* and the *past perfect simple* and *continuous*.
 - Expression of modality: probability (*must, can't, can, may, could, might*) and permission (*can, may, could, might*)
- **Vocabulary:**
 - Description of people and objects, time, space and states, procedures and processes, personal and professional relationships.

4.8 Methodology

The teaching unit connected to this study is divided into four sessions, each of which is based on a specific board game and, consequently, on the development of a certain intelligence among those proposed by Howard Gardner.

As previously mentioned, the teaching unit is targeted at 1st year of Non-Compulsory Upper Secondary Education students and presents grammatical structures that are required for a B1/B2 level, according to the *Common European Framework of Reference for Languages* (CEFR), as well as an analysis and reflection on the functionality of the English language through oral and written texts.

Through the board game proposed in each session, students will ask for help and cooperation, express agreement and disagreement, contrast and comparison,

encourage their mates, criticise, make assumptions and express doubt and suspicion. In addition, the above-mentioned morphosyntactic elements will be analysed in detail and strategic elements such as identifying strategies for participating and maintaining the conversation and for negotiating will be developed.

Each lesson will start with warm up activities in order to introduce the class, motivate students and increase their participation because the concentration and calm necessary in an English class is very different from the movement that is usually found in the corridors and, when arriving in class, students have to adapt themselves to this completely different environment.

After warm-up activities, we will continue with a grammatical review or the introduction of new vocabulary, followed by controlled-practice exercises connected to grammar or vocabulary. The last and longer part of each class will be devoted to the putting into practice of the board game prepared for each lesson. The games are all structured in such a way that you do not need to buy the original game, instead you can create your own materials or print them.

Let me consider the different games in more detail:

- ✚ In the first session, we will use *Pictionary* to develop visual-spatial, bodily-kinesthetic skills. It is a board game for any age because you can make up your own version of the game by adding your own words if you think they are suitable for different variety of subjects, levels and age groups. The game only requires some paper, writing instruments, or the *Pictionary* game itself, which provides you with a gameboard, minute timer, cards, and two dice. The goal of the game is to guess what your partner in the group is trying to communicate through the pictures that they are drawing. You advance on the game by guessing correctly, and the first to get to the finish square wins.



(<https://peru21.pe/vida/dia-nino-10-juegos-mesa-olvidaras-fotos-133407>)

Hidden in such a simple game there is a complex range of mental and physical skills that are crucial to learn and to think in a foreign language. Our brains think with a combination of verbal and nonverbal thoughts. Non-verbal thoughts and concepts are usually images and pictures in the mind; the brain can process this information thousands of times faster than words, even complex ideas and concepts. Converting the word into an image in the mind requires visualisation, memory, manipulation of mental images and organisation of thoughts. (Shah, 2013). These skills are essential when reading and understanding the written word, especially in an EFL lesson. The act of drawing requires visual-motor integration using the vision to direct the body and hand-eye coordination.

- ✚ In the second session the protagonist will be the *Taboo* game, in order to develop students' linguistic and communicative skills. It is a perfect example of language-building game. *Taboo* is a board game played in groups. When it is their turn, players take a card and describe a word or phrase to their teammates without using any of the taboo hints listed on the card. The other players guess the word on the card to get points for their team (Jupiter, 2016). In the case of EFL students, the action of describing will help them express their ideas in a specific, clear and effective way. This board game will improve word-retrieval skills, listening and communicative skills, synthesizing information as well as pronunciation. It also encourages players to ask "wh" questions to get more information about the object.

- ✚ The third session will be focused on the game called *Dixit*, which helps students in their interpersonal and intrapersonal growth while learning a foreign language. Students will play in small groups of three or four. One of the groups is the storyteller in each of the rounds. They observe their six cards and, from one of them, must construct a sentence and say it aloud without showing the card to the other groups. The rest of the groups will select from among their cards the one that best suits the phrase built by the storyteller. Each group then gives the chosen card to the storyteller without the others being able to see it. The storyteller shuffles their card with the cards she/he has received from the other players and randomly places them face up on the table.

The objective of the game is to guess which of the cards is the one the storyteller used to create her/his sentence. Each group secretly votes for the card they think belongs to the storyteller and once all the players have voted, they will discover who wins the game.

This board game, in addition to the classic version, can be used in different ways. For example: 1. using the cards to write short stories, as the cards in *Dixit* can be inspirational prompts that help students get started on short writing tasks; or 2. promoting quick mingle, where higher level students can try to practise second, third and mixed conditionals with an upper intermediate class. (Astbury, 2017).

- ✚ For the fourth, and last session, we will use *Cluedo* to develop logical and mathematical skills linked to the use of the English language. *Cluedo* is a board game where three to six groups try to figure out three main facts related to a murder: the murderer, the location of the murder, and the weapon. They do this by having their characters run around a mansion and gather evidence. You can also set up the class as the crime scene, to make the game funnier and more authentic.

Playing *Cluedo* teaches deductive reasoning, which encourages critical thinking. As players move about the board making guesses as to where, what and who committed the murder, they have to use deductive reasoning to narrow down the list of suspects, the possible murder locations, and the possible weapons (Fabrega, n.d.). As you move around the mansion, the groups need to ask questions, deduce, doubt and collect clues from which to conclude which suspect murdered the game's victim, Dr. Black, and with which weapon and in what room.

Now let me consider in more detail how each session is going to be devised:

4.8.1 First session

This session will comprise the following activities:

➤ **Warm up activity**, called *DICTIONARY* – Duration: 10''

The teacher takes the dictionary and chooses a word, if possible little known, saying it aloud and secretly transcribing the definition on their own sheet. The teacher will act as moderator or "reader".

Then, each student proceeds to write, on their own sheet, a hypothetical definition of the chosen term by using sentences containing one of the modal verbs studied. At the end of the game it is not relevant that the definition proposed by the players corresponds, even partially, to the exact definition. It has to be plausible and therefore, for example, the style in which it is written counts, especially the use of modals.

Although if the meaning of the word chosen by the "moderator" is known, the player will try to write its meaning as close as possible to the real meaning.

Let me introduce an example: if the word is *Flabbergasted*, the definition will be: "completely shocked or confused". So, a sentence students can create is: "It MIGHT mean that something or someone is confused."

➤ **Grammar: MODALS IN SUMMARY** – Duration: 5''

The teacher will briefly summarise the use of the main modal verbs and will give to each student a review chart that has been included below.

In pairs, they will try to remember how and why to use every of the presented modal verbs.

MODAL	EXAMPLES	USES
CAN	He can find any street in London. You can take a taxi. Can you take me to Victoria Station?	<i>Ability Suggestion Request</i>
BE ABLE TO	He is able to find any street in London.	<i>Ability</i>
CAN'T	That story can't be true.	<i>Certainty that something is impossible</i>
COULD	I could play tennis when I was younger. Could you take me to Victoria Station? You could take a taxi.	<i>Ability Request Suggestion</i>
MAY	It may be quicker to travel by train. May I come in?	<i>Possibility Formal request/ Permission</i>
MIGHT	It might be quicker to travel by train.	<i>Possibility</i>
MUST	You must be back at 10 o'clock. Look at the snow. It must be cold outside.	<i>Obligation Certainty that something is true.</i>
HAVE TO	You have to be back at 10 o'clock.	<i>Obligation</i>
NEED TO	You need to study a lot.	<i>Obligation.</i>
NEEDN'T	You needn't have a university degree.	<i>Lack of obligation.</i>
MUSN'T	You mustn't drive without a license.	<i>Prohibition</i>
DON'T HAVE TO	You don't have to call a taxi.	<i>Lack of obligation</i>
SHOULD	You should drive more carefully.	<i>Opinion/Advice</i>
OUGHT TO	You ought to drive more carefully.	<i>Opinion/Advice</i>

(<https://sites.google.com/site/rivasrivasjenifer/-ingles/3a-evaluacion/tema-6>)

After the grammatical review, some controlled-practice exercises, such as the one that has been included, will be done:

CHOOSE THE RIGHT MODAL VERB – Duration: 7" (+ 3" for the correction)

Students must fill in the blanks using the right modal: **MUST, MUSTN'T, DON'T HAVE TO, SHOULD, SHOULDN'T, MIGHT, CAN, CAN'T.**

1. "Noelia and Mike _____ be good players. They have won hundreds of cups!"
2. "You _____ pay to use the Wi-Fi. It's free."
3. "I'm not sure where my daughter is at the moment. She _____ be at her dance class."
4. "Leonard _____ be working today. He never works on Mondays."
5. "You _____ be 18 to see that film."
6. "You _____ hear this joke. It's very funny."
7. "David _____ go and see a doctor. His cough is getting worse all the time."

8. "You don't have to shout. I _____ hear you very well."
9. "It _____ be him. I saw him a week ago, and he didn't look like that."
10. "You look pretty tired. I think you _____ go to bed early tonight."
11. "Let me look. I _____ be able to help you."
12. "Children, you _____ cross the street if the lights are red !"
13. "You _____ sit so near the TV. It's bad for your eyes."
14. "I'm sorry but I _____ give you a lift because my car is broken."
15. "I _____ stop and talk to you now. I have to get to the library."

(<https://www.english-grammar.at/worksheets/modal-verbs/m006-modal-verbs.pdf>)

(SOLUTIONS: 1. MUST; 2. DON'T HAVE TO; 3. MIGHT; 4. CAN'T; 5. MUST; 6. MUST; 7. SHOULD; 8. CAN; 9. CAN'T; 10. SHOULD; 11. MIGHT; 12. MUSTN'T; 13. SHOULDN'T; 14. CAN'T; 15. CAN'T.)

➤ **Free exercise: Pictionary** – Duration: 30''

The class will be divided into four teams. Each group begins by choosing a person who is the illustrator for the first word. The illustrator is the person who tries to illustrate the word using the white board and the marker. Everyone else in the team will try to guess the word drawn but they will have to do it by using interrogative sentences with the modals *should* and *could*.

The teacher would have prepared cards containing words from the vocabulary previously studied by the students throughout the year, but if he/she prefers, the online resource on <https://www.thegamegal.com/word-generator/> can be used; it is a random-words generator adapted for that game.

The person designated to draw will only have five seconds to look at the card. Then the teacher will set the timer and the drawers will draw. The drawers of the four teams draw at the same time and will have sixty seconds to draw while their teammates try to guess the word. The team that guesses the drawing before the time runs out wins one point. Every new word will have to be drawn by another member of the team.



(Picture from <https://es.wikihow.com/jugar-Pictionary>)

Words that can be used in the 1st Year of Non-Compulsory Upper Secondary Education:

Angry	Fireworks	Pumpkin
Baby	Flower	Rainbow
Beard	Flying saucer	Recycle
Bible	Giraffe	Sand castle
Bikini	Glasses	Snowflake
Book	High heel	Stairs
Bucket	Ice cream cone	Starfish
Bumble bee	Igloo	Strawberry
Butterfly	Lady bug	Sun
Camera	Lamp	Tire
Cat	Lion	Toast
Church	Mailbox	Toothbrush
Crayon	Night	Toothpaste
Dolphin	Nose	Truck
Egg	Olympics	Volleyball
Eiffel Tower	Peanut	

4.8.2 Second session

➤ **Warm up activities:** *TELL A STORY* – Duration: 10’’

The class will create a story. The teacher goes around the class and students take it in turns to add three words to the story stem. Then, the teacher could start it with the tenses they are reviewing, for example with the *past continuous* interrupted by an action expressed in the *past simple*, and, then, encouraging students to use “wh-” words. The teacher writes the story on the board and elicit corrections as you go along.

➤ **Vocabulary:** *WHAT DOES YOUR NAME MEAN?* – Duration: 5’’

Using a dictionary, students find and write down an appropriate adjective that begins with each letter of their classmate’s name and surname.

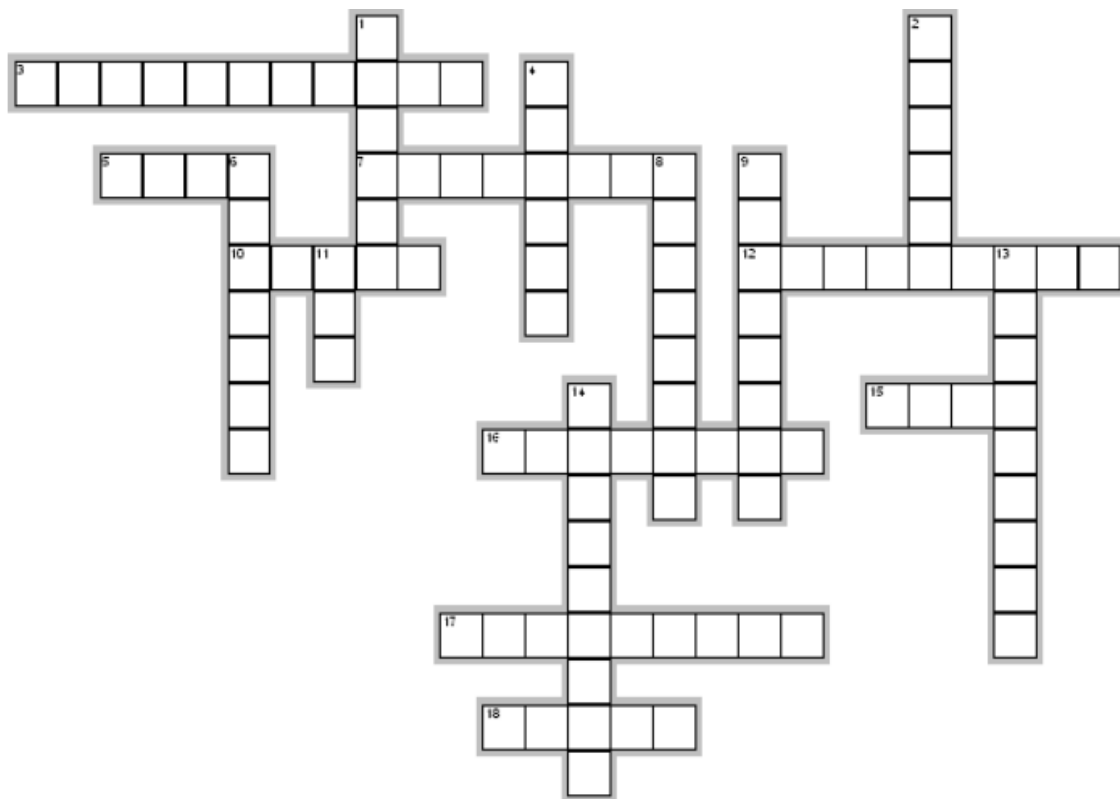
For example: FRED = Fantastic, Radiant, Earnest, Delicate.

➤ **Controlled exercises:** *MIXED LETTERS & CROSSWORD* – Duration: 10’’

To review vocabulary related to “Personality”, the teacher can mix up the letters of each word. Then, s/he writes a word or words on the board and students, in groups of four, race to identify the vocabulary. Finally, students try to solve the crossword.

We have included the following example:

nnfyu (funny), slacerse (careless), rignob (boring), yatns (nasty), dink (kind), yhs (shy), alyz (lazy), boustmiaa (ambitious), litbiranl (brilliant), tbhgri (bright), songyeag (easygoing), per-meddabte (bad-tempered), bicsoeal (sociable), shidhilc (childish), engueors (generous), manicyd (dynamic), critts (strict), titineamp (impatient).



(<https://www.cambridgeenglish.org/images/vocabulary-games-and-activities.pdf>)

Across

3. "Describes a person who becomes angry and annoyed easily" (11)
5. "Helpful and thinking of other people's feelings" (4)
- 7 "Describes someone who likes to give presents to people or who helps friends by buying things for them" (8)
10. "Describes someone who is rude and unkind" (11)
12. "Easily annoyed by someone's actions or mistakes or because you have to wait" (9)
15. "Not willing to work or use any effort" (4)
16. "Not taking or showing enough care or attention" (8)
17. "Having a strong wish to be successful, powerful or rich" (9)
18. "Humorous, causing laughter" (5)

Down

1. "Clever and quick to learn" (6)
2. "Describes someone who is serious and makes you follow the rules" (6)

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|--|
| <ol style="list-style-type: none">4. "Not interesting or exciting". (6)6. "Having lots of ideas and enthusiasm; energetic and forceful" (7)8. "Describes someone who likes to meet and spend time with other people" (8)9. "If an adult is childish, they behave badly like a child" (5)11. "Nervous and uncomfortable with other people" (3)13. "Relaxed and not easily upset or worried" (9)14." Very intelligent" (7) |
|--|

➤ **Free exercise:** *TABOO* – Duration: 30''

Before the class starts, the teacher creates several cards. On each card s/he writes one word in the upper part of the card, and underneath s/he includes from two to four related key words that will have to be avoided.

The goal is for students to get their teammates to guess the chosen word. They can say anything they like to try to make them guess, using modals and past tenses, except for the rest of words written on the card.

The class will be divided into groups of four or five. The teacher picks a team to start, and have them choose a card. The teammates decide who will guess and who will talk first, but all the team must participate as a "talker".

The "talker", then, has to try to make their partner guess the word without saying it, or any of the other words. After they guess it, another group comes up. When all the groups have taken part in the activity, the teacher does it again and has the teammates switch roles.

In the following page, you can find an example of *Taboo* cards proposed for a B1/B2 level.

JEALOUSY ENVY EMOTION COMPARE GREEN ACHIEVE	CHICKEN LEG BIRD BODY EAT FOOD KFC	TOILET WASHROOM WC PEE POOP BATHROOM	WISH WANT DESIRE HOPE DREAM LONG FOR
BENCH SIT WOODEN CHAIR LONG PARK	EXERCISE RUN SPORTS HEALTHY DAILY MORNING	CROWN HEAD GOLD KING QUEEN JEWELS	PRINCESS PRINCE QUEEN DAUGHTER ROYAL CASTLE

CAR DRIVER RIDE TRANSPORT FAST TRAVEL	DRAGONFLY RED WINGS INSECT FLY DRAGON	SNOWFLAKE COLD WINTER FLOWER SNOW FALL	HUNGRY FEELING EAT FOOD BREAKFAST MEAL
DUCK BIRD YELLOW CHICKEN "QUACK" FOOD	PILLOW HEAD SLEEP SOFT BED BLANKET	DANCE SHOES ROMANTIC MUSIC SING TOWN SQUARE	PROUD FEELING ACCOMPLISH GREAT BOAST HUMBLE

(Mogency.com; 2019)

4.8.3 Third session

- **Warm up activities:** *I WAS WALKING IN THE PARK...* – Duration: 5''

The teacher thinks of a rule which sets which items can appear in your story, for example, it must be an uncountable noun, or it must start with a vowel. For example, a possible rule would be that the word must be three letters long.

The teacher starts saying: *I was walking in the park while a **pig** appeared!*

Student A: *I was walking in the park while a goat appeared!*

Teacher: *No, it can't appear.*

Student B: *Maybe a dog?*

Teacher: *Yes, it can.*

And so on. When they have finished, the teacher invites the students (alone or in pairs) to come up with their own rules and let them run the game.

- **Grammar:** *PAST SIMPLE and PAST CONTINUOUS* – Duration: 10''

Students will watch a video from *Side by side* on YouTube. It is a Video Programme where people are describing past activities with the past continuous and the past simple.



(<https://www.youtube.com/watch?v=jkOXNxoMCIA>)

In the appendix I, the transcript can be found.

➤ **Controlled exercises:** *ANSWER THE FOLLOWING QUESTIONS* – Duration: 10’’

In groups, students will answer the following questions about the previous video:

- *What were the people on the street doing yesterday when the lights went out?*
- *What was the main officers doing when the light went out yesterday?*
- *What were the TV journalists doing yesterday?*
- *Yesterday a burglar broke into the apartments and stole many things, what were the people who live there doing?*
- *How were they feeling?*

➤ **Free exercise:** *DIXIT* – Duration: 30’’

The teacher will explain the game, as a social activity focused on language skills. This game requires ten cards for every group of four students.

On their turn, students choose a card, and describe it with a hint (a short sentence, a word). Every group chooses a card from their pack that best matches the clue, in the hope of stealing points from them. The cards are mixed up, and everyone has to guess which card of the group gave the hint.

After all cards have been displayed, players discuss which card they believe is the correct choice for the clue. They must be able to provide their reasons for the choice they have made, by using the modal verbs they are reviewing.



(<https://www.walmart.com/ip/Dixit-Family-Strategy-Game/30655400>)



(<https://www.solidrop.net/photo-6/board-games-table-card-pokemon-full-set-dixit-1-2-3-4-5-6-468-ards-fun-family-children-game-imagination-playing-cards.jpg>)



(<https://www.dhresource.com/0x0/f2/albu/g1/M00/41/A1/rBVaGVaDXraAadBuAAJO4fOzW30460.>)

4.8.4 Fourth session

- **Warm up activities:** *WHAT DO YOU KNOW ABOUT JOHN LENNON?* – Duration: 5’’

The teacher sets a five-minute time limit and, in groups of five, students think up and write down as many facts as they can about John Lennon, using the past tenses they know. One point will be given for each true sentence you can verify on this website: <http://www.onabbeyroad.com/john4.htm>.

- **Vocabulary:** *READING & COMPREHENSION* – Duration: 10’’

Students read the following article and answer the questions below:

“AUSTIN, Texas (AP) – The state’s highest criminal court rejected convicted killer Karla Faye Tucker’s bid for clemency, to keep from becoming the first woman executed in Texas since the US Civil War. The Court of Criminal Appeals on Wednesday turned aside her argument that the state’s clemency process is unconstitutional.”

“Ms Tucker, who is scheduled to die Tuesday by lethal injection, has asked the board of Pardons and Paroles to commute her sentence to life in prison. The board can deny her request or forward a recommendation to Gov. George W. Bush.”

“Ms Tucker, 38, was condemned for murdering a man and woman with a pickax during a 1983 break-in. She has since insisted she found God behind bars and would be content spending the rest of her life in prison doing his work for the rehabilitation of young criminals.”

“In interviews organized by her prison minister-husband, Dana Brown, she insists she’s a new person, content to spend her life in prison doing God’s work and setting an example for young people. “We all have the ability, after we’ve done something horrible, to make a change for the good,” Ms Tucker, 38, said earnestly on CBS television. “I’m so far removed from the person I used to be out there. For me, what’s weird is thinking back on some of the things I used to do, and thinking, ‘I did that?’”

(taken from Athens News, Jan 30th, 1998)

- *What crime did Karla Tucker commit?*
- *What sentence did she get?*
- *Does she claim to be innocent?*
- *What has she asked the Board of Pardons and Paroles?*
- *How does she say she is going to spend her life if her request is granted?*

➤ **Controlled exercises:** *MATCH THE ITEMS* – Duration: 5’’

Students have to put the following words in the matching spaces:

VERDICT – TESTIFIED – PROSECUTION – INNOCENT – SENTENCE – JUDGE – ARREST –
WITNESSES – SUSPECTS – CONVICTED – VICTIMS – GUILTY – CHARGE – TRIAL .

1. None of the _____ wants to testify in the murder trial because they are afraid the suspect will kill them when he gets out of prison.
2. I sure hope they _____ the guy that has been breaking into cars all over the neighborhood soon.
3. Voltaire once stated that it is better to risk saving a guilty person than to condemn an _____ one.
4. Police have brought a _____ of assault against the young man accused of beating up a classmate.
5. Before sentencing, the _____ said that it was the most horrible crime he had ever heard of.
6. During the trial, the old woman _____ that on the night of the murder, she heard the accused threatening to kill the victim.
7. The murderer received a _____ of twenty years in prison.
8. Many old people are afraid of becoming _____ of crime, but studies show the elderly are actually the least likely members of society to be attacked or robbed.
9. The suspect bowed his head and cried with relief when the _____ was read out.
10. The police have no _____ as of yet in the murder case.

(http://www.englishvocabularyexercises.com/eve-exercises/EngVocEx_crime_law_1-3.htm)

➤ **Free exercise:** *CLUEDO* – Duration: 35’’

The class is going to play a murder mystery game. Everyone will be a character in the game and one of them is the murderer.

There are only seven characters in that mystery game. So, there will be, for example, three students being Mr. Sheens. To "win" students have to talk at least to one person of each character.

The objective is to interview, share clues with other guests and deduce who the killer is and why the murder occurred. The necessary background Information can be found below.

Students need to collect information about everyone who was at the party and collect any relevant information on the sheet included in the exercise.

The following questions will be written on the board for reference:

- *"What is your name?"*
- *"Why were you at the party?"*
- *"What was your relationship with Ms. McGowan?"*
- *"When did you last see Ms. McGowan?"*
- *"What were you doing when you heard the scream?"*

When the students have spoken to everyone who was at the party, using the information they have collected, they try to work out who killed Ms. McGowan and why they did it.

The solution and characters can be found at the end of the exercise.

Background Information:

"During a school reunion party a scream is heard from one of the classrooms. It's 8:30 pm. A few minutes later the dead body of Miss Eliza McGowan, a cranky old English teacher, is found. She has been hit on the head. Also found were a number of items that may lead us to the killer: a book written by one of her ex-students, Simon Donnelly, a photograph of one of her fellow teachers, a young man called Saul Sheen, and a tissue with the initials I.W. At the moment these are the three main suspects but everyone who was at the party and saw or spoke to Miss McGowan needs to be questioned." (Macmillan, 2006)

Table:

NAME	MOTIVE	ALIBI	CLUE
Louise King			
Simon Donnelly			
Saul Sheen			
Ivan Williams			
Lily Simmons			
Edward Green			
Patricia Woods			

Solution:

“Mr. Green is Saul Sheen's father; he and Miss McGowan had a relationship in college. Miss McGowan has always kept it a secret but after the last argument with Saul she plans to tell him the truth. She tells Mr. Green about her plan and they argue. Louise King overhears them. Mr. Green is furious and it is he who follows Miss McGowan to the classroom and hits her over the head. He wasn't in his office when everyone heard the scream, that's why when Saul Sheen knocked on the door he got no answer.” (Macmillan, 2006)

Each student is given one of the following cards with information about his/her character:

“Your name is Simon Donnelly; you are an ex-student.”

“Memories of Miss McGowan: She was a very tough teacher, she made you do extra writing assignments and she said you had talent but you hated all the extra work. But now you're grateful, you have just written a new book dedicated to Miss. McGowan. Last time you saw Miss. McGowan: You saw Miss McGowan at about 7 pm, you gave her a copy of your new book and she was pleased.”

“When you heard the scream: You were talking to Louise King, another ex-student.”

"Your name is Louise King; you are an ex-student."

"Memories of Miss McGowan: You thought she was an old hag, you hated her class, she gave too much homework, she made you hate school so you stopped going. You didn't do your exams and now you work in a chicken factory."

"Last time you saw Miss McGowan: You went outside for a cigarette at about 8 pm, you saw her with Mr. Green, it looked like they were arguing and it seemed serious. Anyway, they were talking about someone called Paul or Raul or something..."

"When you heard the scream: You were glad for the distraction; you were trying to escape from boring Simon Donnelly."

"Your name is Saul Sheen; you are a teacher at the school."

"Opinion of Miss McGowan: She was a very serious woman; she wasn't easy to like."

"Last time you saw Miss McGowan: Nobody at school knows this but Miss McGowan was your mother, she gave you up for adoption when you were a baby. You were having an argument because she wouldn't tell you who your father was. It was about 7:30 pm."

"When you heard the scream: You were looking for Mr. Green, the headmaster, you knocked on his office door but there was no answer."

"Your name is Ivan Williams; you are the caretaker at the school."

"Opinion of Miss McGowan: You thought that she was a very classy lady; it surprised you that she wasn't married. You wanted to invite her to dinner but you were afraid she would say no."

"Last time you saw Miss McGowan: You saw her arguing with Mr. Sheen. You never liked him; he was always upsetting poor Miss McGowan. You went to see if she was okay, you loaned her your tissue, you always carry one"

"When you heard the scream: You were cleaning the floor in the men's toilets."

"Your name is Lily Simmons; you are an ex-student."

"Memories of Miss McGowan: She was a very scary teacher, most of the students worked hard because they were afraid of her. You did very well in English and, because of Miss McGowan, you are training to be a teacher."

"Last time you saw Miss McGowan: You spoke to her briefly at about 7:45, you were telling her about your studies, she didn't seem interested, she kept looking around, then she saw Mr. Green and said she had to go. You thought she was a bit rude."

"When you heard the scream: You were dancing in the Sports Hall with some of the other ex-students."

"Your name is Edward Green, you are the headmaster at the school."

"Opinion of Miss McGowan: You have known Miss McGowan since you were both students in college, you thought she was a wonderful woman, you will miss her very much."

"Last time you saw Miss McGowan: You were very busy this evening, you didn't see Miss McGowan."

"When you heard the scream: You were in your office working on the computer."

"Your name is Patricia Woods, you are a teacher at the school."

"Opinion of Miss McGowan: She was a good teacher but she didn't have very many friends."

"Last time you saw Miss McGowan: She was walking to her classroom, it was about 8:15 pm and she looked upset. You think she was crying; she was wiping her eyes with a tissue."

"When you heard the scream: You were serving drinks with some of the other teachers in the Sports Hall."

(Taken from the Lesson Share section in www.onestopenglish.com)

4.9 Learning Standards

According to the Glossary of Education Reform (2014), “learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education”. We can find the ones exploited in this teaching unit in the Royal Decree 1105/2014. In this sense, our goal is that our student:

- Understands, in an informal conversation in which he/she takes part or in descriptions and narrations, points of view and opinions on practical matters of daily life and on subjects of their interest, when being spoken clearly, slowly and directly and when the interlocutor is willing to repeat or reformulate what has been said.
- Participates in informal face-to-face conversations or conversations on the telephone or other media, establishing social contact, exchanging information and expressing opinions and points of view, making invitations and suggestions, asking and offering things, asking and giving directions or instructions, or discussing the steps to carry out a cooperative activity.
- Understands the essential ideas of short, well-structured fiction stories and develops an idea of the personality of the different characters, their relationships and the plot.

4.10 Evaluation

When talking about evaluation, we have to make reference to the evaluation criteria, which are the principles, norms or valuation ideas in relation to which an evaluative judgment is issued on the evaluated object.

According to the Royal Decree 1105/2014, we have selected the following criteria in this teaching unit:

- Know and apply the most appropriate strategies for understanding the general meaning, essential information, main points and ideas or relevant details of the text.
- Know and use a sufficient lexical repertoire to exchange information, express opinions as well as short, simple and direct points of view in everyday situations, although in less common situations and on less known subjects the message will be adapted.

The main assessment instruments that will be used to evaluate this teaching unit, are daily observation, as well as a written and oral test. To assess our students in

an objective way, we will use two rubrics that have been created specifically for the above-mentioned key competences, assessment criteria and learning standards.

A rubric is a set of criteria and standards related to learning objectives. It is a grading tool used to make objective assessments; a set of criteria and standards linked to the learning objectives used to assess student performance. The rubrics allow the evaluation to be standardized according to specific criteria, making the evaluation simpler and more transparent.

RUBRICS:

EVALUATION CRITERIA	INSUFFICIENT (1/4)	SUFFICIENT/ GOOD (5/6)	NOTABLE (7/8)	OUTSTANDING (9/10)	KEY COMPETENCE
Know and apply the most appropriate strategies for understanding the general meaning, essential information, main points and ideas or relevant details of the text.	Identifies and extracts with great difficulty the main ideas in oral texts. Applies linguistic elements with important errors. Occasionally shows respect and interest for the ideas and opinions of other students.	Identifies with relative ease and precision the main ideas in oral texts. Normally applies with accuracy a wide repertoire of linguistic elements of frequent and less common use. Generally, shows respect and interest for the ideas and opinions of others.	Identifies easily and accurately the main ideas in oral texts. Applies with a certain ability a wide repertoire of linguistic elements of frequent and less common use. Frequently shows respect for and interest in the ideas and opinions of others.	Identifies and extracts with great accuracy and efficacy the main ideas in oral texts. Applies with proficiency a wide repertoire of linguistic elements of frequent and less common use. Shows constant respect and interest in the ideas and opinions of others.	- Competence in linguistic communication - Autonomy and personal initiative - Competence in social skills and citizenship - Logical-mathematical skills

EVALUATION CRITERIA	INSUFFICIENT (1/4)	SUFFICIENT/GOOD (5/6)	NOTABLE (7/8)	OUTSTANDING (9/10)	KEY COMPETENCE
Know and use a sufficient lexical repertoire to communicate information, opinions and short, simple and direct points of view in everyday situations, although in less common situations and on less known subjects the message has to be adapted	Produce oral texts of a certain length that deal with everyday or less common matters, pronouncing sound, accent, rhythmic and intonation patterns with inaccuracies that make it difficult to understand.	Produces oral texts of a certain length and complexity that deal with everyday or less common matters, pronouncing sound, accent and rhythmic patterns in a generally adequate way and with few errors that lead to misunderstandings.	Produces oral texts of a certain length and complexity, well organized, that deal with everyday or less common matters, pronouncing common and more specific sound, accent, rhythmic and intonation patterns with relative ease and naturalness, without errors that lead to misunderstandings.	Produces oral texts of a certain length and complexity, well organized and dealing with everyday or less common matters, pronouncing common and more specific sound, accent, rhythm and intonation patterns with ease and naturalness, with few relevant errors.	- Competence in linguistic communication - Autonomy and personal initiative - Competence in social skills and citizenship - Logical-mathematical skills

5. Conclusion

Improving the quality of the teaching-learning process is a goal that can be reached thanks to the use of the three techniques in teaching English as a foreign language that we have talked about: Cooperative Learning, the Theory of Multiple Intelligences in the EFL classroom and Gamification of learning through the use of Board Games.

As the aim of this Masters Dissertation is to check to what extent the gamification of learning and collaborative techniques improve the academic performance of students and their skills, we can state that from both, a theoretical and

a practical point of view, these techniques are very beneficial if used in the EFL classroom, but also present some difficulties at the time of putting them into practice.

The first objective of the Masters Dissertation was to analyse the increase of Cooperative Learning techniques in the EFL classroom. But although studies have shown that cooperative learning improves learning in all disciplinary areas, at all levels of education and with all types of students, it is also true that the design of these types of lessons is complex, time-consuming and, in the end, cooperative learning only takes place occasionally.

Heterogeneous "cooperative" groups are the most effective educational tool that educators have to transform racial relationships into positive ones. In traditional classes there is a growing attraction to the racial issue; in cooperative learning classes, there is a progressive understanding and growing friendship between boys and girls of different races.

Students in cooperative learning groups experience an increase in self-esteem in terms of social relations and school learning. It is a direct consequence of the fact that if they feel better accepted by their classmates, they achieve better results. Apart from that, they acquire the ability to understand and interpret the role of others, to understand the opinions and feelings of others and to feel empathy. It must be said, however, that, on many occasions, students do not know how to work together, so the features of a cooperative group that we have already mentioned (Positive Interdependence, Face-To-Face Interaction, Individual Accountability, Social Skills and Group Processing) have to be clear from the very beginning. Without instructions and a solid structure, students can depress each other and are unable to solve both their own task or social conflicts.

This study has also focused on Gardner's Theory of Multiple Intelligences to describe the practical use of board games as tools to develop students' skills. This theory implies that the different types of intelligence are present in all human beings and that the difference between their intellectual characteristics and performance is to be found only in their respective combinations.

However, it is important to guard against such clear categorisations, which seem to simplify our life. At a careful glance, in fact, the foundations of the theory falter. On many occasions, teachers and planners have no time for this sort of examination and the risk is that students do not benefit from the advantages we have already considered.

Talking about board games, we proved that they can really be used as a pedagogical tool in the EFL classroom, since they can bring many benefits not only at a curricular level but also at a physical and social level.

When we put into practice the *Cluedo* game with the 1st Year of Non-Compulsory Upper Secondary Education students of the IES San Felipe Neri, in Martos (Jaén), we realized one important fact: the whole class participated. No pupil, not even one of the most problematic, was excluded or isolated from the game, which required both the use of specific grammar as well as continuous interaction with the rest of the class.

So, on the one hand, if the noise generated by putting a board game into practice in such a big class can be considered a problem; on the other hand, the participation of students who normally do not want to work is a success that cannot be ignored.

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9. Appendix I:

TRANSCRIPT

This is Side by Side TV News, morning edition. With Bob Rogers and Jackie Williams. María Hernandez with the weather, and Chip Stevens on sports.

Bob: Good Morning everybody, along with Jackie Williams, I'm Bob Rogers. Well, as you all know by now, there was a blackout in Centerville last night. The lights went out all over town.

Jackie: Side by Side TV News reporter Scott Mason is standing by downtown to find out what people were doing last night when the lights went out. Scott, are you there?

Scott: Jackie, it seems like everybody in town is talking about the blackout last night. Everyone has a story to tell. What were you doing last night when the lights went out?

Man1: I was washing the dishes and my wife was giving the baby a bath.

Woman1: I was washing my clothes at the laundromat, and suddenly, everything got dark.

Woman2: My husband and I were watching TV, and our children were doing their homework.

Scott: And what were you doing last night when the lights went out? Excuse me!

Teenager: Yeah?

Scott: What were you doing last night when the lights went out?

Teenager: Did the lights go out last night?

Scott: Yes. The lights went out all over town.

Teenager: Huh. How about that? I didn't even know. I was listening to music all night.

Scott: You were listening to music?! But there was no electricity!

Teenager: Batteries.

Scott: So you see, Bob and Jackie, everybody is talking about what they were doing last night when the lights went out. But why did the lights go out? To find the answer, Side by Side TV News reporter Gloria Rodriguez is standing by at the main office of the power company. Gloria?

Gloria: I'm here at the main office of the Centerville power company with Fred Watts, the company's director of Public Information. Mr. Watts, what happened last night?

Fred: Well, Gloria, as you know, the lights went out all over town.

Gloria: Yes, we know that, Mr. Watts. Can you tell us why?

Fred: Well, we aren't sure yet. We know it was raining very hard when the blackout occurred, but we aren't certain that's the reason for the problem. We're working on it.

Gloria: Mr. Watts, is it true that you were all having a big party here last night, and nobody was watching the controls?

Fred: Absolutely not! We were working here and doing our jobs as usual.

Gloria: Well, thank you for talking with us, Mr. Watts. So Bob and Jackie, that's what we know right now. It was raining very hard last night, and perhaps that's the reason the lights went out all over town. This is Gloria Rodriguez, reporting live from the power company for Side by Side TV News.

Jackie: Thank you, Gloria. What a night! What were you doing last night when the lights went out?

Bob: I was washing the dishes.

Jackie: How about your wife? What was Doris doing last night when the lights went out?

Bob: She was taking a bath.

Jackie: I was still working in the building. Did you hear what happened to the Station Manager and his wife?

Bob: No. What were Mr. and Mrs. Green doing last night when the lights went out?

Jackie: They were riding in the elevator.

Bob: Oh, that's terrible!

Jackie: Coming up, a robbery on River Street. We'll be back, in a moment.

----Commercial Break--

Woman: I saw you yesterday. But you didn't see me.

Man: Really? When?

Woman: At about 2:30. You were getting out of a taxi on Main Street.

Man: That wasn't me. Yesterday at 2:30 I was cooking dinner.

Woman: Hmmm...I guess I made a mistake.

Stay tuned for: "Our Neighbors, Our Lives". Coming up, after the Morning News

Doctor: Hi. This is Ernesto Retina. Owner of "I SEE YOU": your one-stop place for eye examinations and eyeglasses. Does this scene look familiar?

Man1: I saw you yesterday, but you didn't see me.

Man2: Really? When?

Man1: At about 4:00. You were jogging through the park.

Man2: That wasn't me. Yesterday at 4:00 I was playing tennis.

Man1: Hmmm...I guess I made a mistake.

Doctor: Don't let this happen to you. Come to "I SEE YOU" for an eye examination, today! This is Ernesto Retina saying: I'll see you at "I SEE YOU".

Bob: There was a robbery at 151 River Street yesterday afternoon. Side by Side TV News reporter Maxine Baxter talked with the tenants of the building and filed this report.

Maxine: Yesterday wasn't a very good day for the people who live at 151 River Street. Burglars broke into every apartment in the building, while all the tenants were out. What were you folks doing yesterday afternoon?

Man1: I was washing my clothes at the laundromat.

Woman1: I was visiting a friend in the hospital.

Woman2: We were having a picnic at the beach.

Man2: I was playing tennis in the park.

Maxine: And how about you? What were you doing?

Man3: My roommate and I were attending a football game.

Woman3: I was out of town. I was visiting my grandchildren in Ohio.

Maxine: And how do you all feel about what happened?

Woman2: I'm really upset!

Man2: It's terrible.

Woman1: I can't believe it.

Maxine: Yesterday certainly was an unfortunate day for the people at 151 River Street. They had no idea that while they were away, burglars broke in to every

apartment in the building. Today, everybody is trying to put their apartments, and their lives, back together. Maxine Baxter, Side by Side TV News.

Jackie: Police are still investigating the robbery at 151 River Street. As of now, there are no suspects.

Bob: And that's the Side by Side TV News, Morning Edition for today. We'll see you this evening. I'm Bob Rogers.

Jackie: And I'm Jackie Williams. "Our Neighbors, Our Lives" is next. Have a good day!